

Southern Education and Library Board



EXTENDED SCHOOLS ANNUAL REPORT 2007/2008



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Appendices

The information provided in this SELB Annual Report is taken from the 69 individual Extended Schools' Annual Reports, received by 24/9 when the draft report was taken to the SELB Education Committee. It includes information and analysis of Action Plans and Monitoring Forms and training provided during the first full year of the Extended Schools initiative. 76 Reports now received but too late to include in this report

1. Introduction and Context

The Children and Young Peoples Funding Package was seen as having the potential to make a very significant contribution to the Government's 10 year Strategy for Children and Young People in Northern Ireland and the Extended Schools initiative is at the core of this package. This first full financial year of the programme has enabled schools to provide activities and service, which seek to:

“...Reduce Underachievement, Improve the Life Chances of Children and Young People and Foster Health and Well Being and Social Inclusion”

The Initiative has being built around an Outcomes Framework which has provided a basis on which action planning can take place within individual Extended Schools and, if appropriate, within a cluster of schools.

The five High Level Outcome areas below are underpinned by the crosscutting theme of 'Living in a Society which respects their rights'.

1. Being Healthy

2. Enjoying, Learning and Achieving

3. Living in Safety and Stability

4. Economic and Environmental Well Being

5. Contributing Positively to Community and Society

2. Overview of the SELB Extended Schools Programme 2007-2008

In the 2007/08 year a total of 83 schools within the SELB qualified for the Extended Schools programme with a total budget of £1.747m (*See Appendix 1*). This included schools from both the controlled and maintained sector and from Nursery level to Post Primary.

2.1 As this was the first full financial year of the Extended Schools programme, schools were able to build on the success of their first term's work and took into consideration what had not worked so well when they planned their new Action Plans. They were more confident and did develop very worthwhile and wide ranging learning opportunities for both children and adults outside of normal curriculum time. All 83 extended schools and 17 clusters in the SELB submitted action plans before the end of June 2007. All plans were brought forward for assessment and ratified by the Project Management Board so that all schools were able to start their programmes early in September and take advantage of the full year's allocation of funding.

2.2 This year's Annual Reports showed a larger range and number of activities being offered by the schools throughout the year as schools were more attuned to the needs of their beneficiaries. A number also started to look at the provision of services rather than activities. A Total of 460 activities/services were offered by or on behalf of schools in the 2007/08 year with a total of 12910 participants, 11,930 of these participants were children and young people and 980 were parents or community members. Some schools did experience some difficulties in delivering the programmes that they had planned for a number of reasons, one of which was difficulties finding qualified and vetted coaches/tutors. This was a significant problem especially in rural communities. *One principal commented:*

'Very hard to find suitable staff to run the different programmes.'

Another Principal stressed the importance of:

'Ensuring that coaches and tutors were appropriate to the needs of the participants. We endeavoured to overcome this by using statutory agencies such as Youth Sport and CYP'

2.3 Supporting the schools and clusters to implement and develop their programmes remained the key objective of the Extended Schools Team throughout the year. This support took the form of school visits, phone calls, e-mails and further training sessions both for principals and co-ordinators. The team was also represented at all RTU training events held for the schools.

2.4 ETI Pilot Evaluation

In October 2007 ETI carried out a pilot evaluation in the greater Newry Area of selected strands of the Children and young People's Funding Package, including the extended schools programme. The purpose of this was to gather information and evidence on the early impact of the funding. An extract from their report is detailed below

“The evidence gathered during the pilot evaluation provides early indications of progress being made in addressing these high-level outcomes. There is evidence, in almost all of the organisations visited, of the additional funding being used to provide services which have the potential, over an appropriate period of time, to improve the health, well-being and learning outcomes for children, young people and their families.”

“The schools involved in the extended schools theme report that the initiative is beginning to have a significant positive impact on children, young people, their families and indeed the wider communities. The major benefits include increased motivation and attitudes to learning, enhanced self-esteem, improved relationships and better awareness of health-related matters”

2.5 This year also seen schools begin to realise the full potential of clustering with other schools. The cluster started to build relationships with the local community and key stakeholders with many schools now represented through their cluster on neighbourhood renewal education sub groups, the schools links with other external agencies has also allowed them to build links with other on-going initiatives. Some clusters have focused their programme on providing new activities for pupils and the community while others opted to add value to existing services, this was a new way for the schools to operate and the results have been very positive.

3 Baseline Audits

3.1 The introduction to the Extended Schools Initiative at the start of the 2007 academic year made it very difficult for schools to carry out detailed relevant audits with the four beneficiary groups in advance of submitting their Action Plans. The monitoring and evaluation of the first terms programme of activities however highlighted what had been successful and schools built on this to carry out their audits in a number of different ways and the 2007/08 Action Plans reflected this. Over 73% of schools reported that they used questionnaires to parents/pupils when planning their extended schools activities. They also used a number of other sources of information a few of which are listed below.

<i>School Development Plan</i>	<i>Government Deprivation Statistics</i>	
<i>Attendance</i>	<i>Free School meals data</i>	<i>Anecdotal</i>
<i>Behaviour Records</i>	<i>Key Stage Results</i>	<i>Community Surveys</i>
<i>Investing for Health data</i>	<i>Questionnaires</i>	<i>Focus Groups</i>
<i>Schools Council</i>	<i>Other schools</i>	<i>SMT</i>
<i>SEN register</i>	<i>Local businesses</i>	<i>PTA</i>
<i>Social Services</i>	<i>Surestart</i>	<i>Board of Governors</i>

3.2 A number of schools are now represented on local Partnership Boards and Neighbourhood Renewal Education Sub Groups and this has allowed sharing of information and the opportunity to develop programmes outside the school campus.

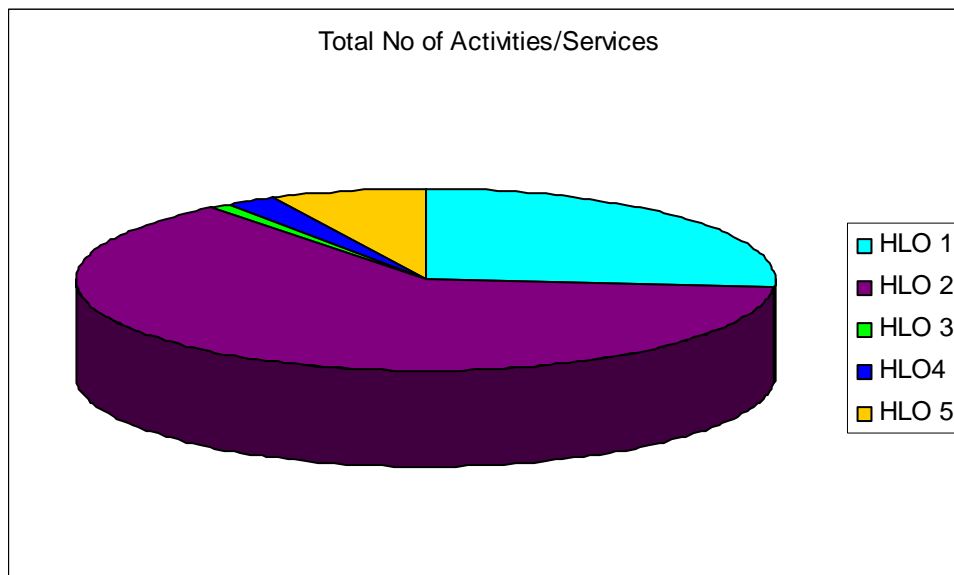
3.3 Schools have also discovered and recognised the skills and abilities within their own community and within other agencies and have acknowledged that they would not be able to meet all needs identified within their Extended Schools audits or indeed within the school buildings. This has enabled a number of schools to develop much closer links with community groups, youth groups and Further Education Colleges. A number of schools have appointed external coaches/tutors and agencies to deliver projects, but at the same time ensuring that all activities are monitored and evaluated to ensure their programme is meeting the main goals of the Extended School Programme.

4 Analysis of Extended Schools Programme 2007-08

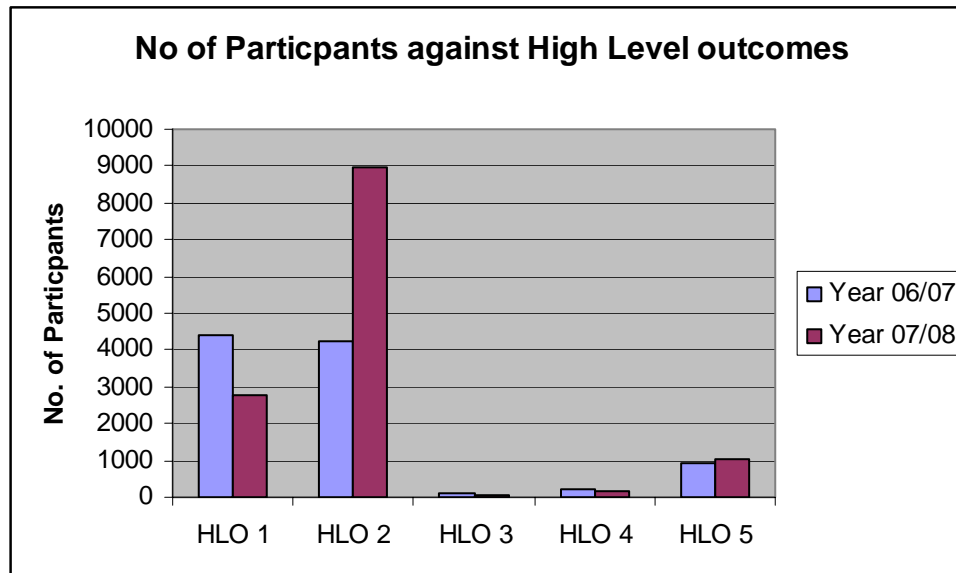
4.1 This year's report invited schools to record their programme as activities or services. Activities were defined as benefiting participants on a collective basis and services defined as benefiting participants on an individual basis. For reporting purposes schools were also asked to highlight only the main high level outcome for each activity/service, although it is recognised that many activities/services will address more than one of the high level outcomes.

4.2 During the 2007/08 year a total of 460 extended schools activities/services were delivered in the SELB area with 12910 participants drawn from the four beneficiary groups , the breakdown of these activities/services and participants are illustrated in Table B, C, D and E.(see appendix 2)

4.3 The chart below illustrates that Being Healthy and Enjoying Learning and Achieving are still the predominant High Level Outcomes in the 2007/08 year with over 90% of all activities/services addressing these high level outcomes.



4.4 It was clear from the outset of the initiative that High Level Outcomes 1 and 2 would be the focus of the majority of activities although it is important to note that as schools have become more confident in what was expected from the Extended Schools programme they have enhanced and expanded the range of activities on offer, in particular under outcome 2, to include family/community involvement. This in part explains the dramatic increase in the number of participants under high level outcome 2 from 2006/07 to 2007/08. *Illustrated below.*



4.5 It is therefore important to note that categorising each activity into a single High level outcome disguises the full impact of the activities/services on offer and that information from action plans and monitoring visits is essential in order to give a full picture of the progress that schools have made since the start of the extended schools programme.

5 Impact on Children, Families and Communities

5.1 The SWELB Project Management Board was pleased to note the positive development in the second year of the programme. Schools 07-08 Action Plans showed how they could deliver a programme targeting the 4 beneficiary groups and also meet some or all of the 5 High Level Outcomes. Programmes meeting the themes of Being Healthy and Enjoying Learning and Achieving were relatively easy for schools to deliver as they could clearly see how they would directly impact on

their targets of raising standards and achievements. High Level Outcomes 3, 4 & 5 as they are interpreted by schools have proved challenging to a number of schools, though some inroads have been made and some schools have taken on this challenge and developed 48 interesting programmes in the 07/08 year with 9% of total participants engaging in these activities (See Tables D & E in appendix 2).

5.2 Many schools did find it a challenge attracting parents and other adults within the local community who may well have had a negative experience with their own schooling or with their children. Schools however realised they needed to reach out and some have made real progress through relevant programmes to raise the self esteem and empower families and communities to ensure all benefited from the Extended Schools programme. The success of this can be illustrated by the number of parents/community members taking part in activities offered by the schools, a total of 980 adults benefited from these activities/services.

5.3 The following extracts from school annual reports highlight the very positive impact of Extended Schools

'The Extended Schools Programme allowed us to fulfil our commitment to improve the quality of parental and community involvement in the life of the school as outlined in our school development plan, offering many new activities in the evenings'

'The pupils have a more appreciative understanding of what is meant by the 'community' environment of the school. They participate in events with their family, friends and neighbours in a community based location and in doing so have a greater awareness to achieve well in their actions but at the same time enjoy themselves in the company of fellow participants'

'The Extended Schools Programme has helped to develop links with our parents by providing greater services for their children and themselves. It has also helped us to utilise parental expertise through our gardening club. It has also impacted on the wider community through successfully entering competitions'

‘Links with the parents and the local community have been improved and developed through the extended range of after school activities which have been made available through the extended schools programme. As a result of having the Choir as an after school activity, the school was able to host two concerts which helped to promote the school through out the wider community.’

6 Extended Schools and School Development Plans

Schools have now started to integrate their extended schools action plan into their overall school planning process and realise that they can utilise extended schools activities/services to address areas of school improvement highlighted in their school development plans. 76% of extended schools reported that they used their school development plans as a planning tool for their extended schools action plan this year.

Question 2 of the Annual Report asked: How have areas for School Improvement, identified in your School Development Plan, been further developed through the Extended Schools Programme. A number of the responses have been included below.

‘The Extended Schools Action Plan is integral to the school development plan. The focus on literacy development within the action plan is evident in the Extended Schools Programme of activities, for example story telling club and story sacks for the nursery children.’

‘Raising achievement in numeracy: The maths games purchased for the maths library are an example of resources, which have supported our raising achievement in numeracy area in our SDP. The resource levels in school have improved which will contribute to the continuation and development of these activities

“Reducing underachievement: Particularly in maths through maths club and maths library – results of NFER tests evidence, supported this.’



‘Music was a focus over 2007-9 on our school development plan. Through the Drama and Music project the pupils experienced a wonderful outlet for talents they didn’t know they had, in particular special needs pupils. Without extended schools funding none of this would be possible!’

7 Challenges of Implementation for Schools

7.1 Schools continue to face challenges to the implementation of the extended schools programme such as finding appropriate personnel to deliver programmes, fitting additional time for extended schools planning and evaluation into an already hectic schedule and dealing with changes to procedures which all have an impact on the day to day running of the extended schools programme.

Some of the challenges noted:

‘It is really too much additional work on one teacher in a small school where the teacher is already in charge of about 5 different areas of curriculum and school life.’

7.2 An additional challenge for schools this year was the uncertainty of future funding and the delay in the funding announcement. This meant that many schools had to finish their extended schools programme before the Easter break and terminate any contracts they had with tutors, coaches and co-ordinators as they had no confirmation of further funding at the end of March and they were not permitted to plan any for any carryover to let activities continue to June.

*‘Delay in funding from D.E. when Extended Schools was originally launched – 10 year project yet uncertainty of funding etc from one financial year to next.
Working on a financial year as opposed to an academic year’*

8 Benefits – Pupils, Parents and the Community

All Extended Schools experiences have been positive, providing opportunities for increased participation, improved levels of engagement with parents and the wider community, and have raised educational standards and achievements with the potential to take this to another level.

8.1 The Annual reports submitted have highlighted some of the following benefits:

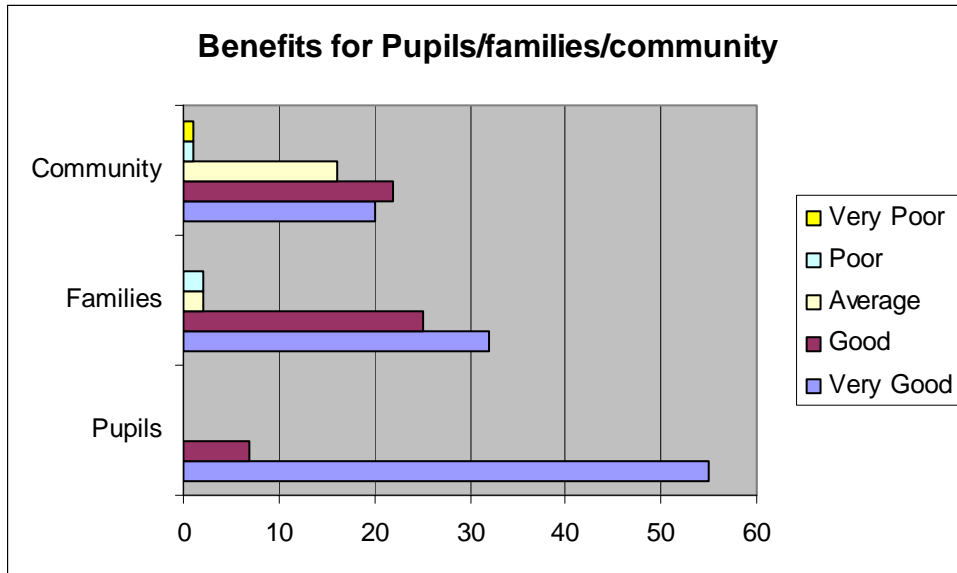
Benefits for Pupils	Benefits for families	Benefits for the Community
Activity – Gardening/Eco Club		
The children became more aware of environmental issues and took greater pride in looking after the school grounds.	The enthusiasm of the children spread to the parents, with many of them assisting in the creation of our multi sensory garden. Families now had another common interest topic. – good for family relationships	The community took great pride in our school achieving the Bronze and Silver Eco Schools Award. Many members of the community accepted invitations to visit the newly created garden.
Activity – First Aid		
Children became more safety conscious and would know what to do in an emergency and could administer some first aid – place someone in the recovery position this could save someone’s life	Parents, following the training, felt more confident about what to do in an emergency. Some parents now feel more comfortable about coming into school.	A few more people are now able to administer basic first aid.

Benefits for Pupils	Benefits for Families	Benefits for the community
Activity - Orienteering		
Developed map reading skills. Appreciation of outdoor activities.	Families educated about the benefits of orienteering.	Excellent community response appreciative of value of trip. Board of Governor member involved.
Activity – Playground Activities		
Recorded incidences of disagreements at lunch time have greatly reduced. Children happier and involved. Playground helpers – self esteem benefits. Greater level of physical activity	Parents recognise and appreciate steps school has taken to reduce bullying in playground and to raise amount of physical activity undertaken by children.	Wide interest in this area of improvement – PTA assisting with developments and volunteers from wider community have helped with linked improvements being made to school grounds.
Activity - Golf		
Aerobic benefits of long distance walking Participating in an outdoor activity. Learning new skills and techniques. Increasing self esteem through social inclusion and representing school team	Parents have commented on pupils having a more positive outlook to school- something to strive to	Pupils spending hours in the evening constructively Membership of local golf club has increased as a result of extended schools golf

8.2 The schools Annual Reports suggest that the initiative has had a positive effect on the Participating children, schools, families and communities.

‘Many areas, e.g. much improved GCSE results, best in school’s 40 year history; improved attendance and punctuality; better integration of foreign students; healthy lifestyle with emphasis on exercise and diet. SENU students given greater status; student esteem improved with involvement in clubs and school productions and greater student awareness of the need to help those less well off’

8.3 When asked how they perceived the benefits of the extended schools programme to date for pupils, families and community, their responses indicated that they still perceive pupils and families as the main beneficiaries of the programme although some have started to recognise the benefits for the community. *(Illustrated below)*



9 Engagement With Community, Voluntary And Statutory Agencies

9.1 It is evident from the 2007/08 Monitoring and Annual Reports that an increasing number of Schools have embraced the concept of working in partnership and collaboration, consistent with the ethos of the Extended Schools Policy. This is evident in the programmes facilitated by schools and the range of links that schools have now developed with external statutory, voluntary and community agencies a sample of which is detailed below. In comparison to the 2006/07 year the range of agencies is much more diverse and the range of relationships varies from advice giving to the provision of activities/services on behalf of the schools. It is evident that more schools are establishing good working relationships with these external agencies.

- Neighbourhood Renewal Groups
- Local Residents Associations
- USPCA
- Local Councils
- Local Health Board and Trusts
- Ulster Sports Council
- IFA
- IRFU
- Breakthru
- NI Dairy Council
- Local Youth Clubs
- Marie Curie
- Austism NI
- Love for Life
- Order of Malta
- Presidents Award
- Playboard
- Springwell Centre
- CYP
- Surestart
- Woodland Trust
- Traveller Support Groups
- Comhaltas Ceolteori Eirinn
- Youth Sport

9.2 The Extended Schools team continues to enhance and build relationships with other external agencies and works closely with Surestart, health promoting schools, and in particular the various Neighbourhood Renewal partnerships to ensure that schools have access to a full range of services and provision in order to enhance their extended schools programme.

10 Dissemination of Good Practice

From the beginning of the Extended Schools programme schools have been encouraged to highlight areas of good practice, in May 2007 they were invited to take part in the RTU Good Practice conference and across the SELB /WELB Area schools have been contributing articles to the Extended Schools magazine which is published once per term and circulated across both Boards, this has been an invaluable tool in sharing good practice across between schools.

The 2007/08 annual reports also asked schools to identify one piece of Good Practice within their current extended schools programme and it was very encouraging to see schools identifying and celebrating their own successes.

‘Pupils from P.2 – 7 were provided with the opportunity to borrow maths games to take home and ‘play’ with other family members. These games were introduced to the children through their attendance at an after school maths club or through classroom activities. Choices of games suitable for the children’s abilities were made

available and children could choose a game on a Thursday and keep it at home until the following Tuesday. The children enjoyed playing the game with parents, siblings and any other relatives who visited. In some homes Sunday afternoon is now games time! During 2007/08 the school was participating in the RAIN programme (Raising Achievement in Numeracy) All the children from P4 up were tested using NFER Progress in maths in October 2007 and again in May 2008. Results of these tests show a great improvement and this is partly as a result of raising the profile of maths processes both in school and at home through the use of the maths library.'

'Dance Class – opened up the school for whole community & allowed primary & post primary pupils to develop dance & social skills.'



'Speech therapy. 40/79 pupils were identified as having need and received 1:1 or group intervention. Parents were kept informed and home/school books maintained. Parents were particularly pleased that their children received early support that continued for the whole year. There also was the added advantage of not having to take children to appointments, which reduced the number of car journeys made, and meant that people didn't have to ask out of work. It also meant that children actually attended better. All children also had some whole class work on sounds, prepositions, verbs and pronouns'

'The Schools Council has been a successful development for our programme. It has given our pupils a sense of ownership of the programme and allowed them to

contribute positively to its further development. We envisage that the Peer Mentoring Programme will greatly benefit all of the pupils involved.'

'The Essential Skills programme was very successfully supported by East Tyrone College. Parents developed their own literacy skills and created Story sacks for use in KS1 classrooms. We were delighted that both male and female parent were involved and that resources were produced in both English and Irish.'



11 Extended Schools Clusters

The Extended Schools policy encourages schools to work in partnership, both with each other and with outside agencies. This was reinforced through the provision of an additional 15% funding per school if 3 or more funded Extended Schools formed a cluster.

11.1 During 2007/08 a total of 69 /83 Extended Schools were part of 17 clusters (*See Appendix 3*) collaborating on a number of themes to produce activities/services, which included:

- Peer Mediation
- Dads and Lads Club
- Literacy support to parents
- Support for single parents
- Drop in service for adults for Ethnic Minority Community
- Cross Community Drama Production
- Playing for Peace basketball

- Multi-Sports
- Adult Education Classes

11.2 At the start of the programme, the main priority for schools was to establish and develop their individual school action plans and as schools have become more confident in their individual provision their focus has turned to the cluster. This meant that in the past year clusters have become more of a focus for the schools and developing the clusters has been a priority for the schools. Some of the larger clusters have been able to appoint cluster co-ordinators which has meant that these clusters have been less of a burden for principals as the co-ordinator can develop the action plans and communicate with all stake holders.

11.3 In the past year schools have started to recognise the numerous benefits attached to being part of a cluster a few have been listed below:

- Schools now focal points within the community.
- Cluster of schools can approach issues strategically with greater influence
- Breaking down of barriers for P 7 pupils joining the Secondary school
- Bringing pupils together often for the first time
- Sharing and maximising the use of space and building links with the community
- Providing a safe environment for children and parents to work together on a common theme
- Strong links were made between schools which all want to develop further

12 SELB Implementation

12.1 The Extended Schools team continued to provide support as and when needed, through phone calls, emails and visits to schools. 6 Information sessions were also offered to schools over the past year with 2 additional sessions offered in collaboration with WELB to Nursery Schools and Special Schools in January and February. This was essential to ensure that schools were delivering a good Extended Schools programme and continuing to develop their plans where

possible. Schools have been very complimentary about the service provided and very positive feedback has been received.

- 12.2** In 2007/08 the Extended Schools team completed 83 Monitoring visits between January and March and was delighted to get very positive feedback from participating pupils, parents and the wider community. Schools Action Plans detailed how they planned to monitor and evaluate their activities and the annual monitoring visits allowed board officers to observe these systems and give advise for improvement where needed. It became apparent that many teachers had found the activities enjoyable and beneficial despite the additional workload on teaching Principals. In a few cases unfortunately this additional workload did impact on the enthusiasm in delivering the programme.
- 12.3** The SELB Extended Schools Team also offered in house training to Link Officers in September 2007 and ensured that all relevant board Officers were updated as and when necessary.
- 12.4** The Financial management of the Extended Schools programme continues to cause concerns for a number of Principals and on-going support is given to all schools as and when required. It is the responsibility of the schools to ensure that appropriate controls are in place for the monitoring of the budget and that adequate records are kept. All schools have received board support in how to document, manage and report on their extended schools funding and the extended schools team works closely with the LMS unit to aid schools in the management of their budget.
- 12.5** The SWELB Project Board which includes the Chair and Deputy Chair of the SWELB Education Committee, representatives from Playboard, CCMS, Investing for Health, DSD, NCH NI, SHSCT,DEL and SWELB officers had 7 meetings throughout the year and were involved in numerous assessment panels. Board members played a very important role in the assessment process of the 2007/08 Action Plans and this ensured that the full Project Board was able to ratify the approval of plans in full knowledge that board members had

made the recommendations. Their time, commitment and support is much appreciated.

13 Conclusion

The first full year of the Extended Schools programme has shown that the Extended Schools Initiative has made a difference and feedback from ETI, Extended Schools Annual Reports and Monitoring Visits support this.

“ There is evidence that the funding for extended schools has helped them to broaden and improve their services for children, parents and in a few instances, the wider community “(ETI Report October 2007)

13.1 Schools have realised the importance of ensuring that their Extended Schools programme supports and works in tandem with their School Development Plan and the school improvement process as a whole, this will of course include the implementation of the Revised Curriculum.

13.2 Schools have started to see the benefits that this programme has brought for the school, their pupils, families and the wider community and realise the further benefits it could bring. Schools have therefore been much more positive this year and recognise that the benefits outweigh their initial concerns about the increase in workload and the difficulties in engaging with families and communities.

13.3 Many schools have come to really value the programme and the ethos behind it and with the lack of certainty of future funding, have begun to consider the possible ways to sustain some of the programme of activities.

The majority of schools now see the importance of ensuring that they engage fully with all their beneficiary groups and that all the relevant community, voluntary and statutory stakeholders come on board to ensure a collaborative approach to future programming.

14 Key Learning Points and Recommendations

- A Guarantee of funding for more than one year is needed to allow schools to plan and embed the Extended Schools initiative within the core services of the school and its community as there is an expectation from families and communities that once programmes such as Breakfast and After Schools Clubs are established they will continue.
- Schools need time to build and strengthen relationships with the community and this will not happen in the short term.

The short timescales involved in the allocation and distribution of funding have not proved helpful for longer-term or coherent area-based planning.

Insufficient time has been available for schools, communities and the other agencies to engage in meaningful information-gathering, research, and inclusive area-based consultation. The necessary underpinning support and guidance that many organisations need is only now evolving.”

(ETI Report October 2007)

- Early confirmation of funding is also essential to allow the development and continuation of relevant programmes for all participants. The uncertainty over funding in this year has meant that many schools had to close down successful activities due to lack of funding and some have lost experienced staff that will be difficult to replace.
- All schools need to embrace the idea of clustering and recognise the full range of benefits that a successfully managed cluster can bring for all beneficiary groups.

APPENDICES

SELB Extended Schools and Budget Allocations		
DE Ref.No.	School Name	2007/2008 Allocation
511 6197	Kilkeel NS	£ 8,200
511 6198	Fivemiletown NS	£ 5,800
511 0017	Railway Street NS	£ 5,700
511 6189	Millington NS	£ 8,300
513 6217	St John The Baptist NS	£ 8,200
513 6342	St Malachy's NS	£ 8,200
513 6631	Drumnamoe NS	£ 8,300
501 1684	Annalong PS	£ 17,200
501 6117	Ballyoran PS	£ 23,750
501 2615	Ballytrea PS	£ 12,800
501 1179	Bessbrook PS	£ 13,300
501 1127	Carrick PS	£ 27,025
501 2649	Coagh PS	£ 9,300
501 1175	Cortamlet PS	£ 9,800
501 1596	Craigavon PS	£ 14,350
501 6065	Dickson PS	£ 16,450
501 6080	Drumgor PS	£ 23,000
501 6088	Fivemiletown PS	£ 18,025
501 1129	Hart Memorial PS	£ 24,800
501 6028	Keady PS	£ 5,900
501 1649	Kilkeel PS	£ 29,650
501 0992	Lurgan Model PS	£ 19,975
501 6007	Millington PS	£ 31,290
501 6543	Moyallon PS	£ 18,025
501 1137	Newtownhamilton PS	£ 9,600
501 6200	Queen Elizabeth II PS (Pomeroy)	£ 5,900
501 2643	Stewartstown PS	£ 6,400
501 1190	Tullygally PS	£ 18,025
506 6554	Windmill Integrated PS	£ 21,150
503 1146	Anamar PS	£ 6,900
503 1110	Armagh Christian Brother's PS	£ 25,050
503 1086	Clonalig PS	£ 15,175
503 2713	Derrychrin PS	£ 13,375
504 6637	Gaelscoil Ui Neill	£ 13,300
503 1126	Mt St Catherine's PS	£ 19,225
503 6590	Primate Dixon PS	£ 29,910
503 1184	St Anthony's PS	£ 30,710
503 6101	St Brendan's PS	£ 27,400
DE Ref.No.	School Name	2007/2008 Allocation

503 1213	St Clare's Convent PS	£ 21,450
503 6545	St Colman's PS, Killeel	£ 19,300
503 6610	St Francis of Assisi PS	£ 22,600
503 6633	St Francis PS(Lurgan)	£ 33,250
503 6173	St John The Baptist PS	£ 27,000
503 1669	St John's PS (Gilford)	£ 15,325
503 6110	St Joseph's PS(Bessbrook)	£ 25,825
503 1340	St Joseph's Convent PS	£ 30,750
503 6108	St Joseph's PS (Killeenan)	£ 10,200
503 0975	St Malachy's PS(Ballymoyer)	£ 11,800
503 6433	St Malachy's PS(Carnagat)	£ 26,100
503 6057	St Malachy's PS (Drummullan)	£ 6,900
503 6363	St Mary's PS(Aughnacloy)	£ 11,200
503 6043	St Mary's PS(Banbridge)	£ 27,650
503 2699	St Mary's PS (Dunnamore)	£ 17,725
503 2736	St Mary's PS (Fivemiletown)	£ 6,600
503 6118	St Mary's PS (Pomeroy)	£ 18,700
503 2692	St Mary's PS(Stewartstown)	£ 14,050
503 1166	St Michael's PS(Clady)	£ 8,400
503 1070	St Michael's PS(Newtown)	£ 9,200
503 1148	St Patrick's PS(Crossmaglen)	£ 24,700
503 1158	St Patrick's PS(Newry)	£ 27,050
503 1183	St Patrick's PS(Armagh)	£ 29,310
503 6047	St Patrick's PS(Annaghmore)	£ 21,400
503 6099	St Patrick's PS(Cullyhanna)	£ 20,850
503 1176	St Peter's PS(Cloughreagh)	£ 25,775
503 2703	St Peter's PS(Moortown)	£ 19,300
503 1135	St Oliver's (Carrickrovaddy)	£ 7,900
503 1103	Tannaghmore PS	£ 32,880
525 0216	Brownlow Int College	£ 28,950
523 0278	Holy Trinity College	£ 33,230
521 0016	Killeel HS	£ 33,380
523 0213	Lismore Comprehensive	£ 36,400
523 0256	Drumcree College	£ 26,650
523 0056	St Joseph's Boys HS	£ 29,050
523 0167	St Joseph's College(Crossmaglen)	£ 31,190
523 0192	St Joseph's College(Coalisland)	£ 29,330
523 0108	St Mary's HS, Newry	£ 30,830
523 0293	St Patrick's College, Dungannon	£ 30,790
523 0088	St Paul's JHS, Lurgan	£ 29,850
DE Ref.No.	School Name	2007/2008 Allocation

531 6521	Ceara School	£ 12,100
531 6577	Lisanally School	£ 12,100
531 6519	Rathore School	£ 12,400
501 2720	Dungannon PS	£ 11,675
542 0062	St Colman's College	£ 17,185

Appendix 2

Table B details the number of activities set against the High Level Outcomes

Table B	High Level outcomes				
	Being Healthy	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experiencing Economic & Environmental Well-being	Contributing positively to Community & Society
ACTIVITIES					
After School Club		21			
Art/Craft/Design		24			
Breakfast Club	22				
Community Learning		4			
Community Links					5
Cookery		12			
Curriculum Support		51			
EAL Support		19			
First Aid	10				
Health & Fitness	11				
Health Awareness		7			
Healthy Eating	13				
Homework Club		24			
ICT Skills		29			
Morning/Lunch Time Activities		6			
Music/Dance/Drama		58			
Parenting/Family					16
Pupil Personal Development					12
Recycling/Eco Activities				10	
Specialist Clubs/Skills		19			
Sport & Sporting Skills	65				
Summer Scheme		11			
TOTAL	121	285		10	33

Table C details the number of services set against High Level Outcomes

Table C	High Level Outcomes				
	Being Healthy	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experiencing Economic & Environmental Well-being	Contributing positively to Community & Society
SERVICES					
Counselling			4		
Mentoring Programme		3			
Occupational Therapy		1			
Parents Advice Centre				1	
Speech Therapy		2			25
Totals		6	4	1	

Table D details the number of participants set against the High Level Outcomes

Table D	High Level outcomes				
	Being Healthy	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experiencing Economic & Environmental Well-being	Contributing positively to Community & Society
ACTIVITIES					
After School Club		966			
Art/Craft/Design		470			
Breakfast Club	681				
Community Learning		62			
Community Links					364
Cookery		115			
Curriculum Support		1024			
EAL Support		332			
First Aid	104				
Health & Fitness	144				
Health Awareness		985			
Healthy Eating	1818				
Homework Club		442			
ICT Skills		477			
Morning/Lunch Time Activities		420			
Music/Dance/Drama		1195			
Parenting/Family					425
Pupil Personal Development					224
Recycling/Eco Activities				138	
Specialist Clubs/Skills		539			
Sport & Sporting Skills		312			
Summer Scheme					
TOTAL	2747	7339		138	1013

Table E details the number participants in services set against the High Level Outcomes

Table E	High Level Outcomes				
	Being Healthy	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experiencing Economic & Environmental Well-being	Contributing positively to Community & Society
SERVICES					
Counselling			58		
Mentoring Programme		12			
Occupational Therapy		20			
Parents Advice Centre				12	
Speech Therapy		131			
Totals		163	58	12	

Appendix 3 Details of schools involved in clusters

DE Ref	School Name	DE Ref	School Name
<i>Cluster 1</i>		<i>Cluster 2</i>	
622!72: 8!	Ljitr f r!OT!	501 6080	Drumgor PS
501 1649	Kilkeel PS	525 0216	Brownlow Int College
521 0016	Kilkeel HS	501 1190	Tullygally PS
<i>Cluster 3</i>		523 0213	Lismore Comprehensive
622!72: 9!	Gjwf n jrfhpx o!OT!	<i>Cluster 4</i>	
501 6088	Fivemiletown PS	503 2703	St Peter's PS(Moortown)
503 2736	St Mary's PS (Fivemiletown)	503 6057	St Malachy's PS (Drummullan)
<i>Cluster 5</i>		503 2713	Derrychrin PS
511 0017	Railway Street NS	<i>Cluster 6</i>	
503 1183	St Patrick's PS(Armagh)	503 1146	Anamar PS
531 6577	Lisanally School	503 1086	Clonalig PS
<i>Cluster 7</i>		503 1148	St Patrick's PS(Crossmaglen)
511 6189	Millington NS	503 6099	St Patrick's PS(Cullyhanna)
624!7328!	St John The Baptist NS	503 1135	St Oliver's (Carrickrovaddy)
501 1129	Hart Memorial PS	523 0167	St Joseph's College(Crossmaglen)
501 6007	Millington PS	<i>Cluster 8</i>	
501 6543	Moyallon PS	503 6590	Primate Dixon PS
501 6117	Ballyoran PS	503 2692	St Mary's PS(Stewartstown)
503 6173	St John The Baptist PS	503 6118	St Mary's PS (Pomeroy)
523 0256	Drumcree College	503 6047	St Patrick's PS(Annaghmore)
		523 0192	St Joseph's College(Coalisland)

Cluster 9			
503 6610	St Francis Of Assisi PS, Keady		
503 0975	St Malachy's PS, Ballymoyer		
501 6028	Keady PS		
503 1166	St Michael's PS(Clady)		
Cluster 10		Cluster 11	
501 2615	Ballytrea PS	503 1340	St Joseph's Convent PS
501 2649	Coagh PS	503 1213	St Clare's Convent PS
501 2643	Stewartstown PS	503 6433	St Malachy's PS(Carnagat)
503 6057	St Malachy's PS (Drummullan)	503 1158	St Patrick's PS(Newry)
Cluster 12		523 0056	St Joseph's Boys HS
501 1596	Craigavon PS	523 0108	St Mary's HS, Newry
503 6101	St Brendan's PS	Cluster 13	
503 1669	St John's PS (Gilford)	501 0992	Lurgan Model PS
503 6043	St Mary's PS(Banbridge)	503 1103	Tannaghmore PS
Cluster 14		513 6631	Drumnamoe NS
501 1179	Bessbrook PS	503 1166	St Paul's JHS, Lurgan
503 1070	St Michael's PS(Newtown)	503 6633	St Francis PS Lurgan
501 1137	Newtownhamilton PS	Cluster 15	
503 6110	St Joseph's PS(Bessbrook)	503 6108	St Joseph's PS (Killeenan)
		503 2699	St Mary's PS (Dunnamore)
Cluster 16		523 0278	Holy Trinity College
503 1184	St Anthony's PS	Cluster 17	
503 6101	St Brendan's PS	523 0293	St Patrick's College, Dungannon
523 0213	Lismore Comprehensive	501 2720	Dungannon PS
		506 6554	Windmill IPS