

# Study Support Essentials

## Guidance for Academies



Working in partnership with,  
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**Education**

 Canterbury  
Christ Church  
University

The background of the page is a photograph of a classroom. A male teacher in a white shirt and glasses is pointing at a poster on the wall. Three female students in school uniforms are seated at a desk, looking towards the teacher. The wall is covered with various educational posters and charts. The overall scene is bright and focused on learning.

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This informative document is the work of a collaborative partnership between Quality in Study Support and Extended Services and the Specialist Schools and Academies Trust and was funded by the DfE.

We wish to thank all the schools who participated in this research for sharing their current Study Support practices with us so that we are able to share their work with others.

We hope this document will inspire other schools and organisations to have the strategic vision to implement an effective study support - extending learning programme for their students and the wider community which has the highest impact on their students' learning, behaviour, attainment and attendance.



## Foreword

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Research has shown that extending learning outside the school site and beyond the normal school day not only raises achievement but also contributes to a wider range of positive outcomes for children and young people. It also offers creative opportunities to engage with communities and localities.

This guidance supports academies in considering the case for sustaining and extending provision and offers frameworks for self-evaluation. The case studies provide a wealth of ideas to stimulate discussion and inspire fresh approaches to meet the needs of today's students.

Practical recommendations from QiSS (Quality in Study Support and Extended Services) to aid strategic and operational planning are based on many years of research and experience as the national leader in the field.

**Judy Durrant** is Director of the Masters in Education at Canterbury Christ Church University (CCCU) and an education consultant with the Centre for Education Leadership and School Improvement at CCCU.



'Study Support is a learning activity outside normal lessons which young people take part in voluntarily. Study Support is, accordingly, an inclusive term, embracing many activities – with many names and guises.

It is about support, support for learning, for adventures of self discovery, journeys into new ways of knowing, realisation of hidden talents. It is about the achievement that follows naturally ... motivation, self-esteem and help them become more effective learners. Above all it aims to raise achievement.'

John MacBeath | *Extending (2009) Learning Opportunities Framework*

## Introduction

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Study Support is the overarching term that has been used extensively to define planned learning activities outside normal lessons that children and young people participate in voluntarily. Different schools describe these activities in many ways, extra-curricular, enrichment, after school clubs etc. However, it is nothing new, schools have been providing such activities to varying degrees for many years but the purpose and development of those activities have evolved over the years, from simply allowing children and young people to participate in a sports team for fun to a more bespoke targeted intervention that enhances the learning and development of the children and young people. It is now widely acknowledged that in addition to being fun these activities help pupils in their approach to learning, a focused engagement in lessons and attainment and play a crucial part in a child's education. Increasingly it has become apparent that a strategically developed Study Support programme, as opposed to random ad hoc activities, will have an enhanced impact for all participants and contribute to School Improvement performance.

The voluntary nature of Study Support remains a key ingredient but increasingly schools have been more proactive in targeting specific pupils and their needs. Many schools have developed their Study Support programmes and adapted their offer in response to pupils' interests which has enabled the facilitating of targeting and encouraging more and more pupils to become involved. This whole school approach has led to the pupils reaping many benefits including greater engagement with learning during lessons.

The Academies featured in this document kindly volunteered to share some of the things they are doing, however, in the time and space available in this document it is just a taste of the vast array of activities that are going on in schools. The language used by the individual Academies about their Study Support programmes has been retained within their vignette. I am immensely grateful to all the staff who gave their time to give me an insight to their study support work and importantly how they manage it and the impact on the Academy.

The other sections are drawn from the common threads that ran across these Academies and many other schools who are engaged in developing and delivering effective Study Support programmes.

## The Case for Study Support

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It is an often quoted statistic that pupils only spend 15% of their time in school, therefore the things they do outside of formal school will be influential on their development. Similarly it is often said that the technological age of TVs and computers is isolating pupils from more social activities.

Participating in Study Support can offer further learning opportunities and it can offer social opportunities, with or without technology – to help our children and young people achieve their potential.

Study Support activities vary greatly from school to school, some schools have built their programmes into the school day, an extending learning strategy that has been adopted by many schools, while others have opted for before school or during lunchtimes (if there is sufficient time) or deliver activities at the end of formal school day.

Schools will often deliver activities at the weekends and school holidays. Offering activities across a range of times enables all pupils to have the opportunity to participate in something regardless of their personal circumstances.

Often activities are developed to support a particular target group of pupils such as those listed below:

- with poor attendance and punctuality;
- with particular behaviour issues;
- with low self-esteem and confidence;
- with poor social and communication skills;
- who are coasting;
- who are D/C borderlines;
- who are gifted and talented;
- who are progressing through a transition phase;
- foundation > Key Stage 1 > Key Stage 2 > Key Stage 3 > Key Stage 4 > Key Stage 5

Developing Study Support as an integral part of the school will take time but it will be a central part of the personalisation of learning to raise achievement and develop the skills and attitudes for lifelong learning. Ongoing review of Study Support is as important as keeping curriculum delivery and the quality of teaching under review in terms of maintaining successful learning opportunities and the ongoing success of the school.

Some schools use the 'Extending Learning Opportunities: A framework for self-evaluation in study support' to help them do this. However, the school reviews their work and what is crucial is that the school recognises the role Study Support plays within the school's overall performance and shares this with pupils, parents, all staff, Governors and Ofsted.

The different levels of development are set out in the table below which has been adapted from the original to include the usual impact at each stage.

Paradigm of study support	A Project First Steps	A Programme Emerged/Established	A Strategy Emerged/Established
<b>What is offered?</b>	<ul style="list-style-type: none"> <li>• Optional “extra-curricular” activities</li> <li>• Short term projects</li> </ul>	<ul style="list-style-type: none"> <li>• A wide and varied range of learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• An entitlement to learning and development opportunities</li> </ul>
<b>Who is learning through it?</b>	<ul style="list-style-type: none"> <li>• Willing pupils</li> <li>• Targeted under-achievers</li> </ul>	<ul style="list-style-type: none"> <li>• Most students – a lot of the time</li> </ul>	<ul style="list-style-type: none"> <li>• All of the students most of the time</li> <li>• Parents, staff, community</li> </ul>
<b>What is the purpose?</b>	<ul style="list-style-type: none"> <li>• Enjoyment &amp; enrichment</li> <li>• To stretch the more able</li> <li>• To help under-achievers to catch-up</li> </ul>	<ul style="list-style-type: none"> <li>• To raise attainment across the school</li> <li>• To broaden the options for achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Continually to improve learning and teaching across the school</li> <li>• To enhance value given to education</li> </ul>
<b>Impact</b>	On some individuals	On individuals and some aspects of the school	Whole school - success breeds success
<b>How linked to the curriculum?</b>	<b>Bolted on ►</b>	<b>Built-in ►</b>	<b>Thoroughly embedded</b>

DfE, Extending Learning Opportunities: a framework for self-evaluation in study support (2009, CCCU revised 2011).

Engaging parents and carers in a dialogue about the schools expectations of pupils participating and the benefits of doing so is important to sustain student engagement. Inviting parents to celebration events, performances and to participate in some of the activities can all help to bring parents into the school, particularly those who have previously been reluctant to engage with the school or only had negative connections in the past.

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## Accrington Academy

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The Academy encourages parents and students to understand that, 'if students are to extend themselves and develop every aspect of their knowledge, skills and talents, it is important they take advantage of all the Academy has to offer.'

The Academy developed an enrichment programme eighteen months ago providing an hour at the end of the school day targeted specifically at Year 7 on Tuesday and Year 8 on Thursday. At the start of the academic year students are given Enrichment Programmes setting out more than 15 options available across the year and asked to choose six options ranked in order of preference, which will result in a full year of activities. The programmes include homework, reading, debating, art, music, drama, science, maths and technology challenges and various sport, health, fitness and climbing opportunities. If students particularly like something there are opportunities to further pursue it within the Academy.

A tracking sheet is used to monitor which students are attending which activities and how that affects their attendance and behaviour within school. This was initially for those who were benefitting from a targeted fund but has now been rolled out across the Academy. Pastoral staff are able to talk to students, who may have other issues, about the different activities after school and in the holidays that they might take part in and encourage them to try different things. The Senior Leadership Team attends a rewards assembly that is held at the end of each half term of activities, when the young people talk about what they have done, what they have learnt, what they liked and what they didn't like.

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[www.accrington-academy.org.uk](http://www.accrington-academy.org.uk)

## Basildon Academies

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The Study Support programme is used to help break down some of the barriers to learning and historically poor aspirations. Each student is in a small mentoring group and is given personal support to encourage their aspirations and achievement and what things may help them to achieve their goals, including their Study Support choices.

There is a diverse Study Support programme, with the flagship being UFriday, which runs for two hours on a Friday afternoon after formal curriculum ends at lunchtime. Hundreds of students have enjoyed learning new skills and gaining experience in different areas, such as Scuba Diving, Football, Fashion and Beauty, Yoga, Hell's Kitchen, and Special FX Make Up. Outside providers deliver the programme while staff CPD takes place.

A UFriday market place is held at the end of half term for students to learn more about each course and to ask questions to help them make their choices for the next half term. Research of students' and parents' feelings and needs are gathered to inform development. The Academy is working with existing tutors, businesses and partners to sustain the programme. Due to the success they are now looking to use the U-branding for Saturday programmes and for the last two periods on a Wednesday afternoon for disaffected students to participate in a wider programme to develop transferable skills that will help them back in the classroom.



- 'Get to be yourself.'
- 'Can express yourself and really enjoy acting.'
- 'Really wanted to learn about it (special effects).'
- 'Can finish things off from lessons.'
- 'In class you have to do certain things but in drawing club you can draw what you like.'
- 'Helps you to learn to work with others even if you don't like them, which you have to do when you go to work so helps for you future.'
- 'Can be independent but there is support there if you need it.'
- 'You meet new people which is hard to begin with but better as you go on.'
- 'I am more confident so it is easier to contribute in class.'
- 'Can be fun but also helps you and if you try lots of different clubs it might help you to decide what you want to do later in life.'

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01268 552536 | [www.basildonacademies.org.uk](http://www.basildonacademies.org.uk)

## Castle View Enterprise Academy

Study Support is embedded across the whole school and included in the Strategic Development Plan and individual staff targets, with progress monitored. There is a high level of student tracking and interventions are put in place to support students both in the school day and by targeting and encouraging individual students to attend additional curriculum support, informal reading activities at Breakfast Club or in the library or a variety of activities that will help students to build their self-esteem and confidence in relaxed, non-threatening environments. Students are informed about the Study Support programme during morning assemblies, through form tutors and the TV screens around the building.

The day-to-day co-ordination and management are the responsibility of the Beyond School Leader and Manager and mainly delivered by school staff. Around 50 clubs are running with registers of participation taken and analysed. Weekend and holiday opportunities are also offered. Findings are reported to the Senior Leadership Team and reasons for non-attendance are investigated.

Some comments from students on the benefits of attending Study Support and what they learn from attending different things:

- 'We can stop behind and practice things for performances and competitions.'
- 'We learn communication skills and team work because four of us stayed behind every night to practice our dance.'
- 'Help out in the shops, as its fun.'
- 'There is something for everyone now...loads of different clubs whatever you are interested in.'
- 'Improves communication skills because you're talking to more people.'

- 'It's a confidence boost, you do things that you wouldn't have thought you'd do.'
- 'You learn things that you haven't picked up in lessons as you do things at your own pace.'
- 'Meet people from different years so are friends with everybody.'
- 'Teachers are different, they are more relaxed as they know you want to be there.'

Similarly staff shared what they thought about Study Support:

- 'Study Support is important for getting involved in sporting competitions which isn't just about the physical side but is an opportunity to mix with other schools, to talk to other teachers and share good practice. Young people learn from socialising with other schools and watching how other young people behave, there is the pride of representing the school, whether you win or not you're taking part and they still get a buzz from this.'
- 'Study Support changes the relationship between staff and students.'
- 'It is the best way for staff, both teaching and non-teaching to engage with students and develop a rapport which can help in other situations around the school.'
- 'Some students are quite challenging but they are somebody different when they attend Study Support and they behave differently.'
- 'Breakfast Club is a way to get the young people into the Academy every day and on time.'

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[www.castleviewenterpriseacademy.co.uk](http://www.castleviewenterpriseacademy.co.uk)

## Manchester Communication Academy

By responding to research evidence on the positive impact of extended provision on engagement and attainment the Academy has developed its strategic vision for the Extended Activities Programme's growth over the next five years and ensuring the quality of the offer.

The offer is revised each term and is developed with the input of staff, students, parents and partners. The sessions run each evening from 3:00 - 5:00pm and on a Friday afternoon from 1:00 – 3:00pm. A clear expectation was articulated that each student attend a minimum of two extended school activities a week. In addition there was an understanding within the staff team that targets had been set on numbers of activities to be offered.

In addition a holiday programme has been developed by a group of partners and these are open to all students and their families. The attendance is 150-200 per session. The Academy has been approached by many organisations for room and facilities space and has been able to organise this in many instances on an in-kind

basis. This means that in some cases instead of paying rent, the organisation has been able to offer extended school activities.

At the beginning of each term the staff organise a 'Market Place'. The students tour each of the presentations and opt for their activities for a term at a time. Students develop their soft skills, such as, improved communication, teamwork etc. through participation but literacy and numeracy are also embedded within the sessions. Parents are informed of choices and registers are monitored on a weekly basis. Students who attend less than two sessions a week are interviewed and students who attend more than two sessions receive 10 BLAST reward points per extra activity, for exceeding expectations.

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[www.manchestercommunicationacademy.com](http://www.manchestercommunicationacademy.com)

## Ormiston Bolingbroke Academy

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All staff run at least one enrichment activity Monday to Friday. Literature is produced termly to advertise both the benefits of participating and also what is available for that term. Usually in excess of 60 different activities are available a week and all Year 7 students are expected to attend at least one study support /extending learning activity. Year 11's have access to additional academic support and revision opportunities; other year groups can access a developing range of activities. The Academy also offers a Saturday Academy from 9:00 - 12:00pm. Registers are reviewed and staff take the opportunity to target and encourage those who do not attend to take full advantage of the opportunities available.

The Maths Department developed a programme which involves linking the curriculum and the additional out of hours time more closely. Each week a specific topic is the focus and during the lessons staff identify areas that individual students don't understand - up to a maximum of four areas - which they can then work on and receive additional support. The whole Maths' team are available two evenings a week in a large hall. Different members of staff have preferred areas so there is a schedule for which member of staff is leading on a particular module and students can just go and ask that person for help rather than only going to their own teacher. Students are also encouraged to help each other out if they understand something to share that.

Year 11 students valued the academic booster opportunities as they had sat a mock exam but only 50% passed and this has really galvanised them into wanting to do more things to improve their grades.

- 'There is a lot to do in lessons and it is not always possible to spend as much time on things as they would like to but at the sessions you have the time.'
- They can choose what they do so, 'You work at your own speed and can get help on the things you're not sure about and get one - to-one support if you need it.'
- 'You have time to practise things, or to catch up on coursework.'
- 'Sometimes you just want to talk to teachers about exams to stop you panicking and worrying about them.'

Barnfield Avenue, Murdishaw, Runcorn, WA7 6EP | 01928 711643  
[www.ormistonbolingbrokeacademy.co.uk](http://www.ormistonbolingbrokeacademy.co.uk)

## Ormiston Venture Academy

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Independent learning is difficult for a lot of the students and so smaller group work with staff support is often more effective, and times, both in and outside of the normal school day, are used to create this support. Higher Level Teaching Assistants (HLTA) are experts in small group work and will run targeted Study Support intervention for core skills and curriculum support on Mondays to ensure there is no conflict with other activities offered. This has the added advantage that teaching staff can hold meetings without the Study Support programme having to be suspended for the evening.

Middle Leaders are responsible for identifying opportunities focusing on English and Maths but not at the expense of wider engagement in enrichment opportunities and developing wider skills and behaviours. 'Venture Into' days have been created to ensure all students have a chance to get involved in enriching and dynamic experiences both in, and outside the classroom. Making sure the students can get to the right things is part of the planning process, looking at potential clashes and working out who should and can go to what things.

Staff spend time supporting the students to identify what are the key areas they need to work on and to prioritise their time to take the right opportunities available to help them.

"The key thing is that the students see that the benefit is for them and so they do give up their time. Each day during the holidays is five hours, so it has to be motivational and fun. It is therefore partitioned up into lots of different activities, with both group and individual work - just like an outstanding lesson should be."

Ormiston Venture Academy, Oriel Avenue, Gorleston, Norfolk, NR31 7JJ  
01493 662966 | [www.ormistonventureacademy.co.uk](http://www.ormistonventureacademy.co.uk)

## The Samworth Enterprise Academy

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For the Academy extending learning is a way to blur the edges between curriculum and wider learning with lots of different opportunities to try new things and experiences. Extending learning takes place after school 3.15 – 5.15 pm delivered largely by Academy staff, with additional activities delivered by community providers for both young people and adults.

All participants and providers are seen as equally important in developing aspirations and life-long learning. There are 68 different activities available each week, with around 60% of children participating in at least one activity. Many activities are offered as part of the Children's University<sup>1</sup> programme and children are encouraged to work towards recognition of their participation.

The whole programme is organised with appropriate activities for different age groups and negotiating between staff regarding the use of specific specialist resources. The Academy ensures provider activity is of an appropriate quality by providing induction to child protection and behaviour policies and with support from a teaching assistant in the activity.

The 'extended learning database' is linked to the Academy management information system so the registers are collected and entered and then a number of reports can be produced either for individuals, particular activities or groups and this informs further

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<sup>1</sup> A national programme to increase access to Study Support and learning aspirations, with an annual graduation at a local partner University.

development. Any child not participating is identified and any other relevant factors can also be shown, so children who are identified as vulnerable or with particular needs can be targeted and invited to a particular activity, usually a residential, to try and give them lots of different experiences to hook them into considering attending further activities at school. The residential is mixed age range so there are opportunities to develop personal and social skills and to work in teams supporting each other.

The data available helps the school take a holistic view of the child and if there are meetings with other agencies about any particular child or with parents it is the whole picture that is looked at which sometimes shows that actually a child is more engaged than may have been assumed or it may show that there has been a change in engagement. It helps to ensure that the right next steps are agreed based on the fullest picture of the child.

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[www.samworthenterpriseacademy.org](http://www.samworthenterpriseacademy.org)

## West London Academy

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The extending learning opportunities available include a Children's University programme for 7 -14 year olds. Last year children participated in 4,613 hours of learning, with around 90% of children (Year 3 - Year 6) involved in some form of activity. In addition to the clubs offered on site there are also identified external learning destinations.

Staff are asked what they would like to offer and a programme is developed using their skills and external providers to provide a diverse programme. Termly Children's University brochures are produced for both the Primary and Secondary Phases and are advertised on the Children's University area of the Academy website. A recent questionnaire with parents asked, "What impact has attending Children's University had on your children?" The responses included:

- 'improved behaviour at home'
- 'improved attendance'
- 'more confidence'
- 'improved social skills'
- 'more willing to help out at home and with cooking'

Aim2Gain is a planned programme completely focused on improving attainment. It offers a wide range of study and revision sessions before and after school, during lunch breaks (around 25 sessions a week) and in holidays (around 42 different sessions) for those sitting exams. After children have booked into activities the school writes to parents explaining what is available, the details of the activities their child has signed up to and an opportunity to contact the Academy to discuss any additional activities they would like their child to do. This engages the parents in their child's learning and they encourage their child to attend.

Organisation ensures that English and Maths as core subjects do not clash with other activities so that students do not have any issues about attending these sessions. There is a lot of negotiation between Curriculum Leaders to ensure things are available on the right days and at the right times with the fewest clashes so that the right children can attend the right things. The central booking system helps the school to review take

up and then work with students, if necessary to choose the activities that are going to be of the most benefit to their learning needs. If only one or two students sign up to a holiday Study Support session then it will not go ahead due to the costs involved.

There was a long term vision of what the Academy wanted to achieve and an initial leap of faith that in the short term there was a need to manage the intensive support required to help existing year groups achieve their potential while also investing time in developing the long term sustainable model for targeted support. Although this initially required additional commitment from staff to manage both aspects, the benefits have been realised within 12 months when instead of providing additional support to whole year groups staff are instead identifying and working with small groups for additional support at an earlier stage which is sustainable long term.

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John Chilton School, Compton Crescent, Northolt, UB5 5LP | 0208 8421329  
[www.westlondonacademy.co.uk](http://www.westlondonacademy.co.uk)



## The Identified Common Traits...

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- The Senior Leadership Team (SLT) leads the development of a strategic Study Support programme integral to the ethos of the school and whole school improvement planning;
- Communication is fundamental to success, everyone – staff, students and parents - need to be fully informed of what is happening, when and why - thus creating an expectation that all will be involved in extended learning opportunities;
- Study Support is about the whole child, supporting emotional and social development, encouraging self-regulated behaviour and personal responsibility for actions and choices, developing motivation, aspiration and self-directed learning but underpinning achievement;
- Staff identify a variety of Study Support opportunities to address a wide range of issues from confidence building, team work, independent learning, honing skills, making academic progress and developing new interests;
- Negotiation and planning across the whole school to create a strategically structured programme that avoids unnecessary conflicts and assures the quality of what is offered, so:
  - there is no unnecessary competition for pupils;
  - a diverse programme is developed that appeals to all interests and identified needs;
  - core subject support does not clash with lots of other activities;
  - the delivery of Study Support is managed alongside the need for staff meetings and CPD; and
  - only quality activities that are a good use of resources and providing value for money are offered;
- There is clarity about the pupils to be targeted and encouraged to attend specific activities to support their particular needs;
- Attendance at individual activities is monitored and reviewed to enable staff to acknowledge and celebrate participation and to follow up with those not attending to find out the reasons why they don't attend;
- Staff interrogate whether Study Support participation is contributing to individual progress and school improvement – initially this will be from observation and review of registers but increasingly, as schools record attendance at Study Support activities on their central management information system more detailed analysis will be possible to determine correlations between types of activities, total hours and progress of individuals and groups. Comparison across historical data will also develop understanding of links between Study Support participation and achievement.

## Some Practical Considerations

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### Funding

The sustainability of successful programmes is an ongoing challenge due to the ever-changing funding streams available; it requires constant attention to identify potential opportunities. School budgets will support a proportion but local and national grants, partner organisations and businesses are also potential sources of finance, physical and human resources.

### Timing

- The timing of when Study Support activities are offered needs to be considered as this can affect how successful it is with different groups and at different times of the week or year.
- Schools have different start and end times, some choose to show a last period on the timetable as an extended learning/enrichment time. This helps to create an expectation that pupils will take full advantage of this time. A wide range of activities needs to be offered but it should remain voluntary attendance.
- The formal end of curriculum time may be earlier on one day and so offer the opportunity for an extended programme to be offered, which may help to increase participation.
- Before school is a key opportunity with schools increasing the number and range of things now being offered beyond simply something to eat at Breakfast Club, offering a learning zone to read, study and catch up; a cyber zone to play, surf and research; and a chill zone for relaxation, reassurance (pastoral staff, student mentors) and to be R2L (ready to learn).
- Saturday Schools are increasingly popular but this is now expanding to activities being available on Sunday, either as an alternative to Saturday or as an additional opportunity.
- Holidays are also well utilised with many schools now offering something on some days of all holiday periods rather than just Easter revision and summer holiday transition. However, it is particularly important to research what is needed and to review the ongoing commitment of pupils to attend to ensure value for money.



## Staffing

Many different approaches are used to ensure that the staff are available and have the experience to deliver appropriate activities. In some instances:

- It is contractual – this may be the teachers or support staff or all staff;
  - contracted to deliver the equivalent of 2 hours enrichment per week;
  - teaching assistants are employed on a full year basis and therefore are deployed in the holidays to deliver family learning sessions.
- It is part of the school ethos and staff see offering activities as part of their role to support their pupils and they enjoy interacting with the pupils in a different context
- It is a mix of paid and unpaid:
  - non-teaching staff are paid;
  - teaching staff are paid in some circumstances, usually for something beyond an initial activity – e.g. 1 hour unpaid followed by 1 hour paid; unpaid during the week in term time but paid for weekend and holiday activities.
- Some are moving to flexi-time for all staff so there is a blurring of when the formal school day and extended learning day starts and ends;
- External providers run activities voluntarily, or in exchange for free accommodation or for payment by the school or external agency/funder.
- It is important to communicate the schools' ethos and purpose to whoever is running Study Support activities – why is Study Support important, how does it support achievement, how does it enable individual pupils to develop and achieve their potential, behaviour expectations and reward systems to ensure that there is a consistent thread that runs through all activities.



## Recommendations

1	<p>Invest the time in developing a whole school planned programme. Individual activities may only last for a set period but it should be in a context of a whole year or term programme to enable informed choices. Although it will require a lot of work initially, year on year the benefits will be seen to outweigh the planning time.</p>
2	<p>Whatever persuasion, targeting or incentives are used to get students to attend, Study Support should ultimately be a voluntary activity. Developing student ownership through asking what they want, what they think would help them and how existing activities could be improved will further reinforce the positive benefits of being involved.</p>
3	<p>Develop progression routes, either to national certification and qualifications or simply by involving pupils who have undertaken an activity themselves then delivering it to others.</p>
4	<p>Monitor attendance, analyse participation and look for correlations between what is happening to individual pupils and in classrooms to see where it may be contributing to pupils achieving, and even exceeding, their potential.</p>
5	<p>Ensuring communication with staff, pupils and parents is crucial to ensuring that everyone understands what is happening and why, when and how they can get involved and what future opportunities it may lead to. Keeping parents informed and connected is critical, particularly in situations where parents may misunderstand, or place little value on their child's involvement. Where schools are developing their communication channels with parents they are helping to break down not only potential barriers to participation in Study Support but also to wider learning aspirations.</p>

## Conclusion

Study Support Programmes benefit everyone.

### Benefits of Study Support for Children and Young People

For Children and Young People	...leading to...	...resulting in...
<ul style="list-style-type: none"> <li>improved self esteem</li> <li>greater confidence</li> <li>improved basic, physical and communication skills</li> <li>social skills, including conflict resolution</li> <li>self-management skills, anger management and resilience</li> <li>good habits for learning</li> </ul>	<ul style="list-style-type: none"> <li>improved attendance, punctuality and readiness for learning</li> <li>improved engagement with schools and learning</li> <li>improved behaviour towards others</li> <li>removal of personal barriers to learning</li> <li>broaden horizons and raise aspirations</li> <li>greater involvement and participation in school community</li> <li>greater responsibility for own learning</li> <li>better ability to visualise 'future self'</li> </ul>	<ul style="list-style-type: none"> <li>greater achievement in a wide range of areas</li> <li>higher attainment in school</li> <li>improved life chances</li> </ul>
<b>Benefits for Parents</b>		
<ul style="list-style-type: none"> <li>children and young people are engaged in positive activities in a safe place</li> <li>less boredom and lethargy of the children and young people</li> <li>activities can be shared with siblings and parents/carers</li> <li>improvement in self-image leads to more positive behaviour</li> <li>happier children and young people and families</li> </ul>		
<b>Benefits for Schools and Staff</b>		
<ul style="list-style-type: none"> <li>learners are better prepared for formal learning</li> <li>improved behaviour in school</li> <li>improved conduct around the school and local community</li> <li>reduction in incidents of bullying</li> <li>targeted interventions to support individuals</li> <li>greater involvement and ownership of children and young people in school life</li> <li>positive impact on the curriculum</li> <li>teachers and other adults interact with children and young people in a more informal setting and create different relationships and perceptions</li> </ul>		

NB - Castle View, Samworth and West London Academies have undertaken national quality assurance (QiSS). Samworth and West London were involved in the recent Children's University evaluation.

#### Quality in Study Support and Extended Services (QiSS)

Faculty of Education, Canterbury Christ Church University.

QiSS assists schools and other partners in implementing quality assurance process. QiSS provides a range of services and training programmes accredited up to Masters Level. They have a number of self-evaluation tools and publications to support professional development at both a strategic and operational level. [www.canterbury.ac.uk/qiss](http://www.canterbury.ac.uk/qiss)

#### The Children's University

The Children's University (CU) focuses on increasing access to high quality out-of-school-hours learning opportunities and raising aspirations for 7-14 year olds, mainly in disadvantaged areas.

[www.childrensuniversity.co.uk](http://www.childrensuniversity.co.uk)

