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**Bradford Opportunity Area:**

**Essential Life Skills**

**Grant Criteria**

**\*where schools/colleges are referred to in this document this includes FE Colleges, Primary and Secondary Schools, Special Schools and Pupil Referral Units.**

**BACKGROUND**

Bradford has been designated by the Department for Education (DfE) as one of 12 ‘opportunity areas’. This means that additional funding is being invested in Bradford with the purpose of helping local children get the best start in life, no matter what their background. Ensuring all children can access high-quality education at every stage is critical. The focus of this programme is not just on what can be done to help inside schools, but also to create opportunities outside school for children and young people to develop essential life skills, have different experiences and broaden their horizons.

DfE recently awarded Bradford additional funding of £5.5m to be invested in an Essential Life Skills (ELS) fund to enable children and young people aged 5 -18 years old to participate in regular extra-curricular activities such as sports, volunteering and social action projects. Funding can be used for activities up until August 2019.

**OUR VISION…**

…is to bring together Bradford’s best headteachers, its world-leading researchers, local voluntary sector and international business partners, all committing to work together with national and local government to deliver our plan we will enable young people to access high quality education and improve access to rewarding careers.

A central part of this programme is providing opportunities for children and young people to participate in regular extra-curricular activities – the Essential Life Skills Fund.

Essential Life Skills are the attitudes, skills and behaviours that are thought to underpin success in school and work, and include the ability to respond to setbacks, work well with others, build relationships, communicate effectively, manage emotions, and cope with difficult situations. Such skills are often referred to as ‘social and emotional skills’, ‘soft skills’, ‘non-cognitive skills’ or ‘character’. These include but not limited to:

• Resilience, perseverance and persistence

• Hard work, self-control, discipline, good time keeping

• Self-confidence, leadership and team working

• Honesty, integrity and engaged citizenship

• Attitude, respect and empathy

• Curiosity and problem solving

They are usually seen as distinct from academic knowledge and skills, however, they are increasingly thought to play an important part in learning, as well as contributing to children’s wider development, well-being and readiness for life beyond school.

There is a growing body of evidence to indicate that the development of non-cognitive skills through these activities can be linked to improved outcomes.

**BRADFORD’S PARTNERSHIP BOARD’S AMBITION…**

…is for every school and college across Bradford to have an allocation of grant funding to provide a wide range of extra curricular activities for its disadvantaged young people to access.

**OUR AIM…**

…is to provide grant funding to schools and colleges for new, or significantly extended extra curricular activities. The activities will help children and young people to develop skills improve their wellbeing; and engage with their communities through a wide range of activities and support (such as skills development, drop in sessions, sports, arts, culture and social action). Activities will need to demonstrate that they will have an impact on the development of skills and be able to reach different groups of young people, in particular those who do not currently participate in these types of activities.

**OUR OUTCOMES…**

…will focus on the development of a range of skills supported through the Essential Life Skills Fund. Activities will have to demonstrate that they support the Pathway Essential Skills of the Bradford Pathways Framework and will provide opportunities for regular and persistent participation and that they are making a positive contribution to one, or more, of the following:

a. Healthy and fit

b. Creative

c. Moneywise

d. Confident

e. Motivated and aspirational

f. Neighbourly and having community spirit

g. Resilient, demonstrating persistence and grit

h. Flexible

i. Clear communicator

j. Curious and able to problem solve

k. Tolerant and respectful

l. Honest, demonstrating integrity and dignity

**ALIGNING ACTIVITY TO BRADFORD PATHWAYS**The Bradford Pathways Framework is a curriculum model that is being embedded in the education, skills and employment infrastructure in Bradford District and is intended to prepare individuals for changing business and economic needs. It will support young people and adults into a wide range of high-wage, high-skills and high demand careers in sectors that are important in Bradford and the surrounding economies.

It combines academic, employability, leadership and technical skills and allows participants to explore different career pathways designed around high-demand sectors and occupations. It helps them gain the real-world experience needed to compete and achieve success in education and life.

Core to the Bradford Pathways Framework are ‘Pathways Essential Skills’ – a key set of core skills that underpins all career sectors to enable young people to be rounded and resilient in life as well as the world of work.

Schools/Colleges will need to demonstrate that the organisations they intend use can deliver an activity that will ensure that Bradford Pathways essential skills are practised resulting in positive essential life skills being achieved.

The ‘Activity Guide’ (detailed below) can help schools/colleges identify a number of activities that can be purchased from external providers that promote the use of some of those skills as outlined in the Bradford Pathways Essential skills document.

Schools/colleges may decide to use an organisation not listed in the guide. If this is preferred then details must be provided to them in relation to the Bradford Pathways Essential skills so that they can tailor their activity. The application form must then demonstrate the desired outcomes for the Essential life Skills programme.

The Pathways Essential Skills that activities need to support are:

a. Global Awareness

b. Financial, economic, business & entrepreneurial literacy

c. Civic literacy

d. Health literacy

e. Creativity and Innovation

f. Critical thinking and problem solving

g. Communication and collaboration

h. Flexibility and adaptability

i. Initiative and self direction

j. Social and cross cultural skills

k. Productivity and accountability

l. Leadership and responsibility

See separate Bradford Pathways documentation

**ACTIVITY GUIDE (listing providers who can deliver ELS activity)**

To support and enable schools/colleges to have a comprehensive offer the Opportunity Area team have made available an ‘Activity Guide’ which lists providers that can provide a wide range of extra curricular activity in accordance with the guidance. This guide is not exhaustive and schools/colleges are not limited to making purchases from it, it serves to assist schools/colleges to make an informed choice and the providers listed state their provision meets the Pathway Essentials of the Bradford Pathways Framework.

See Separate ‘Activity Guide’

**GRANT ALLOCATIONS**

Nationally, the Essential Life Skills (ELS) Programme has £22m allocated across 12 Opportunity Areas (OAs). This money is allocated proportionally to each OA based on pupil numbers.

In Bradford each phase (primary, secondary and post-16) is allocated a pot of funding based on pupil numbers. So as 56% of Bradford’s pupils are in primaries, the primary pot receives 56% of funding.

**4-16** – per pupil funding: Primary and secondary pots are then divided by the number of pupil premium pupils in those phases, giving a per pupil amount for each pupil premium student. Each school will receive an amount of funding based on its number of pupil premium pupils.

**16-18** funding: There is no published student disadvantage data for post-16 institutions. The 16-18 pot is allocated to institutions along the same proportions as ESFA’s disadvantaged block funding. So if a Bradford post-16 institution received 5% of Bradford’s post-16 disadvantaged funding, it will receive 5% of the ELS fund.

**SEN and PRU** students are funded for every pupil, not just for disadvantaged pupils. They are calculated as part of the secondary pot.

Minimum payment: If any school would receive less than £2500 through the per-pupil method, they are allocated £2500 instead.

Yearly allocations: All funding will be split into two allocations to schools.

**FUNDING PERIOD**

**Year 1 –** Activity to run from April 2018 – December 2018

(Summer and Autumn terms)

**Year 2 –** Activity to run from January 2019 – end of August 2019

(Spring and Summer terms)

**Year 3 -** Sustainability options to be explored beyond August 2019

**GRANT FUNDING CRITERIA**

In order to ‘draw down’ your grant allocation schools and colleges are required to complete an application form outlining proposed activity. All applications must take into consideration the following criteria;

1. Funding must support new or significantly extended activity; it cannot be used to replace current funding for any ongoing or planned activity that is already taking place in schools.
2. Schools/colleges must ensure mechanisms and time for pupils to reflect upon and record their achievements.
3. Activities must be delivered out of usual lesson time – this could include during lunch, before or after school/college.
4. Schools/colleges must target activities towards pupils who would benefit most, and/or who would not otherwise get the opportunity to participate in activities.
5. Funding can be used to facilitate delivery of activities – e.g. training volunteers or teachers to deliver activities; or equipment for activities. However funding is spent, schools will be required to specify the number of sessions and the participation made possible by the funding
6. Schools can deliver activities in house, paying for staff time or using volunteers; or they can contract external organisations to deliver activities. The same standards of quality and value for money should be used for in-house or contracted out provision.
7. Schools/Colleges must ensure that activities:
8. Take place on a regular basis, in most weeks of the term and throughout the school/college year where possible. Residential, weekend or holiday activities that take place over a short period can be very useful but should be considered as part of a wider package of regular term-time activities for those pupils involved. Funding for one-off activities which are not part of a long-term programme should be kept to a minimum but may be considered in the first year of funding (until December 2018)
9. Be targeted to address the needs of pupils including supporting good health and wellbeing
10. Increase the number of children and young people with SEND and non-able bodied pupils involved in activities, both with and without EHC plans
11. Provide an activity that goes beyond what could reasonably be expected as part of the standard school day and does not duplicate or act as a substitute for core curriculum teaching
12. Activities can be delivered on or off school premises. If delivered off school premises by another provider, then communication and partnership working with the school/college around the needs and progress of pupils is essential.
13. Schools/Colleges must ensure that funding is not used for any activity which is already being funded, whether directly or indirectly by HM Government or its agencies
14. Wherever possible schools should prioritise activities which:
15. Offer new or significantly extended access to relevant activities for disadvantaged children and young people.
16. Are financially sustainable beyond the initial funding period. For example, schools/colleges may wish to trial interventions that are being considered for support through pupil premium funding; or schools may wish to use funding to train staff or volunteers to deliver activities which could be sustained for little cost after the grant funding has finished.
17. In selecting interventions schools must consider:
18. Which pupils the activities are aimed at, and why
19. Which outcomes the activities are aiming to achieve; what evidence supports this and how the outcome will be monitored
20. Value for money
21. Young people’s views
22. Quality, with particular reference to the ‘pathway essentials’ as part of the Bradford Pathways Framework.
23. Schools/Colleges must keep a record of how these factors have been considered, as they may be required to submit this information for audit and/or evaluation purposes.
24. Schools/Colleges will be required to provide baseline data on existing extra-curricular activities in their schools/colleges, covering which activities are provided, the duration and frequency of sessions, and the average number of children participating.
25. ELS funding for Year 2 may be withdrawn if Year 1 funding is not spent in accordance with the grant criteria of within the terms of the grant agreement.

**MONITORING AND EVALUATION**The DfE plan to procure external evaluators to evaluate the Essential Life Skills programme. To support the evaluation we expect funded activities to demonstrate that they:

1. evidence that provision is reaching targeted pupils. Schools/colleges will be asked to agree data collection and sharing arrangements as part of the funding agreement which will detail the type of data required and what it will be used for
2. Schools/colleges should also ensure that they have embedded appropriate processes and monitoring systems in place in order to allow for monitoring and external evaluation. This will include being able to provide management information about participant numbers. Schools/colleges should consider collecting information about:
* Number of beneficiaries and register of attendees
* Number of volunteers recruited
* Volunteer hours
* Number of sessions delivered
* Pupil characteristics information
* Pupil Feedback
* Essential Life Skills outcomes

The below monitoring activities will apply to all recipients of funding.

. **Grant Award Letter/Agreement**

Grant Award letters are signed between the Local Authority (LA) and schools/colleges. These support schools to target funding effectively and reduce misuse. This sets the LA’s expectations on reporting and claw back of funding if used inappropriately/under-delivered.

**Termly Monitoring**

Data provided for monitoring and evaluation of programme. LA able to ensure appropriate safeguarding checks.

Schools/Colleges will be required to submit, at the end of each academic term;

* 1. The activities they have funded
	2. The duration and frequency of sessions
	3. The total number of sessions
	4. The pupils who attended sessions
	5. Which groups pupils were targeted, and how - e.g. by selecting activities that targeted pupils were interested in; by inviting only some pupils to participate; by encouraging some pupils to participate
	6. How children or young people were involved in making decisions about the programme.
	7. Essential Life Skills outcomes

Schools/Colleges will be required to retain records of all expenditure in relation to the grant funding.

**Young People’s Involvement**

Bradford’s Youth Service is supporting the programme to ensure youth involvement in decision making and evaluation. Schools participating in the programme:

1. Must agree to allow ‘young inspectors’ and accompanying youth workers to observe provision, and interview participants where appropriate
2. Must make space available and invite pupils to participate in focus groups. School leaders must consider the resulting pupils’ views on what should be commissioned or has been commissioned.

Frequency and scope of young person’s involvement to be determined but schools/colleges should expect more detailed involvement the more grant funding received.

**Financial Monitoring**

Audit Level 1 - Applies to schools/colleges receiving less than £25,000

Schools/Colleges expected to provide annual financial report with potential of being including in a 'sample' audit of a small number of schools.

Audit Level 2 - Applies to schools/colleges receiving over £25,000

School governors must put funding on internal audit itinerary with final report going to external auditors. Governing body must send through internal audit report at end of financial year.

**MATCH FUNDING (Year 2)**

It is the intention of the Opportunity Area to make available to all schools/colleges in the Bradford district an additional grant for match funding (approx. £500K) in Year 2 of the Essential Life Skills Programme. This is aimed at schools and colleges extending activity beyond Aug 2019. The main criteria for accessing this will be schools/colleges securing other sources of funding\*

\*other sources of funding could include other grants, awards or secured funds other than from the Essential Life Skills Funding or Opportunity Area investment.

Details on match funding will be made available in the coming year.