



Playing for Success



## A Handbook for Playing for Success (*PfS*) Centres

<http://www.playingforsuccessonline.org.uk>

**RHA**  
Rex Hall Associates



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Available on [www.playingforsuccess.org.uk](http://www.playingforsuccess.org.uk) in the Centre Managers section – password protected.

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Available on [www.playingforsuccess.org.uk](http://www.playingforsuccess.org.uk) in the Centre Managers section – password protected.



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## Introduction

This handbook has been designed to support the work of *Playing for Success (PfS)* centres and is broadly based on the DCSF's *Extended Learning Opportunities (ELO) Framework*.

The handbook is intended to be used as a working file - it is hoped that it will prove useful to centre managers (CMs), local authority (LA) and other education officers responsible for the development of the centre. It provides a set of useful explanatory documents and papers and offers structure and clarity to issues surrounding the work of a *PfS* centre.

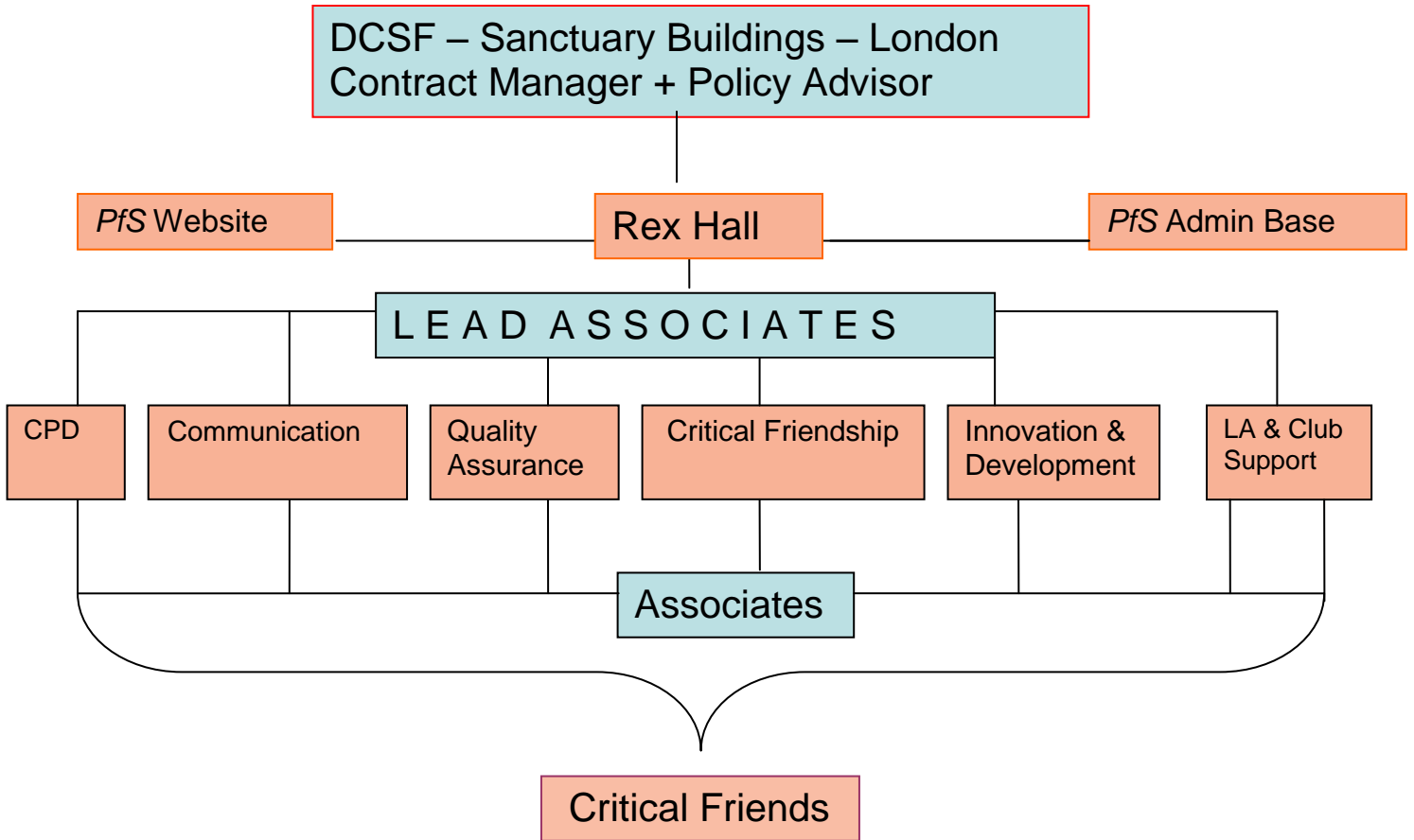
The original vision for this handbook came from a group of established centre managers whose aim was to provide support to those taking up this challenging post. It is edited and updated annually by Rex Hall Associates (RHA) as part of its ongoing work with the Department for Children, Schools and Families (DCSF) in delivering *PfS* - while RHA supports the delivery of *PfS* nationally the DCSF continues to maintain its strategic lead role.

April 2010



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## RHA Structure April 2010





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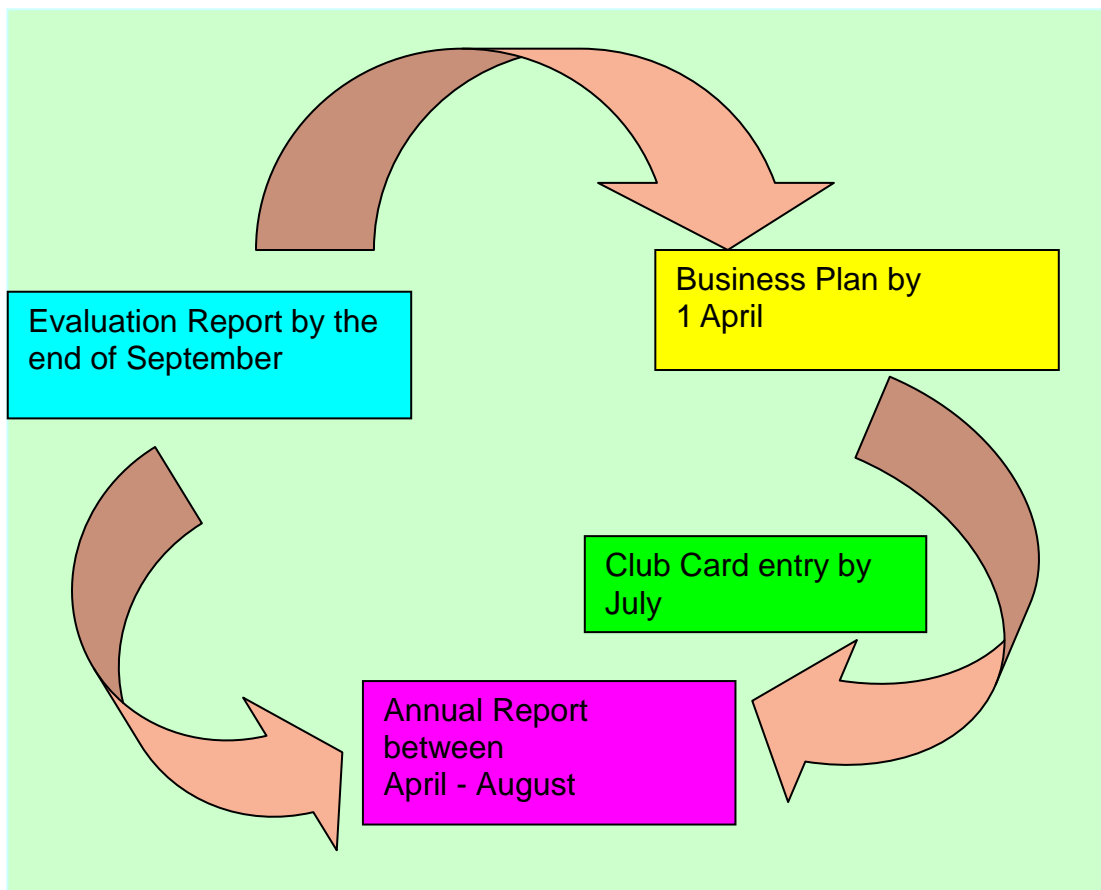
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## The PfS Reporting Cycle

Below is the minimum requirement that is expected of centre managers by the DCSF as part of the PfS evaluation and reporting cycle.

See HT2 How to write a PfS business plan HT3 How to write an annual report HT1 How to write an evaluation report.





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## Core Requirements

### The initial *PfS* partnership

Playing for Success is a partnership between the Department for Children, Schools and Families (DCSF), the host club and the local authority (LA) to offer literacy, numeracy and information and communication technology (ICT) to Key Stage 2 and 3 pupils after school during term time. All the partners commit to this when a *PfS* centre is established. It is good practice for the local partners to have a formal agreement - service level agreement (SLA) in place to reflect this commitment.

The first priority for any *Playing for Success* partnership is to ensure that the centre meets the core requirements as outlined in *PfS* publications including the yearbook.

The key points are:

- to ensure the curriculum offer meets the needs of the pupils and reflects the priorities of the initiative
- to ensure a minimum offer of 20 hours tuition per student out of school hours during term time, each session lasting on average two to three hours
- to evaluate and publish the impact of the centre's programme on pupils' progress and attainment as part of the requirements of the *PfS* reporting cycle.

A steering group including all key partners oversees the work of the centre and is responsible for monitoring the core requirements through the business planning/budgeting, annual reporting and evaluation cycle. The centre manager is the day to day link between the local partners and needs to maintain close relationships with those schools using the centre. The centre is managed by an experienced teacher employed by the local authority and supported by appropriate staff and resources to run the programme. This team is responsible for the quality of teaching and learning delivered through a curriculum which reflects the objectives of the initiative.

### Moving to sustainability and better value

There are a number of ways through which centres, working with their local partners, are able to maximise the use of the centre during the daytime and holidays. It is up to the local partners to determine the priorities and extent of this programme. For example a number of partnerships have developed a second centre to maximise the educational potential of the club and in many cases this



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work has attracted extra funding which has enabled the centre to cover the additional costs involved. In some cases the host club has shared the generated income.

The following factors need to be considered in developing effective programmes:

The offer must not detract from the *PfS* core offer and the ability of the centre manager to deliver that programme.

All the partners together with the centre manager should be involved in the discussions and understand their commitment, role, impact on current work and workload, what will be gained and how it will be managed and funded.

Additional resources will need to be identified and costed to support daytime and holiday work. Care should be taken to ensure that the *PfS* budget is not seen as the only funding available as this would affect the core offer.

The use of the centre should be formally agreed between partners and an agreement drawn up outlining, for example, planned usage, cleaning, access and charging.

Existing *PfS* centres have established programmes contributing to the following:

school achievement initiatives including meeting local authority strategic targets

community cohesion

adult education including basic skills

work with parents and family learning

anti-racism initiatives and citizenship

work with the host club's community initiatives and youth teams

reading, writing and ICT initiatives.



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## FIRST STEPS - How to Survive Your First Year

### Initial tasks and short term goals – 0 to 6 months

The first few weeks as a *Playing for Success (PfS)* centre manager can be overwhelming, especially if the centre is not yet in existence and there is no permanent base. This checklist aims to provide a number of initial tasks for early consideration. It may be helpful to use this checklist as the basis for drawing up an action plan and timeline for development, using the notion of short term, medium term and longer term goals.

Within eight weeks of taking up the post the centre manager is required to send to the RHA admin base and the critical friend (CF) a printed copy of the first business plan. If you are taking over a post you will need to fit in with the *PfS* reporting cycle. See HT2 How to write a *PfS* business plan.

Find out all you can about *PfS*. ([www.playingforsuccessonline.org.uk](http://www.playingforsuccessonline.org.uk) and the *PfS* yearbook.

Contact the RHA admin base by sending an email to [info@playingforsuccessonline.org.uk](mailto:info@playingforsuccessonline.org.uk) by way of an introduction.

Locate the DCSF study support materials and publications that have been sent to the centre.

Attend the induction course for new centre managers and teachers.

Find out who the centre's critical friend is.

Find out which *PfS* region the centre is in and where and when the next *PfS* regional meeting is taking place.

Contact the local authority line manager and acquaint yourself with the LA's *PfS* bid. If you are a successor centre manager, make sure you have the most recent business plan, annual report and annual evaluation report.

Make sure you have a professional induction programme into your LA.

Seek advice from your LA to carry out risk assessments and arrange an audit of your centre with the LA and club officers.

Find out what your budget is and what the procedures are for ordering goods and services. Be clear about financial reporting and review financial spending regularly. Agree with your local authority



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what control you have over your budget. If possible make arrangements for petty cash and have a receipt book. Set up cost codes with your LA finance officer.

Find out where *PfS* is located within the LA's strategic plans and in the context of the government's *The Children's Plan: building brighter futures* (DCSF 2007).

[www.dcsf.gov.uk/publications/childrensplan/](http://www.dcsf.gov.uk/publications/childrensplan/)

Find out and implement all required Safeguarding Procedures.

Visit schools, especially if you are new to the area.

Make initial contacts with the club and start the process of getting to know the key personnel e.g. manager, press officer, community officer, finance officer, marketing manager, grounds staff and how they might contribute to the *PfS* curriculum programme.

Set up early communication lines, e.g. a pigeon hole at both the club and local authority.

Consider how to publicise *PfS* – e.g. articles for the local press, leaflets, and inclusion on club websites/programmes.

Assess what transport provision is available to you and at what cost.

Go to the website to read the RHA newsletter – [www.playingforsuccessonline.org.uk](http://www.playingforsuccessonline.org.uk).

Use *Extending Learning Opportunities Framework* to help you plan your provision.

Make contact with the local authority's personnel/human resources department if you are thinking about taking on paid members of staff including drivers, cleaners and mentors. At this stage it is a good idea to only make temporary appointments that can be adjusted once you have settled in.

Request a *PfS* Educational Establishment number for the centre by contacting the RHA admin base.

Check insurance. Does the centre have contents insurance? Does the club include the centre in its third party liability policy cover? Are your staff insured by the club and/or LA? Have you checked maternity insurance for your staff – will their maternity leave payments be made out of the local authority's or your budget?

Is there a service level agreement (SLA), for example with the club, in place?



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Set up a steering group specifically for the centre unless there is already one in existence. It should be distinctly identified from any LA study support/extended services steering groups and have its own terms of reference.

Members could include:

- The host club

- LA – your line manager and other key people e.g. strategy managers, bids and grants officers
- head teachers – usually one from each of Key Stages 2 & 3

- local businesses and potential sponsors

Establish links with schools and link teachers to develop an understanding of the role of *PfS* and its benefits and contribution to school improvement.

As you start to identify schools and recruit, make sure that you collect all the emergency contact details for the students.

Develop agreed criteria for the selection of pupils and run a pilot programme.

Evaluate the pilot programme - discuss and agree what needs to be measured.

Ensure you have written parental permission to use photos. Using them on any website or in any published material requires specific permission.



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## FIRST STEPS - How to Survive Your First Year

### Medium term goals – 6 to 12 months

Visit a number of established *PfS* centres - take a camera - ask questions . See HT4 How to visit other centres.

Review your budget spending and be clear about 'in kind' contributions and basic things such as who covers the costs of heating/lighting/phones/cleaning. See HT5 How to manage your budget.

Organise events for local publicity and consider arrangements for local openings and open evenings/official launch of centre.

Following the pilot programme:

- Visit all participating schools on an on-going basis.

- Provide information for schools, parents and pupils either through fliers, or by visits.

- Review and update local authority risk assessments.

- Produce, evaluate and develop curriculum materials.

- Review transport arrangements and have clear guidelines on expected behaviour and emergency procedures.

- Consider staffing needs based on experience from pilot - e.g. tutors, peer tutors, mentors, technicians and establish selection criteria/job descriptions/roles.

Ensure Safe Guarding procedures and a Health and Safety policy are in place. Visit DCSF website as well as being aware of local requirements.

Discuss assessment and evaluation procedures with your LA literacy, numeracy and ICT officers as well as your CF.

Continue to use *Extending Learning Opportunities Framework* to help you evaluate your provision.

Find out about Quality in Study Support (QiSS)

<http://www.canterbury.ac.uk/education/quality-in-study-support>



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## FIRST STEPS – A CHECKLIST AT THE END OF THE FIRST YEAR

### Reviewing ongoing procedures and longer term goals

Make sure you have made contact with key LA strategy managers of Extended Services/Study Support, Inclusion, Looked After Children, Gifted and Talented, School Improvement and officers responsible for national strategies.

- Review *The Children's Plan: building brighter futures* (DCSF 2007), *The Children and Young Peoples Plan* and any other LA plans pertinent to *PfS*. Note: education publications and policies are often changed and updated.
- Produce an annual report against your business plan. See HT3 How to write an annual report.
- Produce an evaluation report. See HT1 How to evaluate and produce the evaluation report.
- Complete your club card entry for the *PfS* yearbook.
- Consider income generation, possibilities for sponsorship and set up budget headings that can be rolled over from one financial year to the next if appropriate.
- Consider possible links to the extended schools/services agenda and the potential for daytime use.
- Consider charitable status as this could assist with fund raising and sponsorship for example.
- Review the curriculum offer, giving consideration to evaluation results and local requirements.
- Review assessment and evaluation at pupil, local, local authority and national levels.
- Reviewing staffing and resourcing needs.
- Draw up a second year business plan as part of a three year development planning process.
- Begin working towards Quality in Study Support (QiSS) recognition at Emerged level. See HT6 How to self-evaluate using the QiSS process.



How to use the following sections – each to the next three sections is loosely based on *Extending Learning Opportunities Framework* at Emerged (Getting Started), Established (Keeping it Going) and Advanced (Aiming for Quality). The narrative in the left column sets out to be descriptive and the actions described in the right column aim to provide examples of possible linked actions.

<p><b>Using Extending Learning Opportunities - Emerged</b>  <i>This section discusses what needs to be considered and put into place when first developing provision or when re-evaluating the effectiveness of practice.</i></p>	
<p><b>Key:</b> <i>Clear Purposes; Find Out What's Needed; A Distinct Ethos for Learning, Empowering Children and Young People; Effective Resourcing; Communicating Effectively; Developing Programmes; Identifying Leaders of Learning</i>  <b>Reflect on:</b> <i>Learning Together; Getting the Best from Leaders of Learning; Developing Partnerships</i></p>	
<p>It is essential that schools understand the purpose of <i>PfS</i> and the commitment expected on their part. It is worth considering a formal/service level agreement (SLA) arrangement which outlines these expectations.</p> <p><i>PfS</i> centres contribute to the establishment of a culture where sports clubs of all kinds regularly contribute to study support provision for school pupils in their area. They complement the diverse and impressive amount of work that many sports clubs already undertake as part of a programme of activities to involve the community.</p> <p>Each centre is expected to collect the following basic information on its students and schools as part of the <i>PfS</i> evaluation strategy:          free school meals (FSM)          special educational needs (SEN)          English as an additional language (EAL)          ethnicity          attendance</p> <p>A key task will be to create and maintain a learning environment that is welcoming and inclusive. The effective use of resources, creativity and innovation all</p>	<p><b>Action:</b>          Engage schools as soon possible in the run up to and the duration of the programme.          Send a letter to schools outlining expectations of arrangements.          Establish a contact teacher and visit to meet staff and children.          Provide displays.          Offer a drop in evening or afternoon at the centre as a way of forging links between the club, local schools, local authority personnel, parents and community.</p> <p>Ensure that all paper work is ready and kept to a minimum for schools.          Ensure that feedback to participating schools on the progress pupils are making is fed back to schools whilst the programme is in progress – a weekly fax is one way of doing this.          Consider rewards and incentives for pupils</p> <p>Provide a simple student information form which must be returned prior to the start of</p>



contribute to the development of a unique *PfS* atmosphere and ethos.

*PfS* is the central part of your work and the reason for the existence of the centre.

Typically each student receives 20 hours of tuition out of school hours and there are four 4-hour or eight 2-hour sessions a week depending on whether the centre is running a double session or not. This is a local decision as it is recognised that there are local issues, especially within rural areas.

The minimum group size is 15 students.

Points for consideration could include:

How will the centre be used and will the centre be shared with others?

What type of teaching space is going to be created and how will the environment be different/more friendly and exciting than a school classroom? What will be the through-flow of pupils? Think about how many pupils the centre can accommodate and remember to account for adult staff.

Computers around the walls make cabling easier and provide space in the centre of the room. Grouping or clustering will mean that the network cables will have to be put in a suspended ceiling or cut into channels in the floor. Grouped computers mean you don't talk to students' backs and they can interact more easily with each other. It is imperative that you have a strong idea of how you envisage working in the space.

Consider resource needs e.g. computers, software. What are your office space requirements and storage or cabinet space, desks etc.?

What computers will be used and does the club/LA have a potential supplier? Compare supplier contracts.

the programme. This would need to include name, the students' unique pupil number (UPN), date of birth, NC levels in Maths and English, reading ages and any other relevant information you feel would be helpful – including any medical and dietary requirements.

Keep students' UPN for use in any future evaluation.

Make sure your Safe Guarding policy is in place and in accordance to national and local requirements.

Think about how many primary and how many secondary sessions you will run.

Discuss with the LA and steering group and critical friend any changes in the light of your evaluation.

Take on board the club's perspective and be aware of sensitivities when planning, designing and creating the centre.

Address the needs of disabled pupils e.g. - ramps, specialised chairs, pc's  
Consider Health and Safety guidelines for space/light/computers.  
Consider where the refreshments will be served. Where pupils will hang coats?  
Toilet facilities?

Plan a layout of the centre and what space



Do the computers have to be stored after use?  
Who are the local furniture suppliers and do they have access to designers? Obtain at least three quotes.

Does the club/LA have building contractors and how might they be used to ensure value for money?  
Does the club want to use the facility for its own trainees, community initiatives?  
Are there any local authority/FE colleges/higher education institutions (HEI) or school programmes and local businesses that may be able to use any spare capacity and provide income?  
Will the centre be used in daytime?  
Are there night time security issues?  
Agree who the key holders are and their responsibilities.  
What about cleaning arrangements?  
Work to a planned timescale and an action plan.  
Are staff trained in first aid?

Personalising learning and listening to and encouraging students' voices can enable them to make choices and decisions in and about their learning, influence the learning environment and help in the running of the centre on a day to day basis. It will also enhance the notion of pupil ownership.

However well established the *PfS* programmes are, they will benefit from continuous review and sometimes restructuring in the light of pupils' satisfaction with the provision or changed expectations.

The dissemination of information can also be a powerful learning experience for students and tutors by giving talks, interviews or through interviewing others.

Sharing information about *PfS* with club and local authority partners will contribute to the development of a local *PfS* vision. An element of this strategy is the publication and use of the annual report which should be a clear, attractive and accessible document, publicising

is to be allocated for computers and cabling.

Consider storage needs.

Visit as many other centres as possible.  
See HT4 How to visit other centres.

Talk to other centre managers - find out about their transport costs and arrangements.

Take advice from club personnel - the stadium manager/the safety officer.

Put in place procedures for fire drills and other health and safety issues.

Offer computer/ ICT facilities and/or training to the club's academy/scholars as part of a reciprocal arrangement with the club in return for interviews between scholars and the centre's students as part of the curriculum and involvement in presentation evenings.  
Agree with the club any in-kind contribution.

Review your programmes in light of your on going evaluation taken from students/schools/and others

Consider volunteering and peer tutoring programmes and how they might be accredited / certificated / recognised.

Set up a pupil user group, have a suggestion box, use questionnaires, analyse patterns of attendance and develop an equal opportunities policy.



the purpose and success of *PfS* and wider study support. In developing an information strategy there are a number of things to consider including corporate branding, press/media coverage – however small scale that might be, promotional literature and high quality professional publicity.

There may be opportunities for the centre to take advantage of existing communication/information strategies including match-day programmes, links to LA public relations department and access to LA magazines and other promotional material.

Presentation evenings, local launches, re-launches and official launches can highlight the work of the centre. Launches should cater for local circumstances and each one will therefore be a little different in terms of itinerary and other arrangements.

Building a team, identifying and addressing staffing needs will depend on your programme requirements. It is likely that support will be drawn from staff, mentors and tutors in the local community and/or further and higher education. The structure of the team needs to be able to respond to meet the changing needs of the centre and where they are employed this should be in accordance with LA requirements.

Key personnel might be:

A deputy or support teacher, someone who can substitute for you in case of illness or absence.

Minibus escorts and/or a minibus driver.

Tutors/mentors.

Learning support assistants (LSAs).

Volunteers to support pupils.

An administrator to support school liaison, information gathering and general management duties.

IT technician/tutor.

(Even if you are a competent IT user or teacher, a

Involve pupils in devising newsletters, match day articles, report writing and performance at the end of term award ceremony. Use these as learning opportunities for pupils.

Consider providing graduate classes, council meetings and holiday activities arising out of student suggestions.

Produce an annual report.

Produce a centre booklet containing information about curriculum and sponsorship etc., including contact names, photos, examples of work and quotes from pupils and parents.

Create a centre logo to complement the *Playing for Success* one.

Send parents and contacts flyers and newsletters.

Include articles in free local media.

Consider a re-launch if starting out in an established centre.

Begin recruitment process as early as possible as many LAs' recruitment procedures are lengthy.

See HT7 How to recruit staff.



good technician with the skills to support pupils and staff in their ICT development is worth considering).

It is worth considering recruiting peer tutors/mentors and/or returnee pupils from schools, who can engage in the learning process alongside peers.

Recruit reliable minibus escorts/drivers who would be *PfS* and club ambassadors in the community.

Offer training on the health and safety aspects of the role.

Recruit volunteers from local colleges, universities, teacher training colleges, education business partnerships, sixth forms and voluntary groups.



### Extending Learning Opportunities - Established

*This section discusses how the PfS study support offer keeps its purposes, principles and practices under review and seeks ways to get the most from partnerships.*

**Key:** Effective Resourcing; Communicating Effectively; Developing Programmes; Identifying Leaders of Learning' Getting the Best from Leaders of Learning' Developing Partnerships; Measuring the Difference.

**Reflection:** Getting Results; Managing Improvement; Achieving a Return on Investment

*PfS* centres open out of school hours and mainly cater for 10-14 year olds who are at risk of underachieving, using the stimulus of sport to motivate them (note sporting activities are not part of the *PfS* core curriculum model). The pupils are making a big commitment in attending the centre; some may be uncertain or disappointed learners who have made a positive step to improve themselves and re-engage with learning.

Typically each student receives 20 hours of tuition out of school hours. Learning programmes include:

- literacy and numeracy activities using sport as a theme
- training in the use of IT
- sessions to improve study and learning skills
- sport as a route to other knowledge, skills and understanding (for example statistics, geography, history and science) opportunities for support and homework.

The *PfS* curriculum provides opportunities for students to raise their achievements and expectations. It also creates opportunities for tutors/mentors to work and learn alongside the pupils.

Observing, discussing learning with pupils, and testing out different learning styles, all contribute to effective independent and co-operative learning.

Where good reciprocal communication links with schools exist, learning together and coherent

#### Action

Discuss with your CF which publications would be appropriate and useful for you to read.

Consider working with the club to provide sporting activities as an incentive or reward.

Visit other centres and participate in their sessions. Their curriculum could provide ideas which could be taken back and developed.

Ensure agreement through LA management forum to establish which schools are involved and how pupils are to be selected.

Ensure schools are aware that *PfS* is about raising attainment.

Request NC impact data from schools as part of their agreement for engagement.

Set up good reciprocal communication links with your schools.

Develop participation criteria.

Gather and use baseline information.

Give taster sessions at school and in the centres, meet link teachers, set up learning contracts, meet the pupils.



programmes follow, partnerships develop and teachers and staff feel motivated and involved.

A weekly fax or update is an effective way of keeping the relationship going. Likewise, open evenings for parents are a good opportunity to discuss any concerns they may have, especially when younger children are involved in sessions in the winter months.

Celebration events strengthen the links between *PfS*, the club, schools and the community. These events showcase pupils' achievements, are opportunities for them to display their work and receive recognition through certificates and prizes. It is all the more exciting when players are involved and you may want to liaise with the club to encourage player participation.

Meeting the pupils before they attend the centre provides an opportunity for you to answer any questions and address any concerns, give 'taster' sessions, meet link teachers, obtain baseline information and set up learning contracts. This face-to-face contact is important and should be developed, as effective links can benefit the pupils.

Asking for comments and ideas from students and staff before during and after each programme is a very good way to gauge the success of what you do and ensure involvement and improvement.

Keeping the programme fresh and up to date is essential. It is very easy to over rely on the pulling power of the host sport.

The aim of the centre is to complement work done by schools and help re-motivate youngsters to achieve levels of progress that reflect their true abilities. The pupils being targeted for *PfS* are those who need a boost to their literacy, numeracy and ICT skills and to their motivation and self-esteem.

Strengthen direct personal contacts.

Agree mutual expectations with participating schools. Consider setting up a partnership agreement.

Provide the school(s) with information about *PfS* and how it will operate.

Attend other centres' celebration events.

Explore sponsorship possibilities for the awards and prizes.

Set up a suggestion box or other informal feedback systems.

Involve mentors in evaluating activities and analysis of impact on attitudes, attendance and/or achievement.

Provide training and development opportunities for staff.



Suggested participation criteria - potential attendees

May be disappointed learners who are at risk of under-achieving.  
Have the capacity to make rapid gains from attending study support.  
Are likely to be able to achieve progression to the next level.  
Will keep up attendance over the agreed programme period.  
Would benefit from a different approach to learning.  
Would respond in a mature manner to additional work, in a new environment.  
Have parents/carers who will support *PfS*.  
Might benefit from working in smaller groups where they can receive additional individual support.

Make sure effective recording procedures are in place.

Use your review process to capture the responses and views of key stake holders.

Use your base line and attendance data to ensure recruitment criteria is met.

Publish termly reports based on various levels of data gathering.

Involve staff in curriculum and programme review based on evaluation.

Be aware of local authority and schools targets.

Does your programme help to achieve the above?

Is it worth making some small changes to match centre and authority aims and targets?



### **Extending Learning Opportunities - Advanced**

*This section discusses what needs to be done to evaluate the quality of provision and to determine whether there is a return on the time, energy and resources invested.*

**Key:** Measuring the Difference; Getting Results; Managing Improvement; Achieving a Return on Investment

Demonstrating success is important in highlighting the effectiveness of *PfS* locally and nationally and in obtaining and sustaining the support of key partners. *PfS* centres report and disseminate impact to schools, parents and the wider community. This broadcasts the value and effectiveness of *PfS* study support to the wider community.

The DCSF requires Centres to evaluate against all attending students for that academic year. The evaluation should use quantitative and qualitative methodologies to measure gains in attainment as well as gains in self-confidence, self-esteem and motivation to learn.

It is expected that centres' evaluation will be linked to LA's monitoring and evaluation procedures including the use of baseline and contextual value added (CVA) data.

*PfS* centres provide a broad range of opportunities for pupils to experience success. Wherever possible, and in order to help sustain motivation and self-confidence, short term achievements and progress in learning are rewarded and certificated.

Target setting and peer/self evaluation offer pupils greater scope and responsibility for their own learning. Achievements are regularly celebrated in newsletters, photographs, celebration events and match day

**Actions:**

Read HT1: How to write an evaluation report.

Ensure that systems for monitoring, recording and certificating achievement are in place.

Consider how young people are rewarded and certificated.

Explore external certification/accreditation through award-bearing courses such as ASDAN and OCN.

Consider how your programmes enable your pupils to achieve the targets set.

Continue to make direct links with LA educational targets.

Keep up a dialogue with participating schools about their data gathering and its use for the centre.

Make contact with the LA data team and explore ways of tracking your students' achievements.



programmes.

In accordance with the Government's Every Child Matters (ECM) agenda, your *PfS* centre may be required to contribute to the inspection process as part of schools' and LA's Extended Services and study support provision.

Once systems for feedback and review are in place policies and procedures as well as structures for leadership and management can contribute to a clear cycle of planning, review and feedback that informs development.

The development of effective partnerships to ensure long term sustainability of your centre is crucial. Systems for feedback and review will demonstrate to key partners the effectiveness of the *PfS* programme and as a result additional awards, funding and sponsorship may be forthcoming. This will include an open approach to cost benefit analysis which involves partners and demonstrates a clear return on investment.

Collect and use data to demonstrate the effectiveness of your programme.

Find out what is in your LA's Children's Plan and Extended Services plan.

What are your local LA's procedures for job descriptions/person specifications, performance management etc. Formalise and minute meetings. Ensure you receive information and support to inform your financial and development planning.

Review on a regular basis your budget.

Be clear about your cycle of review.



Playing for Success

### ***Playing for Success* Guidance Papers (How to... series)**

This set of documents, which can only be accessed from the website, is intended to detail a number of aspects of expected practice for the core *PfS* offer. They are not designed to be used in isolation but as part of the strategic management approach to the delivery of *PfS* in conjunction with the main body of the handbook text.

As new guidance papers are produced they will be added to this series.

They can be found on the Centre Managers' MDA section of the [Playingforsuccessonline.com](http://Playingforsuccessonline.com) website. This section is password protected. If you do not know your password please contact [Imran@rexbhallassociates.com](mailto:Imran@rexbhallassociates.com).

There are key templates that run alongside some of these documents.

HT1 – How to write an evaluation report

HT2 – How to write a business plan

HT3 – How to write an annual report

HT4 – How to visit other centres

HT5 – How to manage your budget

HT6 – How to evaluate using the Extending Learning Opportunities Framework

HT7 – How to recruit staff

HT8 – How to organise your transport

HT9 – How to ensure child protection procedures are in place

HT10 – How to launch your centre

HT11 – How to write a press release