

Accessforall

Pupil Referral Units and extended services



Introduction

While over two thirds of schools now offer access to a full range of extended services¹, some of the young people who need them most – those in Pupil Referral Units (PRUs) – are among the least likely to be able to access before and after school activities and holiday playschemes.

Three local authorities – Barnsley, Havering and Middlesbrough – worked with 4Children consultants in 2008/09 to explore how PRUs can be linked into extended services and to develop ways of ensuring that pupils who attend PRUs are able to benefit from the full range of extended services in and around schools. The project was funded by the Department for Children, Schools and Families (DCSF), and in Middlesbrough built upon a previous 4Children Fast Track project funded by DCSF to develop a good practice guide for extended services in PRUs.

The three project authorities provided different models of PRU provision as well as examples of existing good practice. We are grateful to the young people and the Local Authority and PRU staff in Barnsley, Havering and Middlesbrough for their support throughout the project. Each area already had some extended services activities in place before the start of the project and used the project to extend collaboration and services available.

This publication reports on the PRU project and draws on national materials and research in order to highlight effective practice and emerging strategies through which access to extended services can be improved for all children and young people in PRUs. Although the report focuses specifically on pupils attending PRUs, some of the issues identified will also be relevant to pupils in contracted private or voluntary sector alternative provision, or in Further Education colleges.

Access for all emphasises the importance of:

- Collaborative partnerships to develop extended services focusing on vulnerable young people
- Consultation with young people in PRUs
- Building ongoing participation by young people in PRUs
- Securing the active involvement of PRU parents²

The project was based on the following principles:

- Extended services should be available to every young person in all communities.
- All young people should be able to access the full range of services.
- Narrowing the gap in outcomes between children who do well and those who do not means focusing particularly on outcomes for those children who are vulnerable and whose life chances may be at risk.
- To have the biggest impact, extended services need to target the most disadvantaged.
- Vulnerable young people have the greatest potential to benefit from extended service provision.

¹ “Extended services” is the term now used by DCSF in preference to “extended schools.”

² Throughout, the term “parent” is used as shorthand to include mothers, fathers, carers and other adults with responsibility for caring for a child, including looked after children.

What is a Pupil Referral Unit?

Pupil Referral Units (PRUs) are one form of alternative educational provision for children and young people who are unable to be provided for in mainstream or special schools. Local authorities are required by law to make provision for all children of compulsory school age who have been permanently excluded from school or are otherwise without a school place.

Alternative Provision (AP) is also used by schools for pupils who remain on the school roll but who need specialist help with learning, behavioural or other difficulties. As well as PRUs, this may include contracted private or voluntary sector alternative provision, or Further Education (FE) colleges.

About one third of placements are in the 450 local authority-run PRUs.

The range of reasons for pupils being in AP is wide:

- About 50% are pupils excluded from school or at risk of exclusion.
- The other 50% are:
 - Pupils with medical needs (anxious and phobic, emotional and physical health needs)
 - Teenage mothers
 - Pupils unable to cope in a mainstream school
 - Children and young people temporarily without a school place

Further information about Alternative Provision and Pupil Referral Units, including definitions and guidance, is available on the DCSF website: www.dcsf.gov.uk/exclusions/alternative_provision_policies/index.cfm

National policy

“Young people in alternative provision are there for a range of reasons, not just because they have been excluded or are badly behaved. A high proportion of them have special educational needs or other challenging personal circumstances.”

“Around one per cent of school age children are in alternative provision, and they include some of our most vulnerable young people. This is particularly true of young people in pupil referral units in KS4, few of whom will return to mainstream schooling and whose outcomes are almost always poor.”

DCSF White Paper: *Back on Track: A strategy for modernising alternative provision for young people*, HMSO 2008

The *Back on Track* White Paper aimed to improve outcomes for some of our most vulnerable young people, and identified as its two central themes the early identification of problems and the improvement in the quality of the alternative educational provision that young people receive outside mainstream schools.

In October 2008, DCSF published *Taking Back on Track forward*³, the foreword of which identifies that PRUs and alternative provision have “for too long operated on the edge of the schools system, not getting enough attention as a service”.

- We should start from what will work best for each young person, taking account of his or her different needs and in consultation with parents and carers;
- We should secure a core educational entitlement for all young people in alternative provision;
- There should be better planning and commissioning of alternative provision both at an area level and for the individual;
- Local authorities should be held to account for outcomes from the alternative provision they deliver or commission;
- There should be better professional support for those working in the sector and better accommodation and facilities;
- There should be better partnership working between alternative provision, other parts of the education sector and other agencies and services working with young people to facilitate early intervention and ensure an integrated approach to meeting the young person’s needs; and
- We must learn from the best and support innovation.

The need to improve partnerships between mainstream schools and PRUs is also picked up in the 4th *Interim Report of the Review of Pupil Behaviour* chaired by Sir Alan Steer⁴:

“All schools have a responsibility to promote the interests of the children in their care and those in the wider community.”

“Close partnership working with Special Schools, Pupil Referral Units and other alternative provision in addition to the local Children’s Trust is essential.”

“For those children for whom mainstream schooling is not appropriate, Alternative Provision must be of a high quality and appropriate to their needs. This must be true regardless of where they live. Children with behavioural difficulties do not forfeit their entitlement to care and it is in the interests of society that their needs are met.”

Pupils in PRUs

There is strong evidence that children and young people who attend PRUs have very high levels of need for extended services and that these needs are not just educational.

Characteristics of pupils in PRUs⁵:

- 75% have Special Educational Needs
- 27% are eligible for free school meals
- 91% are aged 11-15
- 69% are boys

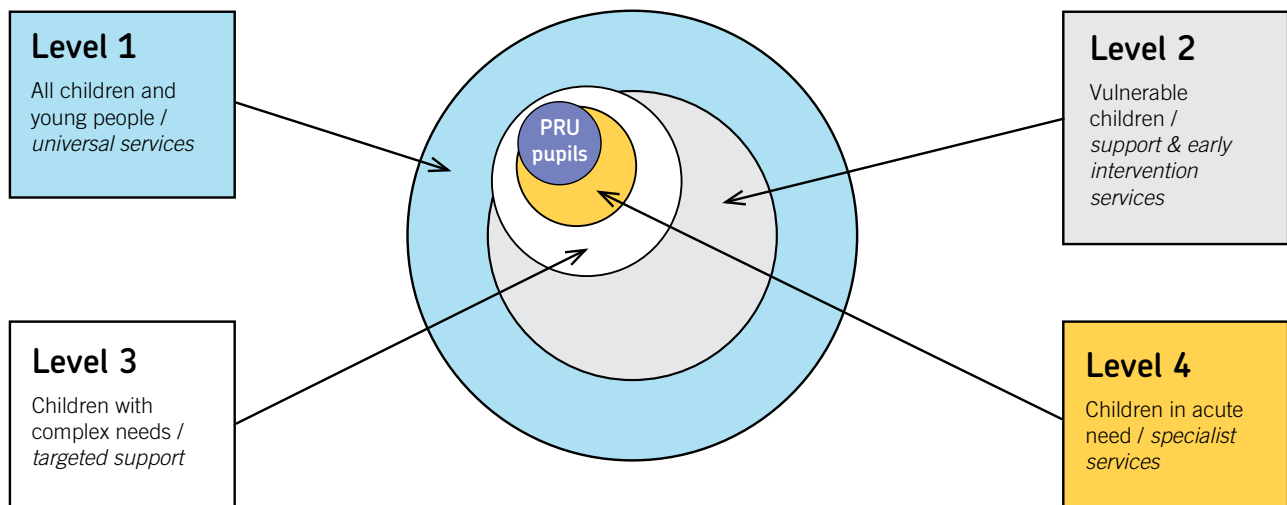
3 DCSF (October 2008) *Taking Back on Track forward: response to consultation and next steps*

4 Sir Alan Steer, *Review of Pupil Behaviour Interim Report* 4th Feb 2009

5 Figures taken from Pupil Referral Unit Census 2008 and quoted in the DCSF *Back on Track* White Paper 2008

Although national data⁶ about pupils' needs is limited, analysis of the data in the three project authorities confirmed an over-representation in PRUs of children and young people in care and children with complex needs. These young people are very likely to feature amongst the small group of children in each community with the highest levels of need and who will require additional support to achieve their full potential.

For local Children's Trusts tasked with delivering the Government's vision of a joined-up system of health, family support, childcare and education services, the experience of pupils in PRUs can provide a touchstone for judging the effectiveness of local policies and be a telling means of testing progress in implementing integrated services.



⁶ Data from a cohort study indicated that some 8% of the looked after children (LAC) population had been referred to Pupil Referral Units (PRUs) compared with only 0.1% of non-LAC children and young people. Quoted in Morris, M. and Easton, C. (2008). *Narrowing the Gap in Outcomes: Further Overview of Data and Evidence on the ECM Outcomes for Vulnerable Groups. Progress Report and Update*. Slough: NFER.

Extended services

Extended services offer a range of activities to meet the needs of children, families and the local community and are a key element of national policies to reduce inequality and child poverty. Providing easier access to all types of services around the places where children and young people spend most of their time is key to the Every Child Matters objectives of ensuring that children stay safe, are healthy, enjoy and achieve, make a positive contribution and achieve economic well-being. Schools developing extended services will also be developing a multi-agency approach to children's services through closer collaboration between other schools, social services, healthcare professionals and the police.

Targeted youth support is central to this – as integrated delivery in action for vulnerable teenagers. It aims to ensure that the needs of vulnerable teenagers are identified early and met by agencies working together effectively, in ways that are shaped by the views and experiences of young people themselves.

A wide-ranging programme of support and funding is on offer to support schools and their partners in developing extended services, and a recent Ofsted survey⁷ found that “many schools are currently offering a good range of services, which are welcomed and valued by parents.” There is also a growing body of evidence that points to the contribution extended services can make to improved outcomes for children and young people. The same Ofsted survey found that: “The majority of the schools visited had compelling case study evidence that extended services had made life-changing differences to pupils that had led to better attendance and attitudes.”

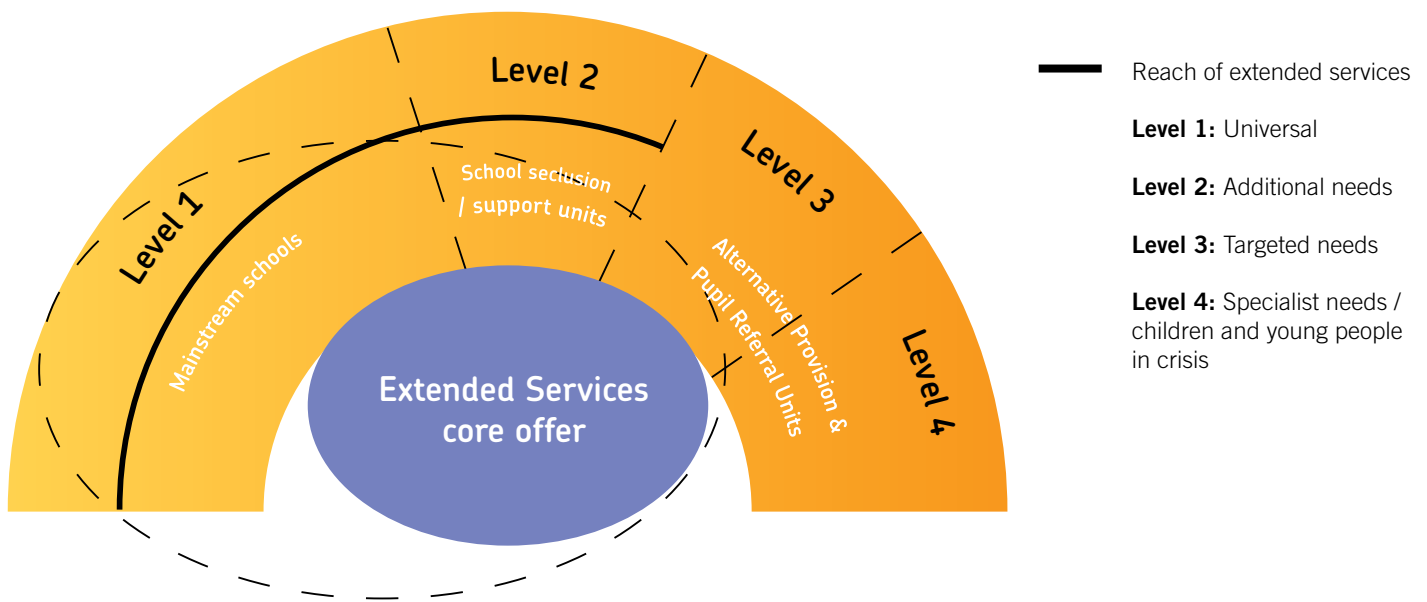
However, there is also evidence that more needs to be done to ensure that every child in every community has access to good quality out of school activities.⁸ Children's Minister Beverley Hughes has recently called on all schools and local authorities to do more to develop out of hours activities for children and young people and to ensure that all sections of their communities are aware of what's available.

Developing the reach of extended services (see the diagram on the next page) will include extending access to pupils in Alternative Provision and PRUs. This is important because planning for extended services has often focused on mainstream provision. As a result, although individual authorities have used discretion to make different local arrangements, PRUs are not always included in:

- Standards Fund extended services grants
- Sector-specific support programmes
- Local targets and monitoring
- Capital funds for extended services
- Dissemination of good practice

⁷ Ofsted (2008) *How well are they doing: the impact of children's centres and extended schools*

⁸ Ipsos Mori (2009) *Extended Schools Survey of Schools, Pupils and Parents - A Quantitative Study of Perceptions and Usage of Extended Services in Schools*, DCSF



Particular issues for PRUs

Arrangements for PRUs and for the children and young people who attend them vary – sometimes significantly – from area to area, as does the level of funding available to them.

PRUs also tend to be small institutions, which can make it difficult for senior staff to be fully represented in local planning and decision-making forums.

Although PRUs differ widely from area to area and within areas, they face similar barriers, all of which have an impact on access to extended services. Common issues identified nationwide include:

- Inadequate accommodation
- Lack of access to outside areas and sports facilities
- Poor equipment and resources
- Funding issues, including budgets which cannot be used to build up surpluses for larger scale projects
- Limited numbers of specialist staff – both teaching and support services
- Exclusion from mainstream networks
- Fluctuating pupil populations
- The challenge of engaging parents – research with AP providers has highlighted the isolation and stigma felt by some parents, particularly those whose children have very complex needs⁹

The work in Middlesbrough, Havering and Barnsley confirmed many of the outcomes from previous research but also indicated:

- A range of experience with a number of PRU pupils able to access some extended services, despite these structural barriers
- Scope for significant progress to be made in mitigating the obstacles to access if approached strategically
- The value young people placed on being consulted, particularly where this was part of an ongoing process where they received feedback and knew that their views were being heard

- The benefits of taking a multi-agency approach which focused on extending access through collaboration

The local authority perspective

Julie McGee, the Extended Schools Manager, has led the work of embedding extended services in Middlesbrough PRUs.

“The project has made an important contribution to the strategic thinking around extended services and PRUs in Middlesbrough. Whilst an initial commitment to working together more closely had already been made, the project has been the ‘catalyst’ to make this a reality. One crucial area of work carried out by the consultant was the discussion and feedback which came from the PRUs about what they felt were their needs and aspirations in developing this dimension of their work.

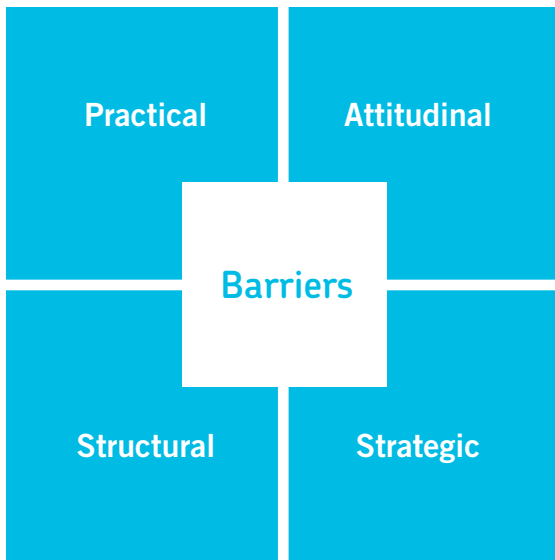
“Before any practical and operational plans could be drawn up, it was essential to consult with young people and their parents. This has now been completed and will provide the basis for planning. Interestingly the conclusions will be around individualised plans for children and their families, and this has a natural ‘fit’ with the personalised learning agenda. Following the partnership event there is evidence of the beginnings of collaborative working with practical projects beginning to emerge. We are also very keen to find out how other authorities are working and to share our findings.

“In conclusion, the project has informed the strategic through to the operational and provided the capacity to enable this to happen.”

The rest of this document draws from national research to highlight barriers faced by PRU pupils in accessing extended services. It also uses the project experience in the three local authorities and existing support materials to suggest some strategies for beginning to address these issues.

⁹ Kendall, S., Wilkin, A., Kinder, K., Gulliver, C., Harland, J., Martin, K. and White, R. (2007). *Effective Alternative Provision* (DCSF Research Report RW002). London: DCSF.

Barriers to accessing extended services for pupils in PRUs



<p>Practical</p> <ul style="list-style-type: none"> • Transport • Cost of services / access to resources • Access to up-to-date comprehensive information (activities / plans / contacts) • Accommodation and equipment limitations – including outside areas • Lack of local links and networks for PRU staff • Availability of skilled and committed staff • Range of available activities not matched to young people's interests and skills 	<p>Attitudinal</p> <ul style="list-style-type: none"> • Preconceptions (adults and young people) • Pupils stigmatised / providers fearful of including PRU pupils • Lack of confidence (providers and young people) • Reluctance to engage (“not our responsibility”) • Ignorance about the role of PRUs and level of pupil needs • Negativity and lack of sympathy by providers for young people in PRUs
<p>Structural</p> <ul style="list-style-type: none"> • PRUs not mainstream provision and not part of headteachers' networks • PRUs excluded from local planning of extended services • Admission of pupils from across local authority (and cross-cluster) • PRUs not part of delegated funding arrangements • PRUs unable to access Standards Fund budgets and other grant funding • PRUs often excluded from partnership structures (clusters / localities, etc.) 	<p>Strategic</p> <ul style="list-style-type: none"> • Lack of integrated planning or a concept of entitlement for all • Services for young people with additional needs not coordinated • Services thresholds not aligned • Support services prioritised towards universal and lower level needs • Implementation of initiatives not joined up • Token collaboration

Transport

Transport is a problem for many PRU pupils. In most cases, attending a PRU means travelling out of pupils' home areas and journeys that don't fit easily with public transport patterns. If special transport arrangements are required, this often reduces flexibility to get involved in activities at the beginning or end of the school day.

These issues will also affect parents without access to their own transport.

Access to resources for extended services

Funding arrangements for PRUs differ from those for mainstream schools, with PRUs being under the direct control of local authorities. This means that:

- PRUs are excluded from the DCSF Dedicated Schools Grant which provides the main funding for mainstream schools.
- PRUs can be excluded from many revenue and capital funding streams.

In addition, PRUs rarely occupy purpose-built premises and often lack many of the core resources available to other educational establishments, including:

- Halls or large rooms suitable for indoor physical activities
- Up-to-date computer equipment and connectivity
- Teaching aids such as white-boards
- Playing fields

Access to information

A key issue highlighted by the project was lack of access by PRUs to current and relevant information about extended services. This may be because:

- Family Information Services and other services may not be sufficiently aware of the role of PRUs and their information requirements.
- PRUs do not fall within standard categories of provision; it is common for PRUs to be missed from routine communication lists.
- PRUs may need information covering a wider area than schools because of their wider catchment areas.
- Small staff groups make it more difficult for PRUs to keep up to date with strategic developments.

PRU-based or community-based provision?

The distances travelled by young people to attend PRUs are a key barrier to accessing extended services. Most pupils attending PRUs have to travel outside their home community, which often requires special transport arrangements. At a time when many policies emphasise the strengthening of community links and locality / cluster-based working, young people attending PRUs are often moving across local planning structures. This may present a fundamental planning dilemma about whether eligibility is derived from the PRU or the home address, particularly where:

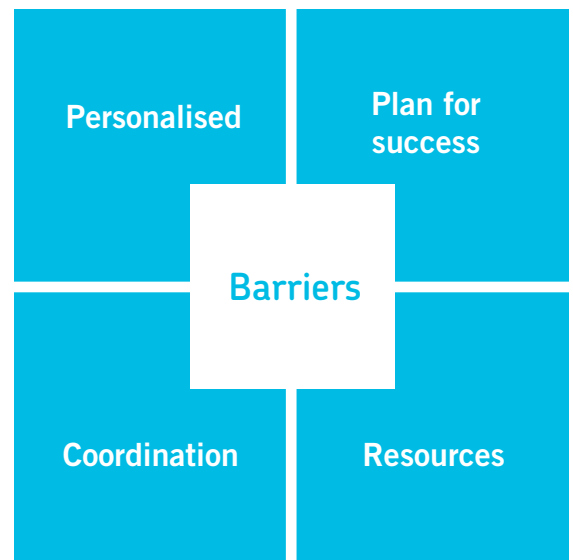
- All budgets for funding of extended services are delegated to mainstream schools or clusters.
- Multi-agency teams are being built around school clusters.

In addition, local planning arrangements will need to take account of the preference expressed by the majority of young people attending PRUs surveyed for this project for greater access to activities within their own communities.

Generally it will be necessary to consider whether some flexibility in local structures is required to enable the comparatively small number of PRU pupils to access extended services on equal terms with their peers in mainstream schools.

Strategies to improve access

<p>Personalised</p> <ul style="list-style-type: none"> • Build ongoing consultation with young people and parents / carers • Include young people's participation in planning from the start • Plan for individual young people and their specific interests • Take account of PRU pupils' particular needs and circumstances • Develop personalised pathways. • Value young people's contributions and demonstrate respect • Track progress and collate evidence of impact 	<p>Plan for success</p> <ul style="list-style-type: none"> • Build consensus around entitlement • Plan for success / build in additional support for young people if required • Invest in longer-term planning. • Recognise and address challenges • One step at a time / allow for false starts • Build in lead-in time (staff training / social skills programmes for young people) • Consider use of incentives and pilots • Encourage self-evaluation and reflective practice
<p>Coordination</p> <ul style="list-style-type: none"> • Encourage collaboration through an entitlement approach • Seek endorsement at senior levels • Work towards development of integrated strategies • Coordinate planning and secure multi-agency commitment • Align implementation with timescales for higher level strategies • Monitor and evaluate on an ongoing basis 	<p>Resources</p> <ul style="list-style-type: none"> • Explore scope to join up funding streams • Aim for high quality and young people- centred provision • Develop models of funding proportionate to young people's levels of need • Include PRUs in communication systems and access to relevant information • Explore models and good practice from elsewhere • Develop experienced and committed key-workers and support systems for adults



Voice of the young person

In all three authorities, the first step of the project was to consult young people about their access to organised activities: what their experience of extended services was, whether they were currently accessing any organised activities, and what interest they had in joining new activities.

Consultation with young people in each project area showed that:

- Many young people had previous experience of extended services but now did not take part because they felt they would not be welcome to attend.
- A majority of young people in all areas would prefer to access activities within their own communities.
- In each area there were exceptions, with some young people, particularly the more vulnerable, preferring to attend activities in or around the PRU.
- In Middlesbrough, the majority of young people would like to take part in activities, many of them saying that it would “help them keep out of trouble.” The activities they expressed most interest in were sports, art, cooking and dance, with younger children wanting activities their parents had the option of attending as well.
- Young people also welcomed the consultation taking place in two phases to measure progress, and the fact that this was carried out by the same person who was able to demonstrate that their views had been heard, and some progress made as a result.
- In Havering, the most popular activities requested were sport or fitness, followed by music and cookery.
- The extent to which they were currently accessing provision and the level of interest in starting new activities was lower among the older groups.

In Barnsley, the difficulties of providing extended services are reduced by having a single centre which benefits from the economies of scale of being co-located with a special school. A wide range of extended services are already provided through the PRU.

Here the consultation with young people indicated a higher level of access to activities and a wider interest across the range of options considered. For example, there was a high level of interest expressed in sport and keeping fit, with golf, karate and cricket being specifically mentioned. One young person also wanted taster sessions so she could try different activities before committing.

Other issues raised mirrored the comments made by young people responding to consultation on the national play strategy, including a fear of bullying and a wish to experience independence in a safe environment.

Key messages

Consultation

Central to the success of any plans for improving access to extended services for PRU pupils is the need to ensure that:

- Planning starts with consultation with children and young people and with their parents/carers.
- The ongoing participation of children and young people is built in throughout.

Brokerage

Pupils in PRUs need to see follow up from their consultation. In Middlesbrough the Extended Schools Coordinators are using individual pupil questionnaires developed for PRU pupils as a basis for a brokering exercise. This means:

- Starting from the activities that pupils said they wanted
- Linking this with possible existing activities in the area pupils said they would want the activities
- Making links to see if the young people can attend them

Additional support

Discussions with the extended services provider network in Barnsley highlighted the potential benefit of additional support to account for the complex needs of many young people in PRUs and enable them to integrate successfully into local provision.

This may mean:

- Appropriate 1:1 or key worker support
- Preparatory group work to help young people extend their social skills and build enough confidence to participate positively
- Drawing on existing models of good practice for inclusion of other children with additional needs (e.g. children with SEN or disabilities)

Consultation with parents

There is some evidence from providers of AP, including PRUs, that parents can be reluctant to get involved for many different reasons. However, in all three project areas, there were some positive messages about parental involvement and constructive outcomes from consultation with parents:

- Consultation with a small cohort of parents in Middlesbrough confirmed that parents wanted meaningful local activities for their children.
- Some parents offered to support sessions both financially and practically, including offering to attend activities with their young person to oversee behaviour and enable their child to access “mainstream activities.”
- In Middlesbrough, parents wanted to attend family learning activities with their children.

- In Havering, there was strong interest by parents in opportunities being offered to participate in cooking sessions, and all consulted were willing to help cover the cost of ingredients.
- In Barnsley, the PRU has a well-established model of outreach to parents, which recognises that many parents need 1:1 support to build self-confidence and overcome previous negative experiences.

Key messages

Consultation with PRU parents and their ongoing participation is crucial, but additional steps are often needed to enable parents to engage as fully as possible, including:

- Outreach to individual families
- Using family learning to build confidence
- Taking time to build trusting relationships
- Establishing regular channels of communication with parents from the beginning, with regular updates (two way) being seen as the norm
- Focusing on positive messages and mechanisms to encourage constructive feedback

Personalised pathways¹⁰

Personalisation is a cornerstone of current government policy. It has been described as “an integrated approach involving the school, its community and the wider society responding to the needs of students, rather than simply encouraging students to perform better on predetermined measures.” This means opportunities for all children to get extra support and tuition in subjects and activities they are interested in, as well as access to a range of opportunities beyond the school day, including weekend and holiday courses and online learning.

For pupils it means:

- Having their individual needs addressed, both in school and beyond the classroom
- Coordinated support to enable them to succeed to the full, whatever their talent or background
- A safe and secure environment in which to learn and have problems dealt with effectively
- Having a real say about their learning

For parents and carers it means:

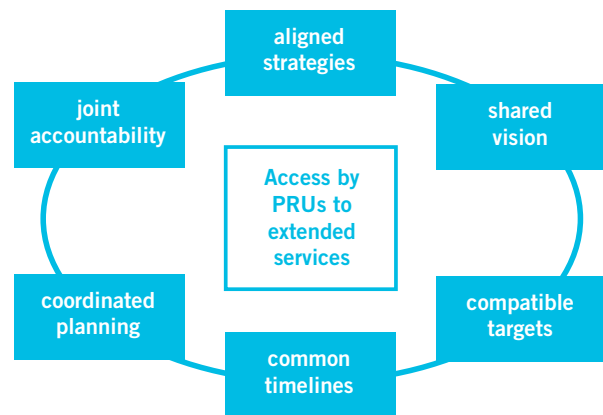
- Regular updates that give clear understanding of what their child can currently do, how they can progress and what help can be given at home
- Being involved in planning their children’s future education
- The opportunity to play a more active role in school life and know that their contribution is valued

A “Synchronised” approach

Key messages

The project highlighted the importance of integrated working as a key mechanism for prioritising the needs of PRU pupils and extending their access to extended services. Integrated working is required at all levels and achieves the best results when linked to a synchronised approach:

- Authority-wide strategies
- Locality planning
- Operational delivery



Partnership

In all areas, opportunities to establish or extend partnerships between services and providers were crucial in extending access for PRU pupils.

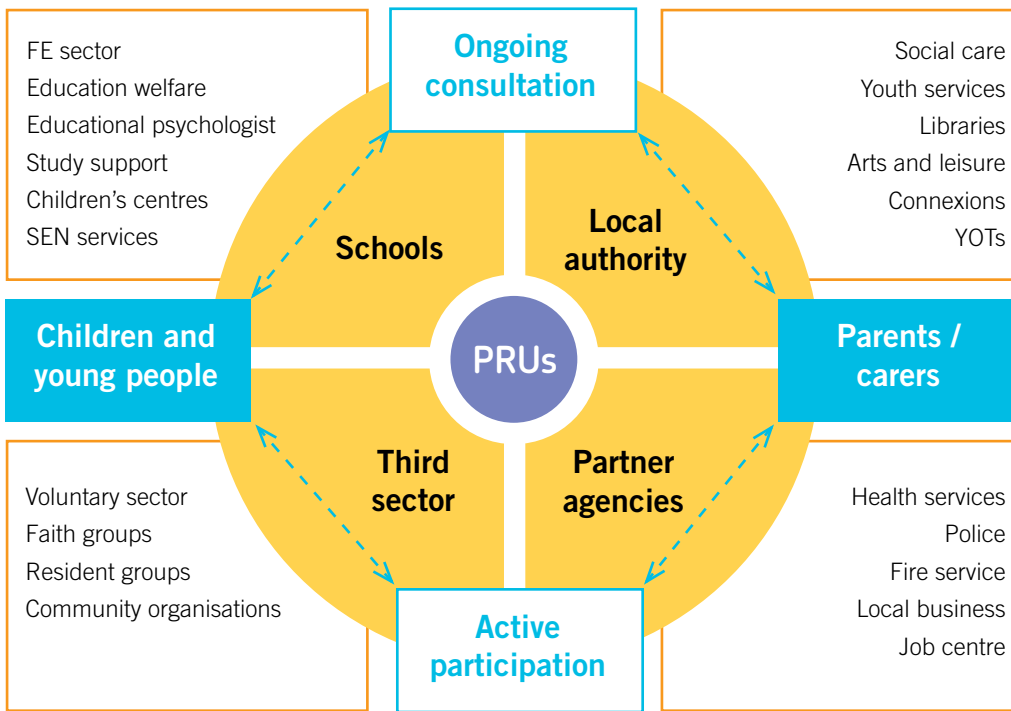
In Barnsley, a sub-group of their established extended services provider network met to focus specifically on barriers to access, and identified several immediate actions to improve access over the Easter school holidays.

In Middlesbrough, an initial meeting to establish links between services was well-received and was instrumental in new activities being commissioned for PRU pupils.

Local circumstances will vary, as will local partnership structures. However, in most areas, effective partnerships are likely to include representation from:

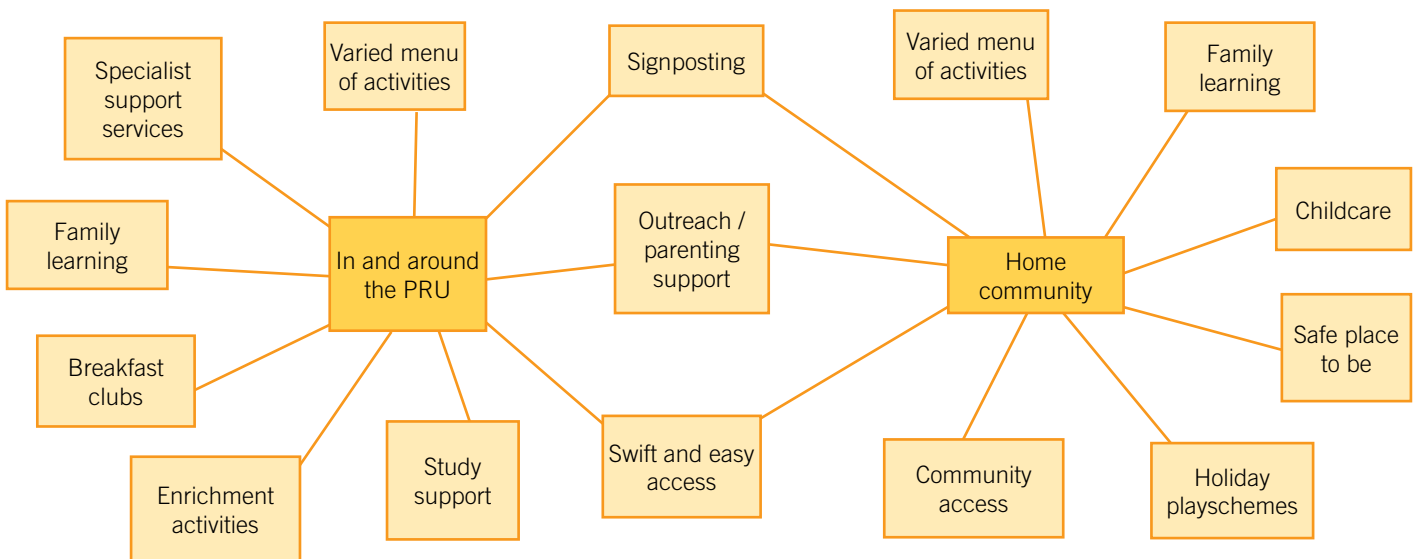
- Education establishments (schools, PRUs, colleges, etc.)
- Children’s services
- Police and youth offending services
- Local health services
- Other local agencies
- Voluntary and community sector

They will also need to incorporate ongoing consultation with, and the active participation of, children and young people, and parents. See the diagram on the next page.



PRU-based or community-based provision?

The ideal model for PRUs, their pupils and parents to facilitate access to the full core offer of extended services will generally be a mixed pattern with access through both the PRU and the home community, as the following diagram illustrates.



This approach offers a number of potential benefits. It:

- Facilitates an holistic and joined-up approach dealing with the range of obstacles and negative influences holding children back
- Enables a focus on the whole family
- Supports partnership with parents / carers
- Builds upon the positive elements and experiences of children's and family lives, including friendships
- Takes account of value and belief systems

Although adopting this approach may require some rethinking of current protocols and planning structures, the numbers of young people involved in PRUs are generally small. PRU pupils are also a key target group where positive interventions may make a significant contribution to narrowing the gap in outcomes between the most disadvantaged young people and their peers.

Key messages

The project fieldwork identified the importance of ensuring that PRU structures fit appropriately with those established for the development of extended services. This may mean including PRUs in locality / cluster structures, but it may also be necessary to introduce some flexibility to ensure that PRU pupils attending provision outside their home communities can access services in ways that are most appropriate for their circumstances.

Barnsley has created a single PRU which covers the whole authority. At present the PRU is co-located with a special school which has a single executive head teacher. This provides further economies of scale and means that the PRU has a senior voice within the head teacher community. The local authority plans over time to replace the current PRU provision with multi-agency, project-oriented teams providing personalised programmes and learning pathways in smaller scale local centres, which more readily secure positive outcomes for these vulnerable young people.

Barnsley has also established a cross-authority ethos based on an explicit commitment to inclusion in which the responsibility for meeting the needs of all young people is shared by schools and the local authority.

Suggested strategies

- Adopt a strategic approach to align planning and identify mutual interests and planning objectives.
- Ensure all involved are aware of potential benefits of extended services for the young people.
- Consider whether any Area-Based Grants, such as Positive Activities for Young People or Disadvantaged Subsidy, could be employed to increase access to extended services for PRU and AP pupils.
- Identify the full range of grants and budgets, including national and local funding streams, and scope to lever in voluntary sector funding sources. Try <http://www.lotteryfunding.org.uk/uk/funding-internet-search.htm> and <http://www.mandbf.org.uk/resources/nationalfunding/>
- Consider scope to link budgets and integrate funding streams to maximise the level of funding available and its impact.

Suggested strategies

- Develop an entitlement model which enshrines the right of each young person to be able to access extended services and emphasises the collective responsibility of providers towards all young people who are part of the local community.
- Consider whether structural changes are required to address the ongoing needs of young people.
- Include PRUs in local cluster or locality arrangements for extended services so that staff working within PRUs can develop local support networks, build relationships with neighbourhood professionals and receive timely information.

Funding issues

Funding of extended services is a significant issue for PRUs:

- PRUs are often unable to access the same range of funding streams as mainstream schools.
- A higher than average proportion of PRU pupils are from low income families.

However, the project identified examples where appropriate provision could be made by taking a strategic approach based on partnerships between PRUs and other providers:

- Middlesbrough has committed to using its extended school budget to ensure that PRUs are included in the provision of a Parent Support Advisor from April 2009. In Middlesbrough, as part of an established programme to extend access for pupils in PRUs, a comparatively small amount of money will go a long way because it is being targeted at a small number of young people who have been consulted about their interests.
- A partnership meeting in Barnsley was able to redirect services with spare capacity for the benefit of PRU pupils.
- In Havering, one extended services locality group has maximised the impact of resources by re-allocating unused funding to provide three hours counselling support for the local PRU, an additional resource of particular relevance for this group of pupils.

Relevant Strategies	Some examples of funding
Play Strategy	DCSF: Youth Opportunity Fund / Youth Capital Fund
Targeted Youth Support	DCSF: Disadvantaged subsidy (http://www.teachernet.gov.uk/wholeschool/extendedschools/subsidy/)
Aiming High for Young People	AHDC short breaks: http://www.everychildmatters.gov.uk/resources-and-practice/IG00319/
Aiming Higher for Disabled Children	Sport England: http://www.sportengland.org/sport_england_funding_strategy_20090106.pdf
Extended Services	
Healthy Schools	
PE and Sport Strategy for Young People	Voluntary Sector¹¹: NCYVS: Speaking Out Small Grants Programme 2009: www.ncyvs.org.uk Youth Music: www.youthmusic.org.uk Creative Media: www.media-box.co.uk Summer camps: www.doit4real.co.uk

¹¹ Availability of voluntary sector funding changes very quickly. These are illustrative examples only.

Key messages

It is important to address issues of sustainability to ensure that expertise is not lost or young people's confidence eroded because it is not possible to keep extended services open once established.

The numbers of young people in each age group attending PRUs are often small, and so a relatively low budget can be made to stretch a long way.

The availability of grants is constantly changing, so it is worth:

- Keeping track of new opportunities through national and local websites
- Collecting basic information about your proposals in advance so that you can apply quickly

Quality

The high level of many pupils' needs makes it all the more important that extended services for children and young people in AP and PRUs are of high quality.

Recent research into the ingredients of effective AP¹² identified the importance of establishing an ethos of respect:

"The term 'respect' repeatedly recurs when young people and providers describe effective provision. Pupils clearly respond better to AP when they feel providers treat them with respect. Those commissioning AP should ensure that potential providers exemplify this fundamental principle that underpins all staff-pupil relations."

The importance of demonstrating respect for young people is as relevant for extended services as it is for the core provision of education by PRUs.

What this means in practice is:

- Provision that is responsive to the needs, abilities and interests of each individual
- A youth and child-centred approach
- Skilled and experienced staff who are empathetic to the age group
- Appealing and stimulating activities
- Scope for young people to form and sustain relationships with staff
- Consistency and availability of positive role models
- Building in safety-nets to enable young people to maintain their attendance
- Providing individual follow-up by a named adult who can demonstrate interest on an ongoing basis



12 Kendall, S., Wilkin, A., Kinder, K., Gulliver, C., Harland, J., Martin, K. and Richard White (2007). Effective Alternative Provision (DCSF Research Report RW002). London: DCSF.

References and support materials

ContinYou (2007) *A briefing guide for PRU managers - Meeting your strategic goals through study support*, http://www.continyou.org.uk/resources_and_publications/free/resource/briefing_guide_pru_managers

Becta (2006) *Designing digital resources for pupil referral units and alternative provision*, <http://industry.becta.org.uk/display.cfm?resID=15471>

Becta (2006) *Meeting the needs of learners in pupil referral units and alternative provision*, <http://industry.becta.org.uk/display.cfm?resID=20062>

Calouste Gulbenkian Foundation, *Everything Stopped* (DVD), <http://www.gulbenkian.org.uk/news/press-releases/2007/everything-stopped-richard-ings>

- A documentary resource for arts projects working with PRUs

National Healthy Schools Programme (2008) *PRUs Achieving National Healthy School Status*, <http://www.healthyschools.gov.uk/Resources/>

- National guidance written to help PRUs achieve the criteria for all four core themes of the National Healthy Schools Programme (NHSP). It should be used alongside the NHSP's Whole School Approach (WSA) document, outcomes booklet and all other guidance in the Support Material folder on the Healthy Schools website

Supporting service development

4Children, ContinYou and TDA are working together to promote the delivery of high quality, sustainable extended services which meet the needs of children, families and communities.

4Children www.4children.org.uk

ContinYou www.continyou.org.uk

TDA www.tda.gov.uk

DCSF (2007) *Extended Schools: Building on Experience*, <http://publications.teachernet.gov.uk/>

Consultation

Audit Commission (2009) *Consulting young people on new provision*, <http://www.audit-commission.gov.uk/hangingaround/>

- Guidance aimed at commissioners and project staff planning to consult with young people about the types of activity that should be developed in their area. It recommends that any consultation carried out in schools should also include PRUs. It is part of a suite of materials produced as part of the *Tired of hanging around: Using sport and leisure activities to prevent anti-social behaviour by young people* report which focuses on the role of sport and leisure activities in preventing anti-social behaviour in young people aged 8 to 19 years.

TDA (2007) *Consultation Toolkit: Community consultation tools to support the development of extended services*, <http://www.tda.gov.uk/upload/resources/pdf/c/consultationtoolkit.pdf>

Family and Parenting Institute (2007) *Listening to Parents: a short guide*, <http://www.familyandparenting.org/publications>

Together for Children (August 2007) *Toolkit for Reaching Priority & Excluded Families*, <http://www.childrens-centres.org/SupportDocuments/Toolkit%20for%20reaching%20priority%20and%20excluded%20families.pdf>

- Highlights the importance of understanding and analysing local need, consulting widely, and focusing on children, their parents and carers as individuals rather than making assumptions based on their background, abilities, cultural or other identification.

Activities and practice

Children's University www.thechildrensuniversity.com

- A national organisation offering children aged 7–14 an exciting and innovative programme of high quality learning opportunities outside school hours, with a focus on rewarding participation, raising aspirations and encouraging engagement with learning. There are currently 27 local CUs in England, with more planned.

National Youth Agency, Young People Development Programme, <http://www.nya.org.uk/ypdp>

- The Young People Development Programme (YPDP) built on existing youth provision in a number of locations in England. With a focus on healthy youth work, YPDP projects undertook diverse activities, which included health issues, sport and outdoor pursuits, arts and music and alternative education provision. They produced various resources that can be used or adapted for use by others.

University of the First Age, <http://www.ufa.org.uk>

- Providing challenges and activities ideally designed to meet the quality learning element in the core offer of extended services and increase young people's voice and influence. The University also has a two-day leadership course that has been designed and piloted with young people at key stage 3 and 4 who find mainstream schooling challenging, that is about leading learning in teams.



department for
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