

**Nottinghamshire Local Authority
Children and Young People's Services**

**STUDY SUPPORT
(Learning activities outside normal lessons)**

A 10 Minute Read

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1. STUDY SUPPORT – what’s in a name?

Study Support describes learning activity outside normal lessons, which children and young people take part in voluntarily, and which is aimed at raising achievement. Study Support is an inclusive term, and *may* embrace out-of-school-hours activities (often called extra-curricular activities, including sports, drama, music, nature clubs) which schools have been running for a long time.

The distinguishing feature of Study Support, however, is its **purpose**. Study Support aims to *remove barriers to progress and raise achievement* by improving children and young people’s motivation, building their self-esteem, develop confidence, improving their attitudes to school and to learning, developing basic and key skills, and helping them to become more effective learners.

2. How does Study Support differ from traditional extra-curricular activities?

Study Support :	A traditional extra-curricular activity:
<p>is aimed at removing barriers to progress and achievement</p> <p>has explicit links to CYPP/SIP/SEF</p> <p>takes the form of a coherent programme of distinct activities</p> <p>is for specific targeted children and young people procedures for identification and referral</p> <p>targets underachievement by the disillusioned, disaffected, disadvantaged</p> <p>considers the needs of the socially excluded</p> <p>engages children and young people’s interests as a means to an end</p> <p>follows existing staff interests if these are instrumental in achieving stated outcomes</p> <p>is run by teachers, other school staff, external providers and adults from the local community or elsewhere (subject to safeguards)</p> <p>involves partnerships and sharing of resources</p> <p>the impact of participation is monitored and evaluated</p>	<p>tends not to be specifically linked to progress and achievement in the classroom</p> <p>usually has only implicit links to development planning</p> <p>usually is not part of a strategic programme</p> <p>is usually open to all, or participants are selected by ability / performance / interests</p> <p>often is for the most able and/or most highly motivated children and young people</p> <p>often attracts children and young people from the most supportive homes</p> <p>typically places children and young people’s interests centrally and attracts the most engaged learners</p> <p>usually arises out of teachers’ existing interests and expertise</p> <p>is run mainly by teachers</p> <p>is usually run solely by the school</p> <p>rarely includes monitoring and evaluation of the impact</p>

3. What might Study Support look like?

- homework clubs
- help with key skills (literacy, numeracy, ICT)
- study clubs (linked to curriculum areas)
- sports, games, outdoor adventures
- creative venture (music, drama, dance, film, graffiti art, DJ skills)
- study events such as study weekends
- support for coursework and exam revision
- voluntary activities in the school or community
- pursuit of particular interests (eg archaeology, genealogy, languages, games clubs eg Warhammer)
- mentoring by adults or other children and young people
- learning about learning (study skills, thinking skills)
- community service (environmental clubs, crime prevention)
- partnerships with other school, LA and County Council agencies (eg Youth Service, Libraries, Leisure Services, Arts)
- activities requested by and/or lead by young people

4. Which children and young people might benefit most from Study Support?

Study Support is a possible way of 'reaching those who are the hardest to reach' ie the disadvantaged, the disaffected, and the disillusioned children and young people may be targeted because of:

- poor attendance
- at risk of exclusion
- SEN - whether statemented or not
- negative attitude to school / teachers / learning
- lack of motivation to achieve
- any form of underachievement including potentially able children (Gifted & Talented)
- low self-esteem
- weak basic skills (literacy, numeracy, ICT)
- interests lie outside the curriculum
- transition between KS2 and KS3, KS3 and KS4
- anything else linked to the LA's CYPP or to the School's Improvement Plan and SEF

5. What sources of funds and other resources are available for Study Support?

- Standards Fund – School Development Grant, Extended Schools, Personalised Learning
- School budget and other schools funds
- Sponsorship and awards eg Kelloggs Breakfast Clubs, Education Extra Awards
- Partnerships within the LA, across the County Council, with local communities, volunteer groups, businesses, charities

- National Neighbourhood Renewal Fund (where applicable)
- Children's Fund (Work with Ages 5-13)

6. What are the potential benefits of Study Support?

Opportunities for children and young people to:

- experience success in enjoyable activities
- benefit from targeted support
- discover new talents, skills, interests
- work with teachers and other adults in a different environment
- have access to a wider range of facilities/resources
- have somewhere to do homework with help at hand
- have the opportunity to catch up on work not understood in class
- find new ways to learn
- learn at own speed
- develop interpersonal and social skills
- have fun in a safe environment
- improve health and fitness
- raise self-esteem
- achieve more at school

Opportunities for teachers to:

- raise standards of attainment
- improve children and young people's attendance
- enhance children and young people's motivation
- enrich and extend children and young people's learning experiences
- enhance the children and young people's esteem of teachers/tutors/AOT
- target specific needs
- work with children and young people in different contexts
- widen the range of community partnerships
- promote the reputation of the school
- reduce the level of vandalism
- increase job satisfaction
- develop a deeper understanding of how children learn
- develop interests and skills beyond the National Curriculum
- improve relationships with children and young people

Opportunities for parents/carers to:

- get involved by sharing a skill or just helping
- develop better working relationships with teachers
- learn alongside their own children
- acquire new skills and qualifications
- make new friends
- know that their children are happy at school

Opportunities for the community to:

- get involved with the school
- promote links between community and school
- provide support via community projects
- develop a community spirit around the school enhance community life

7. What is government and DfES policy on Study Support? (emphasis added for clarity)

"We want *all young people* to have access to *a wide range of activity* in addition to normal schoolroom teaching and learning designed to *improve their achievement*"

Excellence in schools, DfEE 1997

The range of voluntary activities categorised as study support can contribute both to the school's results and achievements and to pupils' attitudes, values and personal development.

Inspecting New Developments in the Secondary Curriculum Ofsted 2001

Inspection and other evidence show that out-of-hours learning activities can have a positive effect on attitudes, achievement and attendance.....

provided by the DfES and other agencies.

Learning out of hours: the quality and management of Study Support in secondary schools DfES Oct 2002

All students who participate benefit from Study Support.

The Impact of Study Support NFER Research Report RR273 June 2001

The report also details the positive effect of Study Support on attitudes to school, attendance, KS3 SATs scores and at GCSE

By 2006 we want all schools to be providing some Study Support, be it breakfast clubs, after-school clubs, homework clubs, summer schools

There is strong evidence that out of schools hours learning raises pupil attainment and improves behaviour and motivation...

Investment for Reform DfES Sep 2002

Personalised learning isn't just about those now rather familiar terms 'catch up and stretch', it's also about providing new opportunities for all young people to pursue their talents and interests as far as they want to. This is where study support can make such a difference to young people's attainment and wellbeing.

Rt Hon Jacqui Smith MP, Minister of State for Schools, National Study Support Conference, March 2006

I have seen at first hand the benefits that these extended schools can bring Those running after school clubs and Study Support, hosting supplementary schools and providing sports and arts opportunities have seen children's skills, confidence, achievement and behaviour improve.

Baroness Ashton's foreword in Extended Schools: providing opportunities and services for all DfES Nov 2002

While we all know study support plays a vital part in the extended schools and personalised learning agendas, we need to remember its main role which is to contribute to school improvement. We know that young people who participate in study support benefit more than their peers, both academically, in their behaviour and attendance at school, and in terms of increased confidence and self-esteem.

Rt Hon Jacqui Smith MP, Minister of State for Schools, National Study Support Conference, March 2006

Study support is a fundamental part of the government's vision for education, one where all children, regardless of background or circumstances, have the opportunity and the means to make the most of their abilities. Study support helps to enable true freedom of aspiration for everyone, in a way that children find enjoyable.

Rt Hon Jacqui Smith MP, Minister of State for Schools, National Study Support Conference, March 2006

The SEF is the place for schools to show clearly how the extended provision they offer contributes to the Every Child Matters agenda. If the homework club the school provides enables children to achieve higher standards, to enjoy the challenge of completing demanding work and to behave better in class, the SEF is the place to make that evaluation. ...What difference has such a venture made to children in the school? That is why the quality of a school's provision, including that for out-of-school-hours learning, is judged not only in terms of the outcomes for children, but also as part of leadership and management.

Maurice Smith, Her Majesty's Chief Inspector of Schools, Maximising Impact Conference March 2006