

Guidance to schools regarding use of the Direct School Grant and Standards Fund allocations provided for ‘personalised learning’

DfES note 15 November 2005 (Stephen Hillier, Acting Director, School Resources Group)

Standards Fund 2006-08 guidance, December 2005

Distribution of funding earmarked for personalised learning

Funding for supporting personalised learning was announced in the White Paper, Higher Standards, Better Schools for All (October 2005) ch.4 refers. Funding has been made available from two sources:

1. The Dedicated Schools Grant (DSG) contains an increase, over and above the 2005-06 baselines, for personalised learning at Key Stage 3.
2. An additional allocation for 2006-07 and 2007-08 through the targeted grants for the National Strategies in the Standards Fund (Grants 107 and 108) in support of children across all key stages who have fallen behind.

A. Dedicated Schools Grant

In relation to the DSG funding our priorities are, at Key Stage 3:

1. *first to provide additional support for pupils who have fallen behind age-related expectations, especially in English and maths;*
2. *second, to fund provision for gifted and talented children; and*
3. *third, to help children from deprived families to access after school and year round activities through the development of extended schools.*

Funding is allocated on the basis of prior attainment at the end of KS2, deprivation and total pupil numbers.

The funding is not ring-fenced, but Ministers expect authorities to use their local distribution formula to reflect the government’s priorities for personalised learning, and particularly the priority they give to support for those who have fallen behind, as well as other local needs.

B. Standards Fund targeted grants

The funding allocated through the Standards Fund targeted grants for national strategies (parts of grants 107 and 108) is to be allocated by local authority strategy managers to target those schools, both primary and secondary, which have the greatest challenge in improving their performance.

Grant 107 (Primary Strategy School Targeted Support): allocated through the ‘Higher Standards, Better Schools of All’ White Paper for additional intensive support for small groups of children below age-related expectations. Authorities should target this grant at those schools that have the highest number of pupils who have fallen behind in English and Maths. They should ensure that this grant is targeted at only those schools that face the greatest challenges in progressing pupils who have fallen

behind. This grant allows targeted schools to ensure they have a sufficient and well-trained workforce to provide more effective one-to-one or small group tuition for the lowest attaining pupils in English and Maths. This can include employing additional staff (e.g. a teaching assistant, academic mentor, or other adult), accessing training courses; purchasing teaching materials, upgrading staff and releasing suitably qualified teachers to provide effective one-to-one or small group tuition. (NB An assumption has been made that, since performance is based on end of KS1 attainment, that provision is intended for Key Stage 2 pupils only.)

Grant 108 (Secondary Strategy School Targeted Support): allocated through the 'Higher Standards, Better Schools of All' White Paper for additional intensive support for small groups of children below age-related expectations. Authorities should target this grant at those schools that have the highest number of pupils who have fallen behind in English and Maths. They should ensure that this grant is targeted at only those schools that face the greatest challenges in progressing pupils who have fallen behind. This grant allows targeted schools, including Academies, to ensure they have a sufficient and well-trained workforce to provide more effective one-to-one or small group tuition for the lowest attaining pupils in English and Maths. This can include employing additional staff (e.g. a teaching assistant, academic mentor, or other adult), accessing training courses; purchasing teaching materials, upgrading staff and releasing suitably qualified teachers to provide effective one-to-one or small group tuition.