



Extended Schools Programme Annual Report 2016/17



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EXECUTIVE SUMMARY

Launched in June 2006, this year marks the 10th year of the Extended Schools (ES) programme and although there is a small turnover of schools entering and exiting the programme each year, the bulk of schools who participate have done so over a prolonged period. Schools and clusters are responding to unique needs in their area so there is no “one size fits all” model for the Extended Schools Programme. As the programme has matured however, schools now know what works for their pupils, parents and community and changes to programme delivery at school level now tend to be in the form of adjustments rather than radical changes. Chapter 4 of this report provides a summary of main findings for the year and in the main these are similar to previous years. Programme wide indicators such as High Level Outcomes being addressed, time of day of programme delivery and category of programme delivered remain relatively unchanged. Schools continue to prioritise literacy and numeracy support programmes for pupils in order to directly tackle underachievement however there remains a very wide range of support being offered across the 549 schools and 144 clusters participating in the programme.

Schools make clear links between the activities and services provided and their school development priorities. The quality of action plans submitted by schools continues to improve with schools able to articulate how an identified need will be addressed through targeted support to deliver positive outcomes that reduce underachievement, foster health and wellbeing and improve life chances. All schools continue to receive guidance from Education Authority (EA) officers and in a small number of schools further EA support is needed to ensure they meet the required standards for effective programme delivery.

Every School a Good School identifies a “school connected to its local community” as one of the characteristics of a successful school. The Extended Schools Programme has encouraged (and funded) schools to develop partnerships with parents and various groups in the local community – be it other schools (clusters) or external statutory, voluntary and community groups. More detailed information on this partnership working is provided in Chapter 5. School annual (evaluation) reports provided evidence to show how clusters are operating effectively to deliver positive outcomes. Likewise they demonstrate the positive impact of increased numbers of parents getting involved in the life of the school and their children’s education. Despite the progress made, these areas continue to provide challenges for schools and there is a need to share and promote good practice as a means to develop a more consistent level of effectiveness across all extended schools.

Once a school decides on the priorities to address there are various models for the management of the ES programme within the school. Different aspects of programme management are assessed in Chapter 6 of this report. Where financially viable the appointment of a motivated co-ordinator with a clear remit linked to the school development process can add value to the overall programme. Schools have indicated through feedback during monitoring visits that there is a need to streamline the administration associated with the programme – elements of the monitoring and evaluation processes, for example, are viewed as repetitive and not fit for purpose by many schools. During 2016/17 the Education Authority took steps to change how the programme is managed and will continue to work with DE and schools to implement a model of delivery that eases the demands on schools whilst still

meeting the accountability requirements for a programme that puts an additional £10m per annum into schools.

Chapter 7 of this report provides a summary of the positive impact and benefits that extended schools delivered through a varied range of programme and services provides to the main target groups. It should be noted that the positive assessment of the programme is based on school evaluation and EA officers' feedback. The last external evaluation of the programme was an ETI report in July 2011 and there is a need for an updated external evaluation to validate the current work of schools and assist with future development of the programme

Despite the ongoing successes of the Extended Schools Programme the need for continuous development remains constant. Throughout this report there are a number of identified areas of development with accompanying recommendations. These are also summarised in Chapter 8 of the report and will inform the further development of the Extended Schools Programme in 2017/18 and beyond.

Further details on the Extended Schools Programme is available on the DE website www.deni.gov.uk. A list of schools funded as well as those clusters funded to support Irish Medium is included as Appendix A of this report.

THE BACKGROUND TO THE EXTENDED SCHOOLS PROGRAMME

The Extended Schools Programme in Northern Ireland was introduced in 2006 as part of the ten year Children and Young People's Strategy. The Department of Education (DE) issued the documentation "*Extended Schools: schools, families, communities- working together*" to support the implementation of the Programme.

As stated in this document, the main focus of the Extended Schools Programme was *'To reduce underachievement and improve the life chances of children and young people by enhancing their educational development and fostering their health well-being and social inclusion through the integrated delivery of the support and services necessary to ensure every child has the best start in life.'* It was considered that the Extended Schools Programme could make a significant contribution to reducing differentials and improving the quality of life for children and young people particularly from disadvantaged areas.

In 2009, the 'Every School a Good School'- Policy for School Improvement was introduced and the funding stream was moved from the Office of the First Minister and Deputy First Minister (OFMDFM) to core DE funding. This sharpened the focus on school improvement and reducing underachievement.

Each year funding is allocated individually to schools by DE using an identified set of criteria based on social deprivation measures. Additional funding (15%) is allocated to schools for working together in clusters. In 2012/13, an additional 15% funding was allocated to clusters, specifically for parental engagement programmes and services. In 2013/14, an additional strand of funding of approximately £270k per annum was allocated to Extended Schools Clusters to enhance the use of the Irish language in schools and communities. All of these additional strands of funding continued in 2016/17.

This report covers the financial year 2016-17. The total allocation for the Extended Schools Programme for 2016-17 was £10.653m and **548** schools received funding. (See Appendix A for details of schools funded in 2016/17)

The most recent ETI inspection of the Extended Schools Programme was published in July 2010.

1. PURPOSE

1.1 The purpose of this report is to:

- provide an overview, analysis and evaluation of the Extended Schools Programme across Northern Ireland (NI) for the year 2016-17;
- summarise the progress and key developments of the Extended Schools Programme;
- evaluate the outcomes of the Extended Schools programme;
- highlight indicators of effective practice across a range of key themes and identify areas for development;
- make recommendations for the continued development of the Extended Schools Programme.

2. POLICY CONTEXT

The Extended Schools Programme must be considered in the context of a range of government strategies and policies which also seek to address educational underachievement. These include:

2.1 Programme for Government (PfG)

The key 2016/17 DE objectives from the (draft) Programme for Government (PfG) framework 2016-2021 include:

- increase the % pupils attaining at or above the expected levels in Communication and Using Maths at the end of Key Stage (KS) 21 to 86% and 86%, respectively;
- increase the % of school leavers attaining 5 or more GCSEs at A*-C (or equivalent) including GCSEs in Maths and English² to 66% in 2014/15;
- increase % of Free School Meals Entitlement (FSME) pupils attaining 5 or more GCSEs at A*-C (or equivalent) including GCSEs in English and Maths⁴ to 49% in 2014/15.

2.2 Every School a Good School (ESaGS)

The DE policy 'Every School a Good School' (2009) outlines the Department's core strategy to bring about school improvement. It is premised upon four 'key characteristics' against which schools can self-evaluate in terms of their performance, namely:

1. Child Centred Provision;
2. High Quality Teaching and Learning;
3. Effective Leadership;
4. A School Connected to its Community.

Within the PfG, DE has placed an increasing emphasis on raising pupil outcomes and, in accordance with that aim, the intention has been to align Extended Schools' practice as closely as possible with the expectations which the policy espouses.

2.3 Count, Read, Succeed (CRS)

The Count Read Succeed strategy focuses specifically on the aforementioned pupil outcomes in literacy and numeracy. In recognition of the relevance for young people in terms of life chances and opportunities, there has been an increasing emphasis in Extended Schools' provision, to ensure that literacy and numeracy outcomes are included as part of the core rationale when schools are deciding on priorities and undertaking the action planning process.

2.4 School Development Planning (SDP)

Schools have a statutory requirement to draw up a School Development Plan which sets out the embodiment of school ethos and practice, while clearly defining school priorities and identification of the needs of the young people. It is therefore of key importance that a significant initiative such as the Extended Schools Programme is aligned with the schools' philosophy and planning. While each school will have their own targets and objectives, the Extended Schools Programme serves as a key contributory means of bringing these about.

2.5 Targeting Social Need (TSN)

There is an increasing recognition that it is necessary for schools to positively engage with their local communities in order to maximise pupil outcomes and to address other societal issues. The Extended Schools Programme provides a significant opportunity for schools to work with a variety of external agencies, notably from the voluntary and community sectors, to progress work and bring about mutually beneficial outcomes, primarily for school aged children in a given area of disadvantage.

As well as the Extended Schools Programme, there were other programmes of work delivered during 2016-17 which supported these long term strategies to improve performance. These included:

- Area-specific programmes such as Achieving Belfast and Achieving Derry-Bright Futures;
- Full Service Schools Programmes in North Belfast and West Belfast;
- Neighbourhood Renewal Programmes funded by the Department of Social Development (DSD) which were delivered in 36 Neighbourhood Renewal Areas (NRAs) across Northern Ireland.

2.6 Community Planning

Community planning aims to improve the connection between regional, local and neighbourhood levels through partnership working and more integrated use of resources, with a focus on collaboration between organisations for the benefit of citizens.

The Education Authority (EA) is one of thirteen statutory partners outlined in the Local Government (Community Planning Partners) Order (NI) 2016 with a duty to participate and assist in the community planning process.

A number of studies into the impact of extended services point to the complexity and difficulty in identifying and attributing positive developments within the community to one particular programme or initiative.

This evaluation report will recognise the complexity of the policy context in which the Extended Schools Programme operates and, rather than attempt to attribute systemic improvements solely to the Extended Schools Programme, will reference evidence from specific and local examples to demonstrate the positive impact of the Programme. This includes a number of examples, evidence references and quotes from Extended Schools and Clusters throughout the Report.

Education Authority Context

Since its inception on 1 April 2015, the Education Authority continues to undergo organisational restructuring. Further details of the management of the Extended Schools Programme at both Education Authority and School level are available under “Programme Management” on page 20.

3. METHODOLOGY

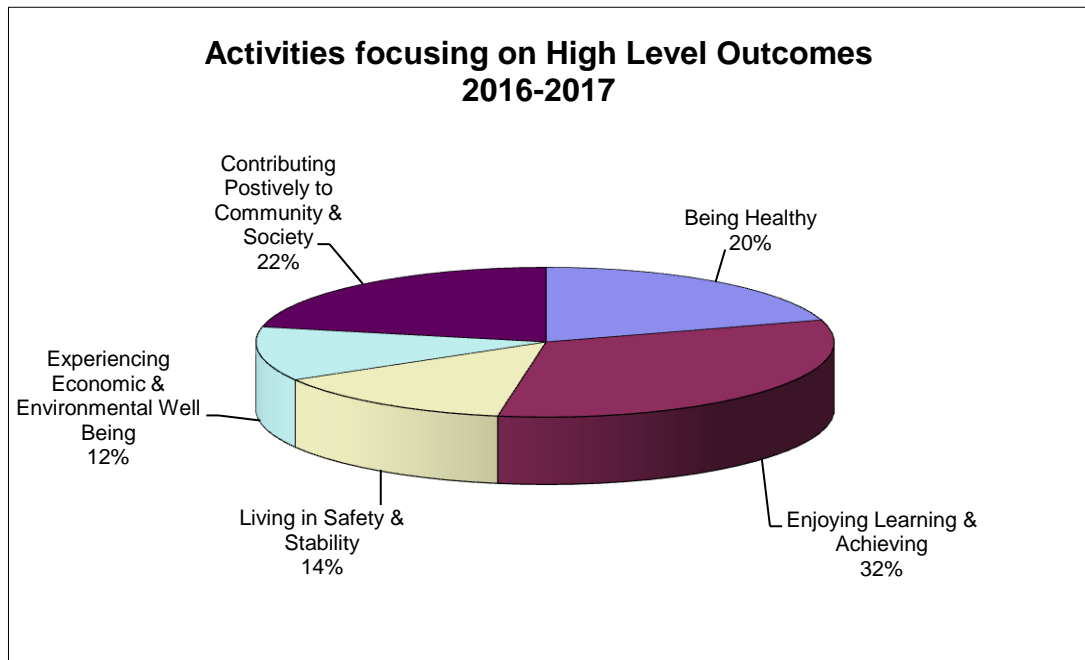
- 3.1** The report draws together information gathered from the annual reports submitted by extended schools and their clusters. These reports were submitted by each school and cluster in April-May 2017*. The annual report comprises school context data, activity monitoring reports and summative self-evaluation of the programme in each school and cluster.
- 3.2** Schools complete three online monitoring reports for each activity. The reports cover the periods April-August, September-December and January-March. The monitoring report requires schools and clusters to record the status of each activity as: planned, delayed or completed. Participation numbers and perceived impact are also recorded. Schools must also reflect and comment on what has been achieved to date and outline what adjustments may be made moving forward. Finally, they indicate how they will monitor the outcomes of the activity as they progress.
- 3.3** Once all monitoring reports are completed at the end of March, the schools have six weeks in which to complete an annual report. The Northern Ireland Extended Schools Information System (NIESIS) provides schools with an online self-evaluation template through which to reflect, review and report on the impact and outcomes of their Extended Schools Programme for the past year. ***This model of self-evaluation is consistent with how schools are encouraged to continually review and develop their practices.***
- 3.4** Following the submission of annual reports, the EA co-ordinators for the Extended Schools Programme review the reports and analyse the data provided. The outcome of this review and analysis forms the basis for this Regional Annual Report for the Extended Schools Programme across the Education Authority.
- 3.5** Throughout the year EA officers provided a range of support to the Extended Schools. In 2016/2017, a sample of Extended Schools received a monitoring visit which involved an EA officer working with the school to review the progress and impact of their programme. New schools and schools with newly appointed Principals or Co-ordinators received additional support from EA Officers to assist with delivering the programme. EA officers also regularly attended cluster meetings to support collaborative planning, evaluating of cluster programmes.
- 3.6** In 2016-17 a single regional Project Management Board (PMB) was established and met 11 times to approve school and cluster action plans.
- 3.7** Throughout the year, the EA officers also worked with schools to identify examples of practice that informed the development of the Extended Schools Programme.

**Due to a delay in funding confirmation for 2017/18 the Extended Schools system NIESIS was closed for much of June 2017. This meant that schools that missed the deadline were unable to submit a report until Sept 2017. These "late" reports are not included for the purposes of this report.*

4. SUMMARY OF FINDINGS FROM 2016-2017

4.1 High Level Outcomes

The Extended Schools Programme stems from the 2006 'Our Children, Our Young People – Our Pledge' policy which was a ten year cross department strategy co-ordinated by OFMDFM. This policy set five high level outcomes against which linked programmes could map their contribution to the strategy. The chart below illustrates how Extended Schools' activities were balanced across the five high level outcomes in 2016-17.



The pattern for this has remained consistent for the last number of years. The emphasis remains on "Enjoying Learning and Achieving" which schools will select for programmes directly linked to pupils' learning activities.

"There is a real feel of "enjoyment for learning" happening within the school. Pupils are busy taking part in their relevant clubs which are timetabled on particular days throughout the week. The skills learnt have become an intrinsic part of our school life - these have even influenced our school diary of events- visits to other schools, ideas for trips out etc... The learning going on within the school through the Extended Schools' Programme is connected to all areas of school life - providing us with opportunities for "connected learning" throughout."

Culmore PS

Schools select the HLOs using a tick box option based on their perception and more than one box can be ticked for any activity/service. Due to the subjective nature of this some caution

should be exercised interpreting the figures however the above chart does provide a general indicator of the spread of HLO's being targeted by extended schools.

4.2 Participation

Extended Schools have three monitoring points during the year when they record the average number of participants in the activity for that particular monitoring period. Participation figures for each activity are then calculated by adding the totals for the three monitoring periods and establishing an average for each activity across the year.

The participation numbers for 2016-17 have increased for both pupils and parents in comparison to the previous year however the figures have reduced for community participation.

	Average Attendances 2010 - 2016		
	Pupils	Parents	Community
2010-11	115,019	18,129	32,185
2011-12	102,855	16,493	21,017
2012-13	108,277	20,232	20,852
2013-14	143,205	28,846	45,593
2014-15	151,519	31,104	10,955
2015-16	118,112	21,857	29,154
2016-17	134,334	26,727	25,813

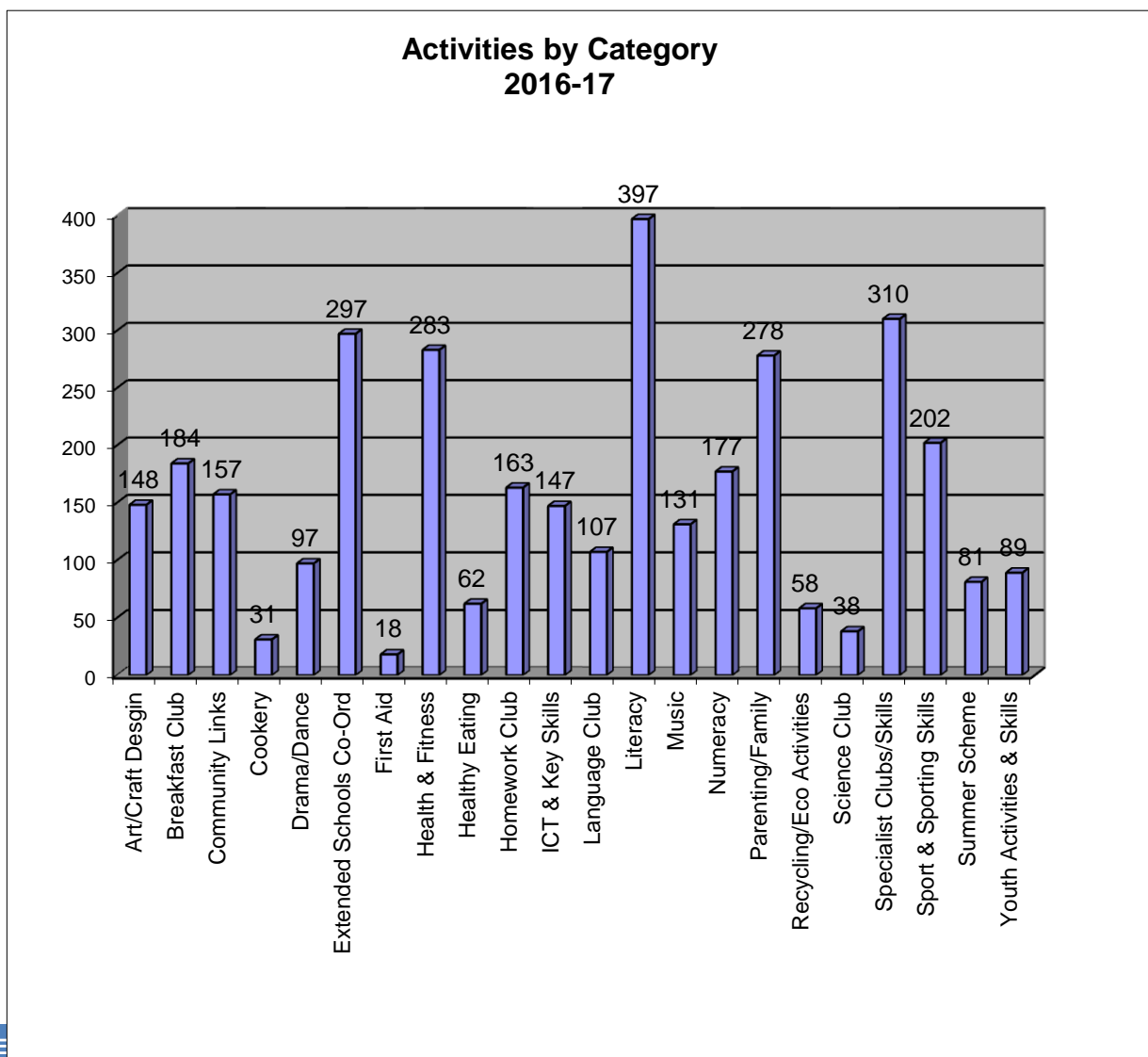
Case Study example : Extracted from Outer North Extended Schools Cluster Annual Report 2016/17

- *750 parents were able to participate in the TTOB 'Talk Together' Campaign. This was an information awareness campaign which saw 700 notebooks distributed throughout the community. These contained the key Talking To Our Babies communication promoting messages for parents/carer.*
- *33 Parents (and 33 children) benefitted from the Programme 'Play and Learn At Home Together'.*
- *16 Parents (and 8 children) benefitted from attending the 'Big Movers and Talkers' Programme which aimed to encourage and support communication development through movement.*
- *17 Parents (and 20 children) benefitted from attending the Create And Make Story Time Programme which aimed to encourage and support reading with young children through story time, arts and craft and making a personal book.*
- *23 Parents (and 28 children) attended a community programme to encourage parents to attend more formal Talking To Our Babies programmes in September; Rhymes Around The Park at Glenabbey.*
- *42 (18 Parents and 24 children) engaged in the Daddy & Me Play Session.*

- 49 (24 Parents and 25 children) engaged in the Baby & Toddler Christmas Fun event.
- 78 (35 Parents and 43 children) engaged in the Christmas Cottage event (for children aged 2 years - 3 years) at the Playtrail on Tuesday 13th December.
- 130 (65 pregnant mums and mums with babies under three months of age plus their partner / friend) attended and benefited from the 'Happy Bump Happy Baby' event in the Guild Hall.
- 70 (35 Parents and 35 children) were engaged as Talking To Our Babies/Family Nurse Partnership Christmas event on Thursday 1st December at the Guild Hall. Shantallow and Waterside Talking To Our Babies provided information, books and bedtime posters to promote reading bedtime stories and a positive bedtime routine.
- 22 Parents (and 24 children) engaged in the Baby Sensory programme on Friday 7th October at Lenamore Youth Centre.
- 9 Parents (and 10 children) engaged in the new 6 week, on a Tuesday morning, Let's Play Programme based at St Paul's Primary & Nursery School.

4.3 Category of Activities

To support schools in demonstrating progress and impact, a range of categories were developed early in the Programme. Each action plan is assigned to a category and this enables analysis of the breadth of programmes on offer.

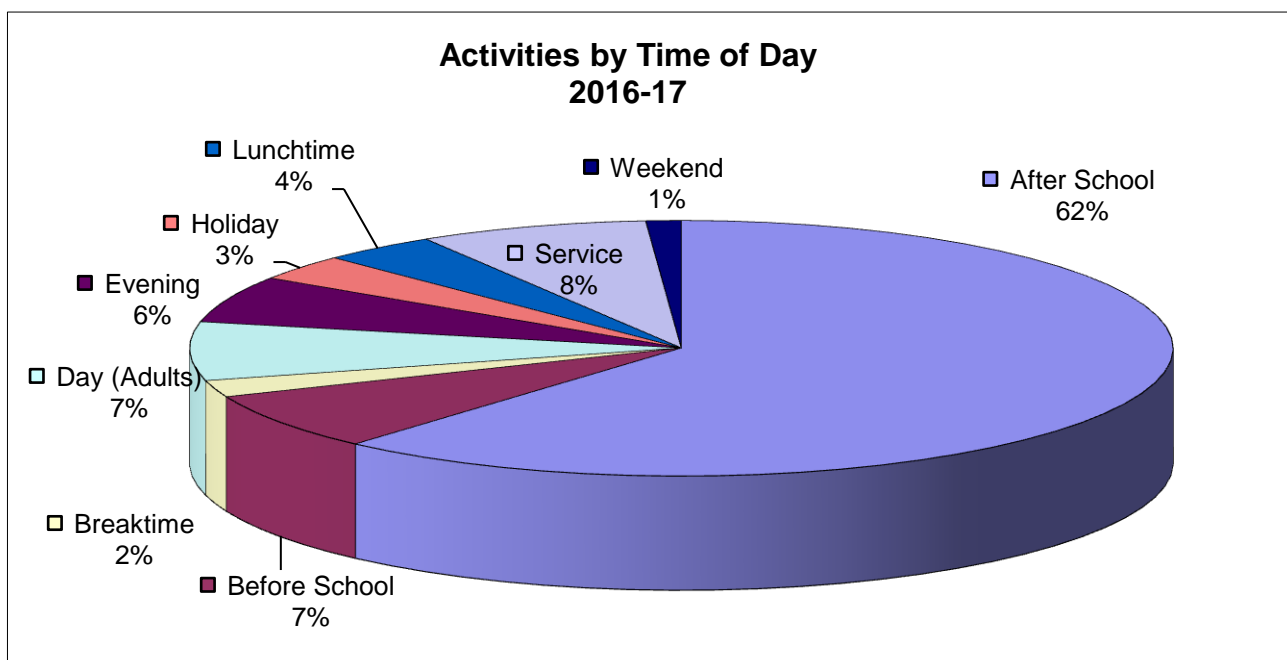


The general pattern of activities has remained similar to 2015/16 with literacy and specialist clubs, including ICT, Science and other subject specific provision, along with sports remaining the most popular provision. A slight reduction in the number of action plans and activities per category was recorded for the 2016/17 report. This can be attributed to two factors:

- i) at the beginning of 2016/17 schools received a letter from EA asking, where possible, to action plans with a similar theme (eg. Literacy) to be merged into one action plan in order to reduce administration;
- ii) schools that missed the 13th May deadline to submit the report did not have the opportunity to submit the report in June as the NIESIS site remained closed pending confirmation of funding for 2017/18. These schools must submit their Annual Report in September but the details of these reports are not included in this report.

4.4 Activities by Time of Day

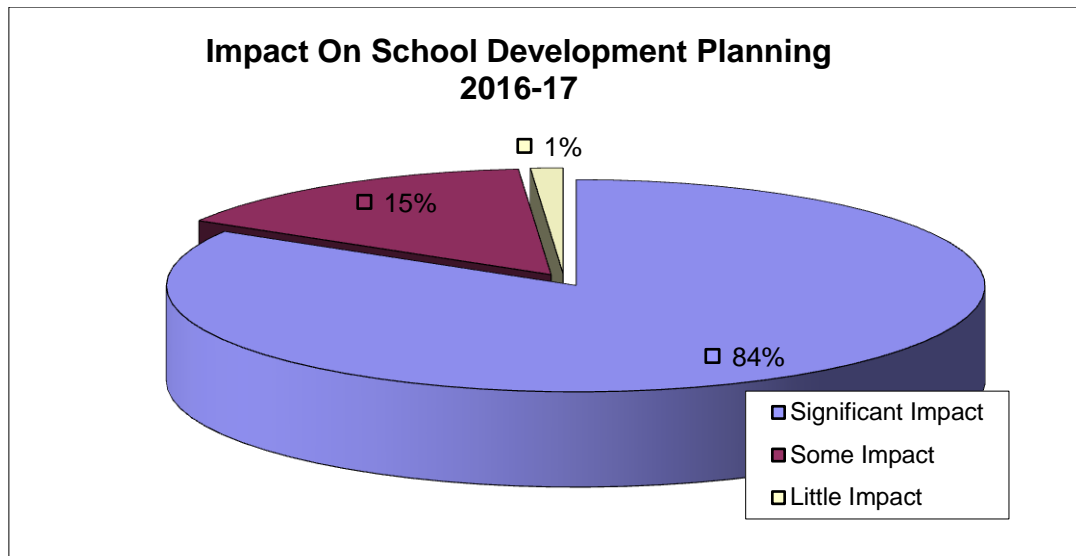
The Extended Schools Programme only permits funding to be utilised outside of curriculum time unless provision is being made for a specialist, professionally delivered and time bound intervention for a child (eg. counselling or speech and language therapy). As a result, schools are required to define the time of day during which activities are taking place. The table below provides the split of activities across various time categories selected by schools.



The timing of activities across the school day, week and year has remained stable over the past few years. One change of note is that the provision of Services has increased from 6% in 2015/16 to 8% in 2016/17.

4.5 Impact on School Development Planning

A core element of each school's annual report is to evaluate the impact the Extended Schools Programme has had on achieving their SDP targets for that year. Historically, the vast majority of schools have indicated that the Programme has had a significant impact in supporting school development and this remains the case for 2016-2017.



Although schools' assessment of the impact on School Development Planning is somewhat subjective, schools must also provide the reasoning for their assessment on their Annual Report.

Examples of how the Extended Schools programme has impacted on School Development (taken from 2016-17 Annual Reports) include:

“Our extended school service is integral to our school development plan and future vision. Our Nursery is as an important integral part of our community and through the offering of all our extended school services we continue to share information, strategies, ideas and programmes with the wider community. Parental and community involvement is imperative with a successful nursery and thus we continue to provide access for all parents to avail of a variety of services/programmes and an activity at their child’s setting. Not only are we extending the children’s day by time but offering their wider families worthwhile additional services, time and learning opportunities. Parent worker We have raised the nursery schools profile in the community by being involved in Best Kept Nursery competition, coffee mornings, fundraising, chutney making sessions in the Colin allotment centre, storytelling sessions through The Early years organisation, gardening sessions with Mrs Bloom, first aid Paediatric training and Ready to Read(Incredible years) course. All of these are led by the Parent support worker and support from all staff, these are facilitated to bring parents alongside the development of their children. We see the continued involvement of parents in the life of the school, the hard work of the parent support worker that gently encourages parents to come on board through a number of ways. Our parent support worker is an invaluable support that compliments and enhances the extended school funding to get the best throughout the year from both children and parents”

Good Shepherd NS Poleglass

“We endeavour to provide a nurturing environment which values and respects all of our pupils and parents/guardians regardless of perceived ability; cultural and ethnic identity or religious beliefs and encourages and facilitates the involvement of families in the life of the school on a continual basis. Extended Schools has helped us to highlight the real value parents/guardians have in the school and the vital role they play. The school development plan coupled with our extended school programme has helped to develop and nurture the confidence and self-esteem of all our parents/guardians in order that they may feel empowered to help their children at home. The activities we provide have helped our parents/guardians recognise and value their role as educators whilst also giving parents/guardians the opportunity to acquire new skills. We provide a relaxed atmosphere where ALL parents feel at ease and learning is enjoyable. By successfully implementing these aims we would hope to improve the overall attendance; standards and achievements of all our pupils.”

St Joseph’s PS Slate Street

EA officers noted during monitoring visits that nearly all schools can articulate clear connections between ES activities and school development priorities. EA officers will continue to advise the small number of schools who reported “little impact” as to how they might adapt their programmes to better support their school’s development.

Details of the Extended Schools Programme within all schools, including the action planning and evaluation of activities and services, are recorded on the NIESIS system. This system therefore runs parallel to the school development planning process however in best practice the two are very closely integrated. The next step in the development of the ES Programme is for the information and other processes associated with the programme to merge into the school development processes.

Area for Development/Recommendation

The need for closer alignment with the School Development Planning process: The Education Authority, in consultation with schools, should review how the ES programme can merge into the school development planning (SDP) process. This should include reviewing the current action planning and evaluation formats to ensure these are consistent with common school SDP formats. This will further encourage schools to view the ES programme as an integral part of SDP.

4.6 Meeting the Programme’s Core Objectives

In the original document for the Extended Schools Programme published in 2006, it was stated that:

“The aim of the Children and Young People funding package, launched by the Secretary of State on 7th March 2006, is: To reduce underachievement and improve the life chances of children and young people by enhancing their educational development and fostering their health, well-being and social inclusion through the integrated delivery of the support and services necessary to ensure every child has the best start in life.”

Based on this aim, schools are asked to evaluate the impact of the programme against this statement. Their detailed responses, recorded within the NIESIS online system, are summarised below with last year’s figures in brackets by way of comparison:

Indicator	Strong Evidence	Some Evidence	Little Evidence
Reducing Underachievement	80% (76%)	19% (23%)	1% (1%)
Fostering Health, Well-being and Social Inclusion	56% (54%)	39% (42%)	5% (4%)
Improving Life Chances	48% (47%)	48% (48%)	5% (5%)
Developing the Integrated Delivery of Support and Services	58% (57%)	40% (40%)	2% (3%)

As part of the annual report process schools assess the strength of the evidence they have gathered. This evidence is not verified and this must be borne in mind when drawing conclusions from this analysis. The figures for these indicators do not fluctuate greatly from year to year and it is encouraging that Reducing Underachievement is the one indicator which schools consistently report they have most strong evidence for. This has also increased by 4% from 2015/16.

“Through the Extended Schools programme many of the clubs are in place to help pupils raise their academic ability. Study clubs and departmental clubs allow pupils the opportunity to complete work to the required standard through use of the equipment and access to specialist teachers. Last year results showed that GCSE Maths and English Tuition for those targeted as achieving a ‘D’ grade there were massive gains. Within the target group for Maths last year 20 pupils achieved a C Grade in their maths GCSE. This helped the school gain its best set of GCSE results in Maths ever at over 50%. Last year 70% of the pupils who attended the English target group moved from potential ‘D’ grade students and gained their ‘C’ grade at GCSE. This resulted in our Highest English % at GCSE at 50%.”

Ashfield Boys' High

Through monitoring visits and other contact with schools, EA officers also reported that schools are getting better at setting a baseline and then using this to measure improved outcomes for a target group. As stated previously in this report it is not always possible to attribute improved attainment solely to one factor (such as an extended school programme) however schools are getting more confident at providing evidence to show how a particular ES activity has brought about change – either as a primary or a contributing factor.

“While Extended Schools activities cannot be seen as the sole cause of improved Literacy and Numeracy standards, we as a staff believe that attending activities like Catch Up Maths, Reading Partners and Learning Ladybirds Club has contributed to improved scores. Reading Partner pupils have seen their reading age increase by an average of 13 months and their reading ages are now more commensurate with their chronological age. One P4 boy has attended Busy Bees club all year and his teacher strongly attests that his statutory end of year assessments have notably improved, with Busy Bees having helped this child to concentrate better and approach his learning in a more positive way. 1-1 support at Busy Bees has helped him to greatly improve his confidence and this has applied positively to his learning achievements. Staff continue to track targeted children each year to ascertain level of progress.”

Ballysally PS

A common issue raised by schools regarding the monitoring and evaluation processes is the need for a review of how schools provide evaluation information. The termly monitoring on NIESIS and the Annual Report at the end of the year have remained in the same format since the NIESIS site went live back in 2009. Schools are aware of the need for accountability for the funding they receive but more schools have commented that the monitoring process has become repetitive and time consuming especially against a backdrop of increasing demands on staff time.

Area for Development/Recommendation

Review the programme evaluation requirements for schools: A review of the current Annual Report format should be undertaken to make the report more concise and less repetitive. The focus should remain on ensuring the report demonstrates positive outcomes and areas for development. The updated format should be implemented in consultation with schools and with agreement of the Department of Education.

External evaluation: The most recent ETI inspection of the ES programme was published in July 2010. Consideration should be given to an updated external/independent evaluation of the programme.

5. PARTNERSHIP WORKING

5.1 Cluster Working

Since its launch in 2006, a major part of the Extended Schools Programme has been the formation and development of clusters which involves schools working in partnership to address the needs of their pupils, parents and communities. An additional cluster allocation allows schools to enhance cluster relationships and work in partnership to deliver a more extensive range of activities across schools and communities.

In the 2016-2017 year 544 schools participated in 144 Extended Schools' clusters. Of these, a total of 31 clusters receive an additional allocation to provide Irish Medium cluster activities.

Schools recognise the benefits that participating in clusters and working in partnership with other schools and external agencies brings, not only for themselves, but also for the wider community. Schools continue to report the benefits of working in clusters and this is evident from the 2016/17 cluster annual reports. Some of the examples included:

“The extended schools programme has enabled all schools within the cluster to engage to a greater or lesser degree in all of our cluster focus themes. The themes most significant with regard numbers of schools or children involved include the literacy initiatives, the environment, and performance. These activities have significantly increased the opportunities of children within the cluster to engage in activities that they would be precluded from without the extended school financial input. This funding therefore enables us to provide elements of child focused development which we feel are essential but not possible to provide within the normal school timetable and budget”

Coleraine Cluster

“Through Greater Falls Extended Schools Cluster organisation and planning we were able to impact in some way to the educational and lifestyle opportunities of pupils in 20 schools in one of the most deprived areas of Northern Ireland. Approximately 6000 children would have been given an opportunity to access experiences which would otherwise have not been available to them. These pupils range from 3 years of age up to 18 and we were able to offer support in ICT, Mental Health and Physical Wellbeing, Transition, Mentoring and Parental issues etc. Schools were given the opportunity to learn from each other and share ideas and resources leading to greater collaboration between cluster schools”

Greater Falls Cluster

Information on the management of ES clusters is included in Chapter 6 of this report.

5.2 Parental Involvement

The introduction of the parental engagement strand of cluster funding has seen an increase in the number of activities and range of activities being delivered. Each Extended Schools' cluster was provided with an additional 15% funding to specifically target programmes to support and engage parents. The most immediate outcome from this additional funding was an increase in the number of programmes targeted at parents and families.

Whilst parents have been involved in extended schools activities from the outset of the ES Programme, this additional funding provided schools with the opportunity to specifically focus on their needs. In addition to programmes providing them with the skills to support their child at home, it has also provided opportunities for parents to work alongside their children and to focus on their own education and improve their employment opportunities. Almost 27,000 parents participated in the Extended Schools Programme in 2016/17.

Despite the positive outcomes and many examples of good practice recorded in annual reports, parental involvement remains an ongoing challenge for many schools. Feedback from extended schools regarding parental involvement included the following:

- parents are generally supportive of and are more likely to attend one off/standalone events;
- a number of schools and clusters cited examples where offering joint parent/pupil activities proved a successful way of engaging parents;
- it is important to research the level of need among parents so that programmes offered are “pitched” correctly. A parent who lacks confidence with literacy and numeracy is more likely to attend an informal coffee morning than sign up for a series of “Help your child with Homework” sessions;
- sustained involvement of parents requires the commitment of time and resources which is driven by school wide strategy which is understood by all staff;
- many schools have commented on the increasing development needs of children in the early years – this in turn has translated into increased levels of support needed for parents.

The successful outcomes of parent programmes are evidenced by the breadth and quality of the parental engagement work delivered by schools and clusters. An example of this is detailed below however more information is provided in Chapter 7.

“Through Extended Schools we were able to arrange and run a range of training sessions for parents. These included a range of ASD workshops (what is ASD, visual strategies, coping with anxiety, sensory integration), Music Therapy (how to use music for development, socialisation and emotional development) and Sensory issues. All our pupils have a diagnosis of Severe Learning Difficulties and many have additional needs such as ASD, Sensory Processing Difficulties, challenging behaviour and Speech and Language Delay. Staff in school are highly trained, but in all areas, particularly when working with children with SLD, consistency across all settings is needed. Through the training sessions offered through

Extended Schools, parents have gained more knowledge and skills to support their child at home, reinforcing what is being run in school. This up-skilling and consistent approach has had a positive impact on pupils' academic achievement. For many of our pupils, their sensory needs and lack of verbal communication can create a barrier to learning. Through additional training for parents, allowing them to mirror what is being used in school, we are seeing positive outcomes, with reduced anxiety, fewer incidences of challenging behaviour linked to communication and sensory seeking behaviours. This reduces the barriers to learning and improves the academic outcomes for pupils across all areas, including Literacy and Numeracy, as they are more ready to learn. The Extended Schools Programme has allowed us to extend the range of training programmes run and as parents have become more familiar with coming in for the coffee mornings, the training sessions have appeared less daunting to them."

Roddensvale Special School

5.3 Irish Medium Extended Schools Funding

In 2016/17 clusters continued to deliver programmes designed to promote learning and awareness of the Irish language across schools and communities. The objectives were:

- a) to support post-primary pupils in years 9-12 to achieve 5+ GCSEs at A*-C including Irish, with a particular focus on pupils entitled to Free School Meals or from areas of disadvantage;
- b) to develop parents' Irish language skills to enable them to better support their children's learning and to promote, within schools and communities, the importance of education and a culture of aspiration and expectations;
- c) to contribute to the Líofo 2015 aim of encouraging 5000 people to sign up to becoming fluent in Irish by 2015.

In 2016/17, a total of 31 Irish Medium clusters participated in this element of the Programme (See Appendix A). Clusters delivered a wide range of programmes for pupils, families and the wider community and reported many benefits.

"Thornhill College ran a "Lá Gaeltachta" experience on Sunday 8th May 2016. The rationale for this proposal was that A-Level students are no longer able to avail of Gaeltacht Courses at Easter to assist fluency and excellence in the Target Language. The course was developed by the Irish Department in Thornhill College, fine-tuned to improve spoken Irish language. After the course took place the following appraisal was recorded: "Appraisal: Oral feedback from students indicated that the day was a huge success with all entering in to the spirit (of speaking no English!) and ethos of the day on both an academic and enjoyment level. The timing, just a number of days before their Speaking Examination, was a perfect boost of confidence and fluency. The Speaking Component results and A2 grades were very pleasing and addressing this issue through self-evaluation was an integral part of the improved outcome. 90% of all A2 students of Irish achieved their Target Grade, with 3 students exceeding the grade projected. This innovative approach was also well received by the ETI during Thornhill's General Inspection and was highlighted as a great example of best practice."

It is not a coincidence that Thornhill College was awarded in 2016 the prestigious Ashbourne Shield/Sciath Mhic Giolla Bhríde, presented annually to the Grammar School in Northern Ireland which has the most fluent A level students of Irish."

Outer North 1 Irish Medium Cluster

5.4 External Partnerships

All schools and clusters engaged in a wide range of partnership working. This involved procurement of external delivery partners as well as third parties providing added-value to what the schools were offering, through the provision of advice, expertise, additional co-funding or technical support.

"Neighbourhood Renewal and NAMES cluster funding has been utilised effectively to improve and enhance the services within our school. Healthy eating, speech and language, Irish and Count, Read, Succeed are some areas where all funding has been managed, organised and accounted for to its fullest extent"

St Malachy's (Carnagat) Primary School

"Our local TACT cluster is co-funded for Speech and language and Barnardo's counselling with Colin Neighbourhood Early Intervention Programme. These have been highly successful programmes and have developed good relationships with the local community partnership; who are now working with us on a new El Sistema model across other Colin and Shankill Road schools. This programme will be evaluated by Queen's University to ascertain impact."

Holy Evangelists' PS

6. PROGRAMME MANGEMENT

This section provides contextual information and evaluation of how the Extended Schools Programme was managed in 2016-2017 at both school and Education Authority level.

6.1 Overview of Programme Management

In 2016-2017 the Extended Schools Programme consisted of:

- 548 schools received funding of which 12 were exiting the programme;
- 1 school declined the offer to participate in the programme;
- a budget of £10.65m was allocated by DE to the Extended Schools Programme.
Of this:
 - £9.855m was allocated to EA for non-grant maintained integrated/voluntary grammar schools;
 - £200k was allocated to EA as a contribution for administrative/staff costs associated with EA support services to Extended Schools;
 - £598k was allocated directly by DE to grant maintained integrated/voluntary grammar schools (although these were subject to exactly the same programme procedures).
- all funding was allocated out to schools as per DE allocations;
- a total of 3,461 action were submitted on NIESIS and approved by EA. Of these:
 - 2,956 plans were submitted by schools
 - 505 plans were submitted by clusters
- schools were given a six week period up to the end of June 2016 to submit action plans for the 2016/17 financial year. This was extended for clusters to the end of September 2016. Exact figures are not available but approx. 80% of school plans were submitted before the set deadline however this figure was reduced for clusters.

6.2 Action Planning – Schools and Clusters

Most schools are able to submit action plans within the time frame set out. When working with schools not able meet this time frame, EA officers take into account exceptional circumstances within the school such as absence of key staff (principal or co-ordinator). There are still a small number of schools which consistently require additional support to meet the programme deadlines. EA officers have noted that the quality of action plans submitted by schools continues to improve although there continues to be areas for development for some schools and clusters with regard to action planning. Two common areas identified are:

- the need for more detailed and updated baseline data - especially where a school must demonstrate why established activities and services should continue to operate year on year;
- the need for some schools to develop more robust evaluation mechanisms to measure outcomes on action plans.

These two areas for development were also noted by the Regional Project Management Board (PMB) during meetings in 2016/17.

6.3 School Co-ordination/Management

In a majority of schools participating in the programme the school will allocate a proportion of the Extended Schools budget to appoint a co-ordinator. In nursery schools and small primary schools however the ES budget is not large enough to make the cost of paying a co-ordinator viable. Some of the common success indicators and other issues identified by EA officers are set out below:

Good Practice – common success indicators	Less Effective Practice – common issues
<ul style="list-style-type: none"> ▪ The Principal sets a clear vision for the Extended Schools Programme in the school. ▪ Extended Schools is included in staff discussions about the school development plan. ▪ The Extended Schools co-ordinator has a platform to communicate with staff about the development and implementation of the programme. Staff provide evaluative information on pupil progress etc. ▪ The co-ordinator has a clear remit and has adequate to deliver this remit ▪ The Extended Schools co-ordinator has the opportunity to talk to other ES co-ordinators. 	<ul style="list-style-type: none"> ▪ There is no clear vision for Extended Schools within the school. ▪ The Extended Schools Programme is viewed as a series of isolated activities assumed to be the sole responsibility of Extended Schools co-ordinator. ▪ Although the school completed the required evaluation documentation there is no fundamental review of the programme – the same programmes continue year on year because it is something the school has always provided.
Area for Development/Recommendation	
<p>Further development support for school</p> <ul style="list-style-type: none"> ▪ Due to reduced capacity and pressure on resources within the Education Authority there has been limited opportunity to provide training and development support for newly appointed co-ordinators over the last 5 years. There is has also been reduced opportunities for schools to share practice and ideas for service delivery. <p>Any future model for the delivery of the programme by Dept. of Education and EA should ensure sufficient focus on capacity building within schools. This includes use of clusters to share practice.</p>	

6.4 Management of Clusters

The majority of clusters function well and provide additional extended schools services and activities which are greater than the sum of what individual schools could provide. EA Officers spend a significant proportion of their work supporting clusters either through assisting with the set up or attending cluster meetings when required. It should be noted that in small clusters the appointment of a cluster co-ordinator is not required (nor financially viable) however this can leave the principal of a lead school – often a teaching principal – with an increased administrative workload.

The table below sets out some of the common factors noted by EA officers when working with Extended Schools clusters:

Good Practice – common success indicators	Less Effective Practice – common issues
<ul style="list-style-type: none"> ▪ All schools have ownership of and participate in the cluster ▪ Agreement on priority themes and programmes on an annual basis. ▪ Clarity on Lead school responsibility. ▪ Structured calendar of meetings and communication. ▪ Links established with the community and other external agencies. ▪ Where appropriate a cluster coordinator is in post with sufficient time to carry out duties ▪ Cluster co-ordinator has a remit for development of the cluster as well as delivery/implementation duties. 	<ul style="list-style-type: none"> ▪ Decisions on the cluster programme are left until autumn term before discussions take place. Time pressures then leave less scope for new ideas and approaches to be developed and implemented. ▪ Cluster budget viewed in isolation and becomes an operational challenge – “how do we spend this funding”? ▪ Schools participate in the cluster solely on the basis of accessing the funding.
Area for Development/Recommendation	
<p>Make use of existing practice</p> <ul style="list-style-type: none"> ▪ Guidance on effective clustering, including examples of existing practice, should be made available to schools. 	

“We have an outstanding cluster group that has developed year by year and provided wonderful opportunities for our children. We work closely together and share ideas and good practice. We learn from each other and collaborate in making our programmes the best that they can be. The pupils in the four neighbouring schools have formed friendships that have lasted in secondary schools. Grandparents have been reunited with friends from the past through various programmes. We share facilitators and transport. We monitor the programmes regularly and meet and plan for the following year. There is a fantastic relationship between the four schools in the cluster at all levels.”

Strabane Cluster (Sion Mills/Clady/Victoria Bridge)

6.5 Consultation with Schools

As well as ongoing feedback from schools via contact with EA officers, a consultation process was initiated at the end of the 2016-2017 year. This was with a view to informing management of the Extended Schools Programme in 2017-2018. The feedback from schools was as follows:

- a) support for the principle of closely aligning the Extended Schools action planning process with the internal school development planning process;

- b) the monitoring and evaluation processes should be reviewed to remove repetition and reduce the bureaucratic burden on schools;
- c) schools are willing to continue to work with EA officers to further develop the management of the programme.

Area for Development/Recommendation
<p>Continue consultation with schools regarding the delivery model for ES programme</p> <p>The Education Authority should continue to work closely with schools with streamline the delivery model for Extended Schools. This should include reconvening the principals group to provide advice on changes such as the 2017/18 Annual Report.</p>

6.6 Education Authority

Against the backdrop of ongoing restructuring and reduction of staff the EA made the following changes to how the programme was managed in 2016/17:

1. Project Management Board (PMB)

A single Project Management Board (PMB) was established replacing 5 regional PMB's. The panel consisted of representation from the following organisations: Council for Catholic Maintained Schools (CCMS), Governing Bodies Association GBA, NI Council for Integrated Education (NICIE) and Comhairle Na Gaelscolaíochta (CNaG). There were 11 PMB meeting and all were chaired by an EA Advisor. EA officers presented all plans for approval however PMB reviewed a sample of these plans in detail. The sample of plans was identified using criteria agreed by the PMB and included reviewing action plans for new schools and action plans with a significant budget expenditure. Minutes which included the decisions taken regarding action plans presented, were recorded for all PMB meetings.

2. Monitoring visits

Up to 2015/16 all extended schools received a monitoring visit by an EA officer. For 2016/17 the risked based methodology for monitoring visits was agreed with DE. A sample of approximately 20% of extended schools received a monitoring visit. All visits were recorded.

3. Allocation of funding to schools

Extended Schools funding was allocated out to schools via five LMS offices (except in the case of VG and GMI schools which receive funding directly from DE). A review of this process identified a number of procedural differences across the five offices. EA officers will continue to work with finance colleagues to implement a consistent approach for the allocation of finances to schools and clusters.

Area for Development/Recommendation**Continue a risk based approach to management of the programme:**

The Education Authority should continue to operate a risk based approach to management of the programme. For the majority of schools the Extended Schools programme is well established in the life of the school. All schools require EA support to deal with routine queries associated with the programme however EA resources should be focused on development support for schools and cluster most in need. eg. New Schools.

Need to review financial processes within EA

Consistent EA financial processes should be introduced for the ES programme.

7. EVALUATION OF THE IMPACT OF THE EXTENDED SCHOOLS PROGRAMME

The aim of the Extended Schools Programme as outlined in the “Extended Schools (schools, families, communities – working together)” document is:

‘To reduce underachievement and improve the life chances of children and young people by enhancing their educational development and fostering their health, well-being and social inclusion through the integrated delivery of the support and services necessary to ensure that every child has the best start in life.’

The tables below set out the benefits and outcomes of the ES programme for Learners, Parents, Schools and Community. Benefits of the programme are accompanied by evidence statements as well as extracts taken directly from 2016/17 school and cluster annual reports.

7.1 Benefits/Outcomes for Learners

1. Contributes to the raising of standards for pupils	
EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> Schools reported quantitative and qualitative evidence in Annual Reports to demonstrate improved pupil attainment. 	<p><i>After analysing the baseline and summative Better Reading Partnership data, significant improvement in individual’s reading ages can be observed. Maths Recovery sessions have demonstrated marked gains for those pupils involved. An assessment tool was purchased to help quantify the progress individuals made. In addition to these gains, the Miniversity Club provides consolidation of content taught during the school day; learning experiences are extended and broadened.</i></p> <p style="text-align: right;"><i>Cavehill PS</i></p>
<ul style="list-style-type: none"> A total of 80% of schools reported in their Annual Report they had “strong” evidence that their Extended Schools Programme reduced underachievement. 	<p><i>English and Maths Clinics focused solely on pupils who were resitting modules. Of the 40 pupils who attended the Clinics 79% improved their Modular Result. Of the 130 pupils who attended coursework club, 71% showed sustained or improved results from Assessment 1 to Assessment 2.</i></p> <p style="text-align: right;"><i>Ballymoney HS</i></p>
<ul style="list-style-type: none"> Schools continue to provide targeted literacy and numeracy activities and these represented 17% of all programmes delivered. Literacy remains the most popular category of support. 	<p><i>100% of pupils showed increased reading ages based on the Salford Reading test after the Reading Partnership programme.</i></p> <p style="text-align: right;"><i>Clonalig PS</i></p> <p><i>Out of the 40 students that attended the programme 36 students reading age increased as a result of the programme. Some increases were by a few months but more notable increases ranged from 1 year and 9 months to the greatest increase being 4 years and three months.</i></p> <p style="text-align: right;"><i>St Mark’s HS, Warrenpoint</i></p>

<ul style="list-style-type: none"> EA officers have noted the increasing use of commercial packages such as Accelerated Reader or specific support programmes such as Reading Partnership as a means to provide additional literacy and numeracy support. During monitoring visits schools commented that such programmes can be delivered effectively in an extended school environment and provide quantitative evidence of progress. 	<p><i>Accelerated Reading scores indicate average improvements in attainment in reading comprehension for each year group Y3/4: +8 months, Y5:+4 months, Y6/7: +3 months.</i></p> <p style="text-align: right;"><i>Glendermott PS</i></p> <p><i>Paired Reading and Accelerated Reading scores show a vast improvement in English reading since Term 1. The average progress made in 6 weeks of paired reading was 2 years.</i></p> <p style="text-align: right;"><i>Gaelscoil Eadain Mhoir Primary School, Bandywell</i></p>
<ul style="list-style-type: none"> The majority of schools report evidence that Extended Schools Programmes contributes to improved attendance. 	<p><i>As a whole school our average class attendance is 96% which was above the N Ireland average. Support through ES has allowed us to target 2 children who were below 90% attendance. Their attendance showed an improvement when they attended our multi skills and art activities.</i></p> <p style="text-align: right;"><i>St Mary's PS, Stewartstown</i></p> <p><i>Our Fresh Start programme has continued to keep our average attendance to 97%. Only 5% of our pupils have attendance below 90%. This has been commended by the EWO.</i></p> <p style="text-align: right;"><i>Whitehouse PS, Newtownabby</i></p>

2. Targets help at those in need to reduce barriers to learning.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> Baseline information on the action plans specifies how schools are targeting need within their programmes. 	<p><i>Close contact with class teachers has ensured the children attending the Homework Club have been targeted as they struggle with their literacy and numeracy. They receive one on one help and support in the Homework Club.</i></p> <p style="text-align: right;"><i>St Patrick's PS , Belfast</i></p> <p><i>Our maths catch up programme has been very successful this year. Attitudinal questionnaires tell us that pupils perceptions of the subject changed dramatically and their standardised scores also show improvement in their understanding. Feedback from pupils, parents and staff has been very positive. Underachievement in this subject has been reduced.</i></p> <p style="text-align: right;"><i>Strabane PS</i></p>
<ul style="list-style-type: none"> Schools can provide evidence in their Annual Report of the positive impact on targeted groups of pupils. 	<p><i>Programmes such as reading partnership and Athletics target underachieving pupils which in turn raises the overall standards of the school. 85% of targeted pupils are no longer underachieving.</i></p> <p style="text-align: right;"><i>St Patrick's PS, Cullyhanna</i></p> <p><i>SALT rescreening results have already highlighted that all children have improved significantly with 13/15 children now at an age appropriate level.</i></p> <p style="text-align: right;"><i>St Therese Primary School Galliagh</i></p>

<ul style="list-style-type: none"> Schools (and clusters) increasingly engage external services to meet the needs of pupils and families. Examples include speech and language, counselling and family support. Provision of services has increased from 6% of total programmes in 2015-2016 to 8% in 2016-2017. 	<p><i>From April 2016 to December 2016, 52 new pupils received Counselling support with 37 receiving full intervention and 15 receiving a brief consultation; 31 pupils were discharged from the programme</i></p> <p style="text-align: right;"><i>Colin Area Cluster</i></p> <p><i>The counselling service has been an invaluable asset to the most vulnerable families in our community. We have used this service for long term and short term issues that have arisen. Parents feel much more comfortable with their children using this service as the surroundings are familiar and access to the service is more convenient.</i></p> <p style="text-align: right;"><i>Rosemount PS</i></p>
<ul style="list-style-type: none"> 91% of schools stated they had “strong” or “some” evidence that their Extended Schools Programme is monitoring identified/targeted children. 	<p><i>For those children who were targeted in the Homework Club either as the 'squeezed middle' or identified underachievers. The target for each of these groups was for 50% of pupils to improve by 1 Stanine and no pupil to reduce from their May 2016 Stanine band. Regarding the 'squeezed middle' we reached our target of 14 of the 28 pupils improving their Stanine band by at least one.</i></p> <p style="text-align: right;"><i>St Mary's Primary School Newcastle</i></p>

3. Benefits learners through provision of additional opportunities.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> Extended Schools offer additional opportunities for pupils and families that they would otherwise not access. Schools are able to refer to evidence of positive impact through teacher and parent feedback. Schools can respond to emerging/changing trends in school and the local community. Examples include: mental health provision, Drugs and Alcohol awareness, Internet Safety and use of Social Media. 	<p><i>START YOUR OWN BUSINESS Programme allowed pupils to experience the challenge of setting up and running a company; in the Young Enterprise fashion. They chose a name for it; decided on a product; participated in workshops to design and make the products then sought opportunities to sell their product. Like many of the other ES activities; pupils benefited from developing new skills; work together in a team and developing their self-esteem and confidence.</i></p> <p style="text-align: right;"><i>Lisneal College</i></p> <p><i>The school set up a link with Linking Generations Northern Ireland and a local residential home. The P7 pupils engaged in a Dementia awareness session at the start of the programme. Through the medium of art the children explored the theme of memories through the years. The completed artwork was displayed in the residential home.</i></p> <p style="text-align: right;"><i>Elmgrove PS</i></p>

4. Improves the physical health and well-being of pupils.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> Almost all schools and clusters (95%) provided “strong” or “some” evidence that extended schools is fostering health and well-being. 	<p><i>We have at least 150 children taking part in additional regular exercise each week through Extended schools activities and many children have decided to join local sports clubs outside of school.</i></p> <p style="text-align: right;"><i>St Anthony’s PS Craigavon</i></p>
<ul style="list-style-type: none"> Schools provide evidence of increased numbers of pupils and parents engaging in physical activities. A total of 33,862 pupils and parents participated in or availed of health related programmes including sport, health promotion and fitness programmes. 	<p><i>Our Extended Schools Programme has led to an increase in the number of children; young people and adults taking part in regular physical activity. At least 80% of our children have attended our fitness programmes, in particular through Junglenastix/gymnastics (82), Streetwise Circus Skills (20) and Playsport NI (85 places). Many parents report that their children love these clubs and that they are a great way to get active.</i></p> <p style="text-align: right;"><i>Woodlawn PS, Carrickfergus</i></p>
<ul style="list-style-type: none"> Schools are responding to emerging community issues. EA officers have noted an increase in the provision of counselling and family support linked to supporting the emotional health and well-being of pupils and family. 	<p><i>Our Health and Well Being programme was designed and tailored for a Y5 class who had a variety of emotional social and behavioural issues. The School worked with the Well Being Centre and along with the Facilitator and Class Teacher a six week programme was designed to meet the needs (anxiety management) of the year group.</i></p> <p style="text-align: right;"><i>St Colmcille’s PS Claudy</i></p> <p><i>Art therapy has been very successful this year as there is a huge focus on mental health at the minute in this local area especially. We feel we are giving children the tools they need to be able to deal with things they may experience in their day to day lives.</i></p> <p style="text-align: right;"><i>Christ The King PS Omagh</i></p>

5. Provides positive outcomes for pupils through parental involvement.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> Schools have reported that parents’ attitudes to school have improved as a result of engagement through Extended Schools Programmes. 	<p><i>We are particularly proud of the positive impact having a Parent liaison officer has had on school in general. It has meant that we are much better able to communicate with parents. This staff member has the dedicated time to directly contact parents by phone or face to face. Parents report in the recent questionnaire on this positively and also we see greater numbers of parents in attendance at events and classes.</i></p> <p style="text-align: right;"><i>Mount St Catherine’s PS, Armagh</i></p>
<ul style="list-style-type: none"> 74% of schools assessed themselves as having “strong” evidence that extended schools supports parents to understand the development needs of their children through parent groups, support and guidance for parents for use at home etc. 	<p><i>The Parents as Partners programme gave hard to Reach parents the confidence to become more involved in their child’s learning. Teachers were able to offer advice and guidance to these parents which in turn gave them a better understanding of the development needs of their child. Parents also attended homework club which provided teachers with the opportunity to offer guidance on how to approach homework tasks and reading activities which many parents were unsure of.</i></p> <p style="text-align: right;"><i>St Mary’s Star of the Sea PS</i></p>

AREAS FOR DEVELOPMENT

- Some schools need EA support to provide detailed and updated baseline data especially where the school must demonstrate why established activities and services should continue to operate year on year;
- Some schools need EA support to develop more robust evaluation mechanisms to measure outcomes on action plans.

7.2 Benefits/Outcomes for Parents

1. Increases parental involvement in schools.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> An additional 15% of cluster funding is allocated specifically for parental engagement. The number of parents participating in extended school programmes increased from 21, 857 in 2015-2016 to 26,727 in 2016-2017. 	<p><i>With a cumulative total of 500 parents or carers attending at least one activity this year we feel that Extended Schools funding has been effective in encouraging parents to take an active role in their child's learning and school experiences. As a school parental engagement in learning is something we continually focus in on; as many of our parents had negative school experiences themselves as a child.</i></p> <p style="text-align: right;"><i>Ballysally PS</i></p>
<ul style="list-style-type: none"> Schools view engagement of parents even on the most informal level as a positive step. Activities that are not directly linked to children's learning are offered by schools as a means to get parents "through the door". Teachers have commented that the programme offers more opportunities to engage parents. 	<p><i>The increased number of parents volunteering to assist with PTA activities and school based events has increased in recent years which has had a positive impact on the whole community. This year's successes include the very well attended PSATHS Sessions; Irish Language Homework clubs; Speech and Language workshops; Christmas Fayre; 10 race and Sacramental celebrations. The further development of the school website and Sea Saw have created opportunities for parents to engage with the staff.</i></p> <p style="text-align: right;"><i>St Columbkille's PS Omagh</i></p>
<ul style="list-style-type: none"> There is an increase in the examples of parents volunteering to help through Extended Schools programmes. 	<p><i>We have used parent helpers in the parent as partners programme to organise and manage the library and this has led to more regular reading amongst KS1 and KS2 pupils.</i></p> <p style="text-align: right;"><i>St Mary's Star of the Sea PS</i></p>

2. Helps parents to better understand their children's learning.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> Schools have used a range of innovative methods to engage parents. Anecdotal feedback from schools would indicate that parents are more likely to engage in joint activities with their children. An analysis of target group categories shows that 10% of activities are "pupil and parents" whereas only 2% are categorised as "parents" only. 	<p><i>This year we continued to organise a number of parent and child workshops focusing on cookery; art and music activities as part of our Extended Schools Programme - we engaged a number of specialists to come into our school at the end of the normal after schools session and an additional 60min session of Me and My Child was scheduled - there was a huge up take of these activities and parents really enjoyed the opportunity to engage with their child in a fun education activity.</i></p> <p style="text-align: right;"><i>Areillian NS</i></p>

<ul style="list-style-type: none"> ▪ Parents are becoming more aware of factors that influence children’s learning. Examples of this include: <ul style="list-style-type: none"> ➤ the importance of attendance on their children’s learning; ➤ the positive impact of home support on learning. 	<p><i>Information sessions and training for parents has increased parental awareness of the importance of regular attendance at school.</i></p> <p style="text-align: right;"><i>Carnhill PS Derry</i></p> <p><i>Parents taking part in the accredited courses and essential skills courses are now aware of the skills needed for their children to be able to learn successfully at school. Therefore the support ripples throughout the family.</i></p> <p style="text-align: right;"><i>St Patrick’s PS ,Belfast</i></p> <p><i>The Parents have become really engaged in our Bedtime Book Lending scheme and read to their children on a regular basis.</i></p> <p style="text-align: right;"><i>Hope NS, Belfast</i></p>
<ul style="list-style-type: none"> ▪ Schools reference evidence from parental questionnaires to show that parents are more confident to assist their child at home and feel encouraged to discuss with school staff. 	<p><i>The questionnaires returned by parents of children who participated in Mad for Maths and Reading Partners stated that their children all spoke highly of the clubs. Parents stated that due to attending these clubs; numeracy and literacy homeworks were being approached at home in a much more positive and confident manner. Parents could clearly see the improvement their children were making through attending these extended schools clubs.</i></p> <p style="text-align: right;"><i>Ballykeel PS</i></p>

3. Provides support for parents and families in need.

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> ▪ There are an increasing number of services being provided to pupils and parents. Schools are getting better at responding to the needs of parents. Examples include home/school liaison opportunities, family support and parent co-ordinators. Nursery schools are noted to be particularly effective at integrating this into the school ethos. 	<p><i>Parents who themselves or whose children were experiencing significant level of needs or difficulties accessing the learning environment were given additional support through our parenting programme, and in some cases individual support and advice was provided, for example, assistance with behaviour support and using visual supports at home. The story/maths sacks are a completely age appropriate and child-centred way of promoting a range of underlying skills and concepts.</i></p> <p style="text-align: right;"><i>Ravenscroft NS, Belfast</i></p>
<ul style="list-style-type: none"> ▪ Schools/clusters provide evidence of positive impact on target groups – newcomer families. 	<p><i>We have the highest number of newcomer children and adults in the Dungannon area. We are able to offer English language classes to these adults. They are more relaxed when attending school for appointments etc and they have stated they are able to access much more by being able to communicate. If they need assistance then we can offer this as we have an EAL tutor on our premises.</i></p> <p style="text-align: right;"><i>Coalisland Cluster</i></p>

4. Improves self-esteem of parents

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> Schools/clusters offer a range of programmes for parents to reflect identified needs. These include formal qualifications such as First Aid and IT programmes which enhance employability through to tailored support for parents to help children at home. 	<p><i>Our Parent Support Worker has been instrumental in organising a wide range of support mechanisms within our school. From the beginning of the school year she has focused much of her attention on the families from the foundation stage... This has meant that parents are building their sense of self confidence and are beginning to seek training and experience in the areas of their lives that they see a need for.</i></p> <p style="text-align: right;"><i>John Paul II Primary School</i></p>
<ul style="list-style-type: none"> A common outcome from parental involvement is the improved self-esteem and confidence of parents. This is reflected in parental and staff feedback. 	<p><i>Parents worked with pupils at Literacy, Numeracy and ICT After School clubs. They reported that they learned more about how to help their pupils with Literacy; Numeracy and ICT tasks. They also reported that they enhanced their own Literacy, Numeracy and ICT skills and gained confidence in using ICT in a range of ways.</i></p> <p style="text-align: right;"><i>St Finlough's PS, Limavady</i></p>
<p>AREAS FOR DEVELOPMENT</p> <ul style="list-style-type: none"> Sustained parental involvement remains a challenge – schools have noted that the development needs of pupils in early years has increased as has the need for parental support. Identify common success factors and share examples of good practice. 	

7.3 Benefits/Outcomes for Schools

1. Impacts positively on school development priorities.

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> All action plans submitted on the extended schools system specify a link to the school development plan. 	<p><i>The Extended Schools Programme within Brookfield this year has had significant impact on pupils; parents and staffs. The HSL programme has allowed parents to access supports and strategies to support their child's individual needs which in-turn has led to better engagement in school and with school.</i></p> <p style="text-align: right;"><i>Brookfield Special School</i></p>
<ul style="list-style-type: none"> 84% of schools categorised the impact on School Development as "significant". 	
<ul style="list-style-type: none"> Schools provided details on their Annual Report as to how the programme impacted positively on the school development plan. 	
<ul style="list-style-type: none"> During monitoring visits to extended schools in 2016-2017 EA officers reported that schools are making clear connections between Extended Schools and the school development process. 	<p><i>ETI also commented in November 2015, "the very effective targeting of extended schools funding to support the development of the children's literacy and numeracy."</i></p> <p style="text-align: right;"><i>Harpur Hill PS, Coleraine</i></p> <p><i>ETI evaluated the school as sustaining its outstanding category our extended schools programme underpins this attainment.</i></p> <p style="text-align: right;"><i>Edwards PS, Castleberg</i></p>

2. Clustering helps schools to build relationships, share practice and provide additional support to pupils, family and community.

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> In 2016-2017 99% of schools participating in the programme entered into a cluster arrangement. 	<p><i>Through our work in the cluster, we endure continuity of provision for parents in the locality. The Jigsaw team provide programmes and opportunities for parents from different schools to meet. We try to offer clubs from companies that operate in the local area and children use these facilities outwith school. Parents across the cluster are offered support in Literacy, Numeracy and ICT.</i></p> <p style="text-align: right;"><i>Camphill PS</i></p>
<ul style="list-style-type: none"> Schools have reported that working with other schools has improved relationships and has led to partnership working in other programmes such the Shared Education Programme and CPD. 	
<ul style="list-style-type: none"> Many clusters are engaging with statutory and voluntary organisations to deliver co-ordinated programmes and services to meet emerging needs in the community. Examples include mental health provision. 	<p><i>Further Development of links with the other schools has enhanced and strengthened each participating school. eg. Taughmonagh PS and Harberton School are now linked in a shared education project where there is sharing of expertise and skills between the staff.</i></p> <p style="text-align: right;"><i>Belfast Special Schools 2 Cluster</i></p>

3. Encourages schools to use innovative approaches to engage pupils and parents.

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> During monitoring visits some schools reported that the Extended Schools Programme offers the possibility to try new ideas and approaches that may not be otherwise feasible. There are many examples of schools using innovative approaches to engage learners. 	<p><i>Talk To Our Babies is an innovative early language development programme aimed at pre-school children and their families with the aim of improving language skills and making children more school ready with the skills to learn and understand.</i></p> <p style="text-align: right;"><i>Waterside 1 Cluster</i></p>

4. Develops teaching and non-teaching staff.

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> Annual Reports provided evidence that staff have improved skills and knowledge as a result of the Extended Schools Programme. 	<p><i>Incredible Years has percolated down through the school and all staff use this excellent approach with the children. By providing for their most basic nurturing needs we can move on to address higher learning targets with the children.</i></p> <p style="text-align: right;"><i>Glenbank NS, Newtownards</i></p>
<ul style="list-style-type: none"> Clusters have been able to avail of staff training for the purposes of delivering an extended school programme. Examples of this include completion of Maths Recovery courses and IZAK 9 Training in order to deliver after school maths. 	<p><i>We work very closely with other schools in the area to enhance community services and build strong community links... We trained with cluster nursery to support new initiatives and we share resources; strategies and ideas to support staff development and children/families learning.</i></p> <p style="text-align: right;"><i>Inner East Belfast Cluster</i></p>
<ul style="list-style-type: none"> Extended schools co-ordinators have reported on new skills and areas of knowledge – managing a budget, co-ordinating meetings with other schools, writing up evaluation reports. 	<p><i>The improvement and depth of learning has been improved across both literacy and numeracy. Staff knowledge of managing and using data from the literacy and numeracy programs has improved and we use the data to inform future planning and target setting for our next academic year SDP. Co-ordinators</i></p>

	<p><i>skills improved and are reported regularly at staff meetings</i></p> <p style="text-align: right;"><i>Walker Memorial PS</i></p>
<p>5. Improves the Learning Environment.</p>	
EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> ▪ Schools provided evidence of how an investment in physical resources has benefited learning for pupils and parents. Examples include: <ul style="list-style-type: none"> – Purchase and sharing of learning resources; – IT resources for use after school/evening – outdoor classroom for early years; – Parent facilities 	<p><i>Our extended schools programme has enhanced the learning environment as pupils are able to access a wider range of learning activities. The after school sporting activities enable pupils to extend their physical experiences and they benefit from working with a male member of staff. Lending resources out enables learning experiences from school to be continued in the home.</i></p> <p style="text-align: right;"><i>New Lodge NS</i></p>
<ul style="list-style-type: none"> ▪ In best practice schools are able to articulate clearly how this investment contributes to a longer term school development priority. 	<p><i>Careful planning and allocation of resources has resulted in custom planned programmes which meet the needs of both our school and local community as best as we can</i></p> <p style="text-align: right;"><i>Newbuildings Primary School</i></p>
<p>AREA FOR DEVELOPMENT</p> <ul style="list-style-type: none"> ▪ The need for closer alignment with the School Development Planning process 	

7.4 Benefits/Outcomes for Communities

<p>1. Schools recognise the importance of involving the community in the life of the school and the positive impact this has on pupils.</p>	
EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> ▪ 22% of programmes/services delivered in 2016-2017 focused on the high level outcome “Contributing Positively to Community”. 	<p><i>Now in its 11th year in St Marys ES is part of the fabric of so much that we incorporate to allow our whole school community to function to the best of its ability. It serves as the perfect gate-way to encourage a healthy balanced and enriched curriculum for the children and well as a spring-board for parental interest and involvement.</i></p> <p style="text-align: right;"><i>St Mary’s PS, Stewartstown</i></p>
<ul style="list-style-type: none"> ▪ Annual Reports contain examples of schools and cluster work in partnership with community groups to contribute to meeting community priorities. These include Neighbourhood Renewal priorities. 	<p><i>We met regularly with local community groups including Urban Villages / Health Forum / TRIAX / An Chultúrlann to ensure we are not duplicating services whilst also ensuring we are offering co-ordinated support to those who need it.</i></p> <p style="text-align: right;"><i>Gaelscoil Eadain Mhoir Primary School</i></p>

2. *The school can be the hub of the community. A resource for the community as well as a delivery point for programmes and services for the community.*

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> There has been a noted rise in the number of services such as family support, speech and language etc. delivered. In many cases the schools and providers agree that the school is best place to provide services directly to pupils eg. speech and language. 	<p><i>Historically the programme has enabled us to work with our local Surestart group a relationship which continues with regard to signposting those parents in need of support for themselves and/ or their children. The continued funding of a speech therapist via the cluster group has enhanced and extended the work already done by Surestart and other community groups</i></p> <p style="text-align: right;"><i>Bligh's Lane NS</i></p>
<p>AREAS FOR DEVELOPMENT</p> <ul style="list-style-type: none"> Cluster should be encouraged to link closely with other strategic partnership approaches to improve integration of service delivery. Examples of this include Community Planning Area Learning Communities and Shared Education 	

8. SUMMARY OF AREAS FOR DEVELOPMENT/RECOMMENDATIONS

Analysis of the 2016/17 Extended Schools Programme has identified the need for:

A closer alignment with the School Development Planning process

The Education Authority, in consultation with schools, should review how the Extended Schools programme can merge into the School Development process. This should include reviewing the current action planning and evaluation formats to ensure these are consistent with common school SDP formats. This would further encourage schools to see the Extended Schools Programme as an integral part of School Development.

[Summary of findings from 2016-17 – Impact on SDP, Page 14]

A review of the evaluation requirements for schools

A review of the current Annual Report format should be undertaken to make the report more concise and less repetitive. The focus should remain on ensuring the report demonstrates the positive outcomes. The updated format should be implemented in consultation with schools and with agreement of the Department of Education.

[Summary of findings from 2016-17 – Meeting Programme's Core Objectives, Page 16]

An updated external evaluation

The most recent ETI inspection of the ES programme was published in July 2010. Consideration should be given to an updated external/independent evaluation of the programme.

[Summary of findings from 2016-17 – Meeting Programme's Core Objectives, Page 16]

Further development support for schools

... to build capacity

Due to reduced capacity and pressure on resources within the Education Authority there has been limited opportunity to provide training and development support for newly appointed co-ordinators over the last 5 years. There is has also been reduced opportunities for schools to share practice and ideas for service delivery.

Any future model for the delivery of the programme should include sufficient focus on capacity building within schools. This includes use of clusters to share practice.

[Programme Management - School Co-ordination/Management, Page 22]

...to improve effectiveness of Clusters

Guidance on effective clustering, including examples of existing practice, should be made available to schools.

[Programme Management - Management of Clusters, Page 23]

Where appropriate clusters should be encouraged to link closely with other strategic partnership approaches to improve integration of service delivery. Examples of this include linking with Community Planning, Area Learning Communities and Shared Education partnerships.

[Evaluation of Impact - Benefits/Outcomes for Communities, Page 35]

...to improve effectiveness of action planning

Some schools need EA support to provide detailed and updated baseline data - especially where a school must demonstrate why established activities and services should continue to operate year on year.

Some schools need ES support to develop more robust evaluation mechanisms to measure outcomes on action plans.

[Action Planning – School and Clusters, Page 21 & Evaluation of Impact – Benefits/Outcomes for Learners, Page 30]

...to assist schools with parental engagement

Sustained parental involvement remains a challenge – schools have noted that the development needs of pupils in early years have increased as has the need for parental support. Common success factors and examples of practice should be made available to schools.

[Evaluation of Impact - Benefits/Outcomes for Parents, Page 32]

Continued consultation with schools regarding the delivery model for Extended Schools

The Education Authority should continue to work closely with schools with regard to streamlining the delivery model for Extended Schools. This should involve reconvening the principals focus group to provide advice and feedback on changes such as the updated 2017/18 annual report format.

[Programme Management - Consultation with Schools, Page 24]

Further development the “risk based” approach to EA’s management of the programme

The Education Authority should continue to operate a risk based approach to management of the programme. For the majority of schools the Extended Schools Programme has matured and is well established in the life of the school. All schools require EA support to deal with routine queries associated with the programme however EA resources should be focused on development support for schools and cluster most in need. eg. New Schools.

[Programme Management – Education Authority, Page 25]

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

DENI Ref. No	Extended Schools 2016/17	Core Allocation	15% Clustering Incentive	15% Parenting Strand	Total Allocation
BELFAST REGION					
1010063	CURRIE PRIMARY SCHOOL	£14,079	£2,112	£2,112	£18,303
1010146	EUSTON STREET PRIMARY SCHOOL	£19,843	£2,976	£2,976	£25,795
1010205	FORTH RIVER PRIMARY SCHOOL	£15,798	£2,370	£2,370	£20,538
1010221	SPRINGFIELD PRIMARY SCHOOL	£14,023	£2,103	£2,103	£18,229
1010255	ELMGROVE PRIMARY SCHOOL	£24,681	£3,702	£3,702	£32,085
1010266	SEAVIEW PRIMARY SCHOOL, BELFAST	£21,884	£3,283	£3,283	£28,450
1010267	NETTLEFIELD PRIMARY SCHOOL	£20,353	£3,053	£3,053	£26,459
1010282	CARR'S GLEN PRIMARY SCHOOL	£20,617	£3,093	£3,093	£26,803
1010301	TAUGHMONAGH PRIMARY SCHOOL	£16,971	£2,546	£2,546	£22,063
1010307	SPRINGHILL PRIMARY SCHOOL	£12,492	£1,874	£1,874	£16,240
1010323	EDENBROOKE PRIMARY SCHOOL	£17,878	£2,682	£2,682	£23,242
1010325	LIGONIEL PRIMARY SCHOOL	£14,645	£2,197	£2,197	£19,039
1010831	CAVEHILL PRIMARY SCHOOL	£21,316	£3,197	£3,197	£27,710
1013018	KNOCKNAGONEY PRIMARY SCHOOL	£17,878	£2,682	£2,682	£23,242
1016059	BLACKMOUNTAIN PRIMARY SCHOOL	£13,738	£2,061	£2,061	£17,860
1016060	DONEGALL ROAD PRIMARY SCHOOL	£16,441	£2,466	£2,466	£21,373
1016076	BALLYSILLAN PRIMARY SCHOOL	£13,796	£2,069	£2,069	£17,934
1016205	FANE STREET PRIMARY SCHOOL	£16,630	£2,494	£2,494	£21,618
1016207	BLYTHEFIELD PRIMARY SCHOOL	£9,071	£1,361	£1,361	£11,793
1016242	DUNDELA INFANTS SCHOOL	£19,200	£2,880	£2,880	£24,960
1016485	GLENWOOD PRIMARY SCHOOL	£23,320	£3,498	£3,498	£30,316
1016498	MALVERN PRIMARY SCHOOL	£9,676	£1,451	£1,451	£12,578
1016499	BOTANIC PRIMARY SCHOOL	£16,327	£2,449	£2,449	£21,225
1016532	WHEATFIELD PRIMARY SCHOOL	£13,058	£1,959	£1,959	£16,976
1016537	LOWWOOD PRIMARY SCHOOL	£16,857	£2,528	£2,528	£21,913
1016604	HARMONY PRIMARY SCHOOL, BELFAST	£16,744	£2,512	£2,512	£21,768
1016647	BUNSCOIL MHIC REACHTAIN	£8,617	£1,293	£1,293	£11,203

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

1016655	VICTORIA PARK PRIMARY SCHOOL	£20,977	£3,147	£3,147	£27,271
1030194	HOLY CROSS BOYS' PRIMARY SCHOOL, BELFAST	£21,675	£3,251	£3,251	£28,177
1030326	OUR LADY'S PRIMARY SCHOOL, BELFAST	£20,750	£3,113	£3,113	£26,976
1030327	HOLY ROSARY PRIMARY SCHOOL	£22,111	£3,317	£3,317	£28,745
1030331	HOLY CROSS GIRLS' PRIMARY SCHOOL, BELFAST	£13,738	£2,061	£2,061	£17,860
1036041	MERCY PRIMARY SCHOOL	£15,912	£2,387	£2,387	£20,686
1036042	ST VINCENT DE PAUL PRIMARY SCHOOL	£17,839	£2,676	£2,676	£23,191
1036048	ST MARY'S STAR OF THE SEA PRIMARY SCHOOL	£11,301	£1,695	£1,695	£14,691
1036132	ST THERESE OF LISIEUX PRIMARY SCHOOL	£21,865	£3,280	£3,280	£28,425
1036388	ST MARY'S PRIMARY SCHOOL, DIVIS ST	£11,755	£1,763	£1,763	£15,281
1036466	ST MALACHY'S PRIMARY SCHOOL, BELFAST	£20,599	£3,090	£3,090	£26,779
1036471	SACRED HEART PRIMARY SCHOOL, BELFAST	£11,697	£1,755	£1,755	£15,207
1036505	ST MATTHEW'S PRIMARY SCHOOL, BELFAST	£18,671	£2,801	£2,801	£24,273
1036565	ST KEVIN'S PRIMARY SCHOOL	£23,728	£3,559	£3,559	£30,846
1036566	HOLY FAMILY PRIMARY SCHOOL, BELFAST	£25,441	£3,816	£3,816	£33,073
1036576	HOLY CHILD PRIMARY SCHOOL, BELFAST	£23,750	£3,563	£3,563	£30,876
1036589	ST TERESA'S PRIMARY SCHOOL, BELFAST	£22,670	£3,401	£3,401	£29,472
1036602	ST OLIVER PLUNKETT PRIMARY SCHOOL, BELFAST	£24,242	£3,636	£3,636	£31,514
1036620	ST PETER'S PRIMARY SCHOOL, BELFAST	£19,407	£2,911	£2,911	£25,229
1036621	ST JOSEPH'S PRIMARY SCHOOL, SLATE STREET	£16,139	£2,421	£2,421	£20,981
1036623	HOLY TRINITY PRIMARY SCHOOL, BELFAST	£24,249	£3,637	£3,637	£31,523
1036624	ST PAUL'S PRIMARY SCHOOL, BELFAST	£19,578	£2,937	£2,937	£25,452
1036630	ST CLARE'S PRIMARY SCHOOL, BELFAST	£22,640	£3,396	£3,396	£29,432
1036688	ST JOHN THE BAPTIST PRIMARY SCHOOL, BELFAST	£21,355	£3,203	£3,203	£27,761
1036697	JOHN PAUL II PRIMARY SCHOOL	£18,256	£2,738	£2,738	£23,732
1036698	ST PATRICK'S PRIMARY SCHOOL, CHURCHILL ST	£23,381	£3,507	£3,507	£30,395
1046501	BUNSCOIL PHOBAL FEIRSTE	£19,559	£2,934	£2,934	£25,427
1046571	GAELSCOIL NA BHFAL	£14,986	£2,248	£2,248	£19,482
1046593	BUNSCOIL AN TSLEIBHE DHUIBH	£14,816	£2,222	£2,222	£19,260

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1046596	BUNSCOIL BHEANN MHADAGAIN	£12,945	£1,942	£1,942	£16,829
1046641	SCOIL AN DROICHID	£13,058	£1,959	£1,959	£16,976
1046671	GAELSCOIL NA MONA	£9,941	£1,491	£1,491	£12,923
1046672	GAELSCOIL AN LONNAIN	£6,350	£952	£952	£8,254
1056483	CLIFTONVILLE INTEGRATED PRIMARY SCHOOL	£19,521	£2,928	£2,928	£25,377
1066531	HAZELWOOD PRIMARY SCHOOL	£22,413	£3,362	£3,362	£29,137
1066580	CRANMORE INTEGRATED PRIMARY SCHOOL	£15,761	£2,364	£2,364	£20,489
1110001	ARELLIAN NURSERY SCHOOL	£6,803	£1,020	£1,020	£8,843
1110002	MCARTHUR NURSERY SCHOOL	£6,274	£941	£941	£8,156
1110003	EDENDERRY NURSERY SCHOOL, BELFAST	£6,198	£930	£930	£8,058
1110007	GLENBANK NURSERY SCHOOL	£4,233	£635	£635	£5,503
1110025	TUDOR LODGE NURSERY SCHOOL	£6,198	£930	£930	£8,058
1110028	BREFNE NURSERY SCHOOL	£4,233	£635	£635	£5,503
1110036	NEW LODGE NURSERY SCHOOL	£6,198	£930	£930	£8,058
1110038	SHAFTESBURY NURSERY SCHOOL	£6,198	£930	£930	£8,058
1116011	VICTORIA NURSERY SCHOOL	£4,233	£635	£635	£5,503
1116155	HOPE NURSERY SCHOOL	£6,198	£930	£930	£8,058
1116157	STANHOPE STREET NURSERY SCHOOL	£6,198	£930	£930	£8,058
1116158	RAVENSROFT NURSERY SCHOOL	£6,198	£930	£930	£8,058
1116159	OLDPARK NURSERY SCHOOL	£6,198	£930	£930	£8,058
1116160	SANDBROOK NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136106	ST MARTIN'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136228	ST BERNADETTE'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136229	ST MARY'S NURSERY SCHOOL	£6,274	£941	£941	£8,156
1136230	HOLY FAMILY NURSERY SCHOOL	£2,583	£388	£388	£3,359
1136251	OUR LADY'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136289	HOLY ROSARY NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136314	ST TERESA'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136315	ST MICHAEL'S NURSERY SCHOOL	£6,274	£941	£941	£8,156
1136316	HOLY CHILD NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136340	ST PETER'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136349	MATT TALBOT NURSERY SCHOOL	£6,198	£930	£930	£8,058

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1136353	ST MARIA GORETTI NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136360	HOLY CROSS NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136383	ST OLIVER PLUNKETT NURSERY SCHOOL	£6,198	£930	£930	£8,058
1136603	THE CATHEDRAL NURSERY SCHOOL	£6,198	£930	£930	£8,058
1210014	ASHFIELD GIRLS' HIGH SCHOOL	£24,787	£3,718	£3,718	£32,223
1210015	ASHFIELD BOYS' HIGH SCHOOL	£25,089	£3,763	£3,763	£32,615
1210021	BELFAST MODEL SCHOOL FOR GIRLS	£26,344	£3,952	£3,952	£34,248
1210022	BELFAST BOYS' MODEL SCHOOL	£26,782	£4,017	£4,017	£34,816
1230026	ST PATRICK'S COLLEGE, BELFAST	£24,560	£3,684	£3,684	£31,928
1230053	ST LOUISE'S COMPREHENSIVE COLLEGE	£30,607	£4,591	£4,591	£39,789
1230089	LITTLE FLOWER GIRLS' SCHOOL	£24,280	£3,642	£3,642	£31,564
1230104	MERCY COLLEGE	£22,035	£3,305	£3,305	£28,645
1230130	ST ROSE'S DOMINICAN COLLEGE	£18,256	£2,738	£2,738	£23,732
1230146	CHRISTIAN BROTHERS SCHOOL, BELFAST	£22,836	£3,425	£3,425	£29,686
1230155	ST GENEVIEVE'S HIGH SCHOOL	£27,553	£4,133	£4,133	£35,819
1230182	DE LA SALLE COLLEGE	£27,908	£4,186	£4,186	£36,280
1230262	CORPUS CHRISTI COLLEGE	£19,483	£2,922	£2,922	£25,327
1230275	ST JOSEPH'S COLLEGE, BELFAST	£24,219	£3,633	£3,633	£31,485
1240291	COLAISTE FEIRSTE	£24,038	£3,606	£3,606	£31,250
1260269	HAZELWOOD COLLEGE	£26,268	£3,940	£3,940	£34,148
1260294	MALONE INTEGRATED COLLEGE	£23,932	£3,590	£3,590	£31,112
1310003	CEDAR LODGE SPECIAL SCHOOL	£15,761	£2,364	£2,364	£20,489
1310012	FLEMING FULTON SPECIAL SCHOOL	£10,677	£1,602	£1,602	£13,881
1310014	HARBERTON SPECIAL SCHOOL	£15,837	£2,376	£2,376	£20,589
1310016	MITCHELL HOUSE SPECIAL SCHOOL	£8,390	£1,259	£1,259	£10,908
1310017	GREENWOOD HOUSE ASSESSMENT CENTRE	£6,501	£975	£975	£8,451
1316500	PARK EDUCATION RESOURCE CENTRE	£10,848	£1,627	£1,627	£14,102
1316569	GLENVEAGH SPECIAL SCHOOL	£15,213	£2,282	£2,282	£19,777
1316582	OAKWOOD SCHOOL AND ASSESSMENT CENTRE	£10,337	£1,550	£1,550	£13,437
1316584	CLARAWOOD SPECIAL SCHOOL	£3,250	£488	£488	£4,226
1336548	ST GERARD'S EDUCATION RESOURCE CENTRE	£16,441	£2,466	£2,466	£21,373

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1420021	ST MARY'S CHRISTIAN BROTHERS' GRAMMAR, BELFAST	£28,430	£4,264	£4,264	£36,958
1420029	ST DOMINIC'S HIGH SCHOOL, BELFAST	£27,258	£4,089	£4,089	£35,436
				Sub-total Belfast Region	£2,428,408
WESTERN REGION					
2010380	LONDONDERRY MODEL PRIMARY SCHOOL	£19,541	£2,931	£2,931	£25,403
2010382	EBRINGTON CONTROLLED PRIMARY SCHOOL	£21,997	£3,300	£3,300	£28,597
2011860	BELLEEK PRIMARY SCHOOL	£4,838	£726	£726	£6,290
2011873	AGHADRUMSEE PRIMARY SCHOOL	£4,989	£748	£748	£6,485
2011879	NEWTOWNBUTLER PRIMARY SCHOOL	£6,501	£975	£975	£8,451
2012052	CULMORE PRIMARY SCHOOL	£7,483	£1,123	£1,123	£9,729
2012087	BELLARENA PRIMARY SCHOOL	£5,216	£782	£782	£6,780
2012095	BALLOUGRY PRIMARY SCHOOL	£8,239	£1,236	£1,236	£10,711
2012261	NEWBUILDINGS PRIMARY SCHOOL	£14,532	£2,180	£2,180	£18,892
2012298	BALLYKELLY PRIMARY SCHOOL	£19,389	£2,908	£2,908	£25,205
2012617	ERGANAGH PRIMARY SCHOOL	£5,820	£873	£873	£7,566
2012638	EDWARDS PRIMARY SCHOOL	£16,366	£2,455	£2,455	£21,276
2012641	KILLEN PRIMARY SCHOOL	£10,337	£1,550	£1,550	£13,437
2012660	DENAMONA PRIMARY SCHOOL	£6,652	£998	£998	£8,648
2012671	LANGFIELD PRIMARY SCHOOL	£4,535	£680	£680	£5,895
2012708	STRABANE CONTROLLED PRIMARY SCHOOL	£18,217	£2,733	£2,733	£23,683
2012711	DONEMANA PRIMARY SCHOOL	£9,751	£1,463	£1,463	£12,677
2016003	JONES MEMORIAL PRIMARY SCHOOL	£14,419	£2,163	£2,163	£18,745
2016068	ARTIGARVAN PRIMARY SCHOOL	£11,528	£1,729	£1,729	£14,986
2016071	GREENHAW PRIMARY SCHOOL	£19,314	£2,897	£2,897	£25,108
2016089	GIBSON PRIMARY SCHOOL	£19,275	£2,891	£2,891	£25,057
2016124	ASHLEA PRIMARY	£8,164	£1,225	£1,225	£10,614
2016184	LACK PRIMARY SCHOOL	£6,879	£1,032	£1,032	£8,943
2016203	LISNAGELVIN PRIMARY SCHOOL	£23,940	£3,591	£3,591	£31,122
2016262	NEWTOWNSTEWART MODEL PRIMARY SCHOOL	£7,030	£1,054	£1,054	£9,138
2016426	LIMAVADY CENTRAL PRIMARY SCHOOL	£21,619	£3,243	£3,243	£28,105
2016442	SION MILLS PRIMARY SCHOOL	£16,895	£2,534	£2,534	£21,963

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

2016564	FOUNTAIN PRIMARY SCHOOL	£10,224	£1,534	£1,534	£13,292
2016645	BREADY JUBILEE PRIMARY SCHOOL	£11,075	£1,661	£1,661	£14,397
2016656	DRUMRANE PRIMARY SCHOOL	£11,414	£1,712	£1,712	£14,838
2016700	GAELSCOIL NEACHITAIN	£8,768	£1,315	£1,315	£11,398
2016701	ARDSTRAW JUBILEE PRIMARY SCHOOL	£8,844	£1,327	£1,327	£11,498
2030364	ROSEMOUNT PRIMARY SCHOOL	£20,202	£3,030	£3,030	£26,262
2030373	NAZARETH HOUSE PRIMARY SCHOOL	£17,726	£2,659	£2,659	£23,044
2030381	HOLY CHILD PRIMARY SCHOOL, LONDONDERRY	£17,612	£2,642	£2,642	£22,896
2031869	ST MARY'S PRIMARY SCHOOL, NEWTOWNBUTLER	£14,532	£2,180	£2,180	£18,892
2031876	ST MARY'S PRIMARY SCHOOL, BROOKEBOROUGH	£6,123	£918	£918	£7,959
2031895	ST MARY'S PRIMARY SCHOOL, MAGUIRESBRIDGE	£9,600	£1,440	£1,440	£12,480
2031898	ST PAUL'S PRIMARY SCHOOL, IRVINESTOWN	£16,081	£2,412	£2,412	£20,905
2031901	ST RONAN'S PRIMARY SCHOOL, LISNASKEA	£19,663	£2,949	£2,949	£25,561
2032212	GLENDERMOTT PRIMARY SCHOOL	£12,094	£1,814	£1,814	£15,722
2032263	ST CANICE'S PRIMARY SCHOOL, FEENY	£10,734	£1,610	£1,610	£13,954
2032286	ST MATTHEW'S PRIMARY SCHOOL, LIMAVADY	£8,920	£1,338	£1,338	£11,596
2032287	TERMONCANICE PRIMARY SCHOOL	£23,063	£3,459	£3,459	£29,981
2032300	LISTRESS PRIMARY SCHOOL	£4,309	£646	£646	£5,601
2032603	TUMMERY PRIMARY SCHOOL	£5,442	£816	£816	£7,074
2032612	ST MATTHEW'S PRIMARY SCHOOL, GARVAGHEY	£4,989	£748	£748	£6,485
2032662	ST BRIGID'S PRIMARY SCHOOL, MOUNTFIELD	£4,611	£692	£692	£5,995
2032682	ST EUGENE'S PRIMARY SCHOOL, VICTORIA BRIDGE	£6,879	£1,032	£1,032	£8,943
2032684	ST LAWRENCE'S PRIMARY SCHOOL	£17,764	£2,665	£2,665	£23,094
2032685	ST BRIGID'S PRIMARY SCHOOL, CRANAGH	£4,309	£646	£646	£5,601
2032694	ST CAIREALL'S PRIMARY SCHOOL	£8,768	£1,315	£1,315	£11,398
2032700	ST JOSEPH'S PRIMARY SCHOOL, DRUMQUIN	£11,641	£1,746	£1,746	£15,133
2032702	EVISH PRIMARY SCHOOL (due to close 31st Aug 2016)				£1,229

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

2032712	GORTNAGARN PRIMARY SCHOOL (due to close 31st Aug 2016)				£945
2032722	ALTISHANE PRIMARY SCHOOL	£3,553	£533	£533	£4,619
2032724	LOUGHASH PRIMARY SCHOOL	£4,913	£737	£737	£6,387
2032730	ST COLUMBA'S PRIMARY SCHOOL, CLADY	£12,265	£1,840	£1,840	£15,945
2032737	ST COLUMBKILLE'S PRIMARY SCHOOL, CARRICKMORE	£19,673	£2,951	£2,951	£25,575
2033706	FAUGHANVALE PRIMARY SCHOOL	£15,440	£2,316	£2,316	£20,072
2033707	MULLABUOY PRIMARY SCHOOL	£8,920	£1,338	£1,338	£11,596
2033708	ST AIDAN'S PRIMARY SCHOOL MAGILLIGAN	£6,274	£941	£941	£8,156
2036008	ST PATRICK'S PRIMARY SCHOOL, NEWTOWNSTEWART	£10,904	£1,636	£1,636	£14,176
2036032	ST JOHN'S PRIMARY SCHOOL, BLIGH'S LANE	£23,675	£3,551	£3,551	£30,777
2036045	ST CANICE'S PRIMARY SCHOOL, DUNGIVEN	£19,559	£2,934	£2,934	£25,427
2036069	ST ANNE'S PRIMARY SCHOOL, DERRY	£22,443	£3,366	£3,366	£29,175
2036082	ST COLMCILLES PRIMARY SCHOOL, CLAUDY	£17,197	£2,580	£2,580	£22,357
2036084	STEELSTOWN PRIMARY SCHOOL	£21,033	£3,155	£3,155	£27,343
2036085	ST PETER'S & ST PAUL'S PRIMARY SCHOOL	£5,442	£816	£816	£7,074
2036094	ST PATRICK'S PRIMARY SCHOOL, CASTLEDERG	£18,822	£2,823	£2,823	£24,468
2036095	ST MARY'S PRIMARY SCHOOL, CLOUGHGOR	£14,816	£2,222	£2,222	£19,260
2036097	ST PETER'S PRIMARY SCHOOL, PLUMBRIDGE	£8,542	£1,281	£1,281	£11,104
2036142	ST BRIGID'S PRIMARY SCHOOL, CARNHILL	£20,031	£3,005	£3,005	£26,041
2036143	ST OLIVER PLUNKETT PRIMARY SCHOOL, STRATHFOYLE	£15,761	£2,364	£2,364	£20,489
2036149	ST FINLOUGH'S PRIMARY SCHOOL, SISTRAKEEL	£8,164	£1,225	£1,225	£10,614
2036186	ST DYMUNA'S PRIMARY SCHOOL, DROMORE	£15,647	£2,347	£2,347	£20,341
2036187	ST JOHN'S PRIMARY SCHOOL, DERNAFLAW	£11,924	£1,789	£1,789	£15,502
2036227	ST PAUL'S PRIMARY SCHOOL, SLIEVEMORE	£13,342	£2,001	£2,001	£17,344
2036258	ST DAVOG'S PRIMARY SCHOOL, BELLEEK	£9,524	£1,429	£1,429	£12,382
2036259	SACRED HEART PRIMARY SCHOOL, TRENCH ROAD	£21,052	£3,158	£3,158	£27,368
2036288	GOOD SHEPHERD PRIMARY SCHOOL	£21,600	£3,240	£3,240	£28,080
2036387	ST PATRICK'S PRIMARY SCHOOL, DONEMANA	£4,913	£737	£737	£6,387

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2036449	CHRIST THE KING PRIMARY SCHOOL, OMAGH	£15,686	£2,353	£2,353	£20,392
2036458	ST MARY'S PRIMARY SCHOOL, GORTNAGHEY	£6,576	£986	£986	£8,548
2036459	ST THERESA'S PRIMARY SCHOOL, GLEBE	£9,827	£1,474	£1,474	£12,775
2036461	ST THERESE'S PRIMARY SCHOOL, LENAMORE	£20,390	£3,059	£3,059	£26,508
2036465	CHAPEL ROAD PRIMARY SCHOOL	£15,496	£2,324	£2,324	£20,144
2036472	HOLY FAMILY PRIMARY SCHOOL, BALLYMAGROARTY	£22,670	£3,401	£3,401	£29,472
2036473	ST EITHNE'S PRIMARY SCHOOL, BALLYMAGROARTY	£21,165	£3,175	£3,175	£27,515
2036475	LONGTOWER PRIMARY SCHOOL	£18,066	£2,710	£2,710	£23,486
2036533	HOLLYBUSH PRIMARY SCHOOL	£21,383	£3,207	£3,207	£27,797
2036555	ST EUGENE'S PRIMARY SCHOOL, LONDONDERRY	£13,285	£1,993	£1,993	£17,271
2036574	BUNSCOIL CHOLMCILLE	£10,337	£1,550	£1,550	£13,437
2036581	ST PATRICK'S PRIMARY SCHOOL, PENNYBURN	£25,951	£3,893	£3,893	£33,737
2036632	HOLY TRINITY PRIMARY SCHOOL, ENNISKILLEN	£24,666	£3,700	£3,700	£32,066
2036696	ST MARY'S PRIMARY SCHOOL, STRABANE	£24,968	£3,745	£3,745	£32,458
2036703	ST CATHERINE'S PRIMARY SCHOOL	£22,489	£3,373	£3,373	£29,235
2046638	GAELSCOIL UÍ DHOCHARTAIGH	£13,172	£1,976	£1,976	£17,124
2046646	GAELSCOIL EADAIN MHOIR	£11,982	£1,797	£1,797	£15,576
2046669	BUNSCOIL AN TRAONAIGH	£5,669	£850	£850	£7,369
2046677	GAELSCOIL NA GCRANN	£12,435	£1,865	£1,865	£16,165
2046687	GAELSCOIL NA DAROIGE	£7,332	£1,100	£1,100	£9,532
2052035	GROARTY PRIMARY SCHOOL	£4,989	£748	£748	£6,485
2066558	OAKGROVE INTEGRATED PRIMARY SCHOOL	£21,524	£3,229	£3,229	£27,982
2066665	ROE VALLEY INTEGRATED PRIMARY SCHOOL	£13,796	£2,069	£2,069	£17,934
2116023	THE ACADEMY NURSERY SCHOOL	£6,274	£941	£941	£8,156
2116232	STRATHFOYLE NURSERY SCHOOL	£6,274	£941	£941	£8,156
2116233	LISNAGELVIN NURSERY SCHOOL	£6,274	£941	£941	£8,156
2116266	BLIGH'S LANE NURSERY SCHOOL	£6,501	£975	£975	£8,451
2116267	CARNHILL NURSERY SCHOOL	£6,198	£930	£930	£8,058
2116336	GALLIAGH NURSERY SCHOOL	£6,425	£964	£964	£8,353
2116345	BELMONT NURSERY SCHOOL	£6,425	£964	£964	£8,353

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

2116348	TRENCH ROAD NURSERY SCHOOL	£6,350	£952	£952	£8,254
2210065	CASTLEDERG HIGH SCHOOL	£21,562	£3,234	£3,234	£28,030
2210302	LIMAVADY HIGH SCHOOL	£24,914	£3,737	£3,737	£32,388
2210306	LISNEAL COLLEGE	£23,819	£3,573	£3,573	£30,965
2230077	ST MARY'S HIGH SCHOOL, LIMAVADY	£24,053	£3,608	£3,608	£31,269
2230081	ST MARY'S COLLEGE, LONDONDERRY	£26,003	£3,900	£3,900	£33,803
2230085	ST MARY'S HIGH SCHOOL, BROLLAGH	£8,995	£1,349	£1,349	£11,693
2230099	ST FANCHEA'S COLLEGE (NEW)	£19,956	£2,993	£2,993	£25,942
2230100	ST JOSEPH'S COLLEGE, ENNISKILLEN	£17,839	£2,676	£2,676	£23,191
2230109	ST MARY'S SECONDARY SCHOOL, IRVINESTOWN	£12,038	£1,806	£1,806	£15,650
2230122	ST PATRICKS & ST BRIGIDS HIGH SCHOOL	£23,124	£3,469	£3,469	£30,062
2230131	ST JOSEPH'S SECONDARY SCHOOL, LONDONDERRY	£26,026	£3,904	£3,904	£33,834
2230138	DEAN MAGUIRC COLLEGE	£22,968	£3,445	£3,445	£29,858
2230144	ST PATRICK'S COLLEGE, DUNGIVEN	£17,688	£2,653	£2,653	£22,994
2230148	ST JOHN'S COLLEGE	£14,192	£2,129	£2,129	£18,450
2230188	ST CECILIA'S COLLEGE	£25,670	£3,851	£3,851	£33,372
2230190	ST COMHGHAL'S COLLEGE	£22,715	£3,407	£3,407	£29,529
2230225	ST BRIGID'S COLLEGE, CARNHILL	£23,705	£3,556	£3,556	£30,817
2230298	SACRED HEART COLLEGE, OMAGH	£25,791	£3,869	£3,869	£33,529
2230301	HOLY CROSS COLLEGE	£31,098	£4,665	£4,665	£40,428
2260276	OAKGROVE INTEGRATED COLLEGE	£25,655	£3,848	£3,848	£33,351
2260283	DRUMRAGH INTEGRATED COLLEGE	£24,370	£3,656	£3,656	£31,682
2316528	KNOCKAVOE SCHOOL & RESOURCE CENTRE	£10,621	£1,593	£1,593	£13,807
2316661	ARVALEE SCHOOL AND RESOURCE CENTRE	£10,904	£1,636	£1,636	£14,176
2316662	ROSSMAR SPECIAL SCHOOL	£9,941	£1,491	£1,491	£12,923
2316694	WILLOW BRIDGE SCHOOL	£11,697	£1,755	£1,755	£15,207
2316695	ARDNASHEE SCHOOL & COLLEGE	£18,331	£2,750	£2,750	£23,831
2410311	STRABANE ACADEMY	£23,932	£3,590	£3,590	£31,112
2420052	THORNHILL COLLEGE	£30,063	£4,509	£4,509	£39,081
2420054	ST COLUMB'S COLLEGE, LONDONDERRY	£30,864	£4,630	£4,630	£40,124
2420229	FOYLE COLLEGE	£25,679	£3,852	£3,852	£33,383
2420287	LUMEN CHRISTI COLLEGE	£25,920	£3,888	£3,888	£33,696
			Sub-total Western Region		£2,704,860
NORTH EASTERN REGION					
3010486	LARNE AND INVER PRIMARY SCHOOL	£14,532	£2,180	£2,180	£18,892
3010781	HARRYVILLE PRIMARY SCHOOL	£9,676	£1,451	£1,451	£12,578

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3010795	LANDHEAD PRIMARY SCHOOL	£7,257	£1,088	£1,088	£9,433
3010827	WHITEHOUSE PRIMARY SCHOOL	£22,216	£3,332	£3,332	£28,880
3010829	ANTRIM PRIMARY SCHOOL (NEW)	£24,023	£3,603	£3,603	£31,229
3010841	CARRICKFERGUS CENTRAL PRIMARY SCHOOL	£7,710	£1,157	£1,157	£10,024
3010842	THE WILLIAM PINKERTON MEMORIAL PRIMARY SCHOOL	£8,617	£1,293	£1,293	£11,203
3010860	SUNNYLANDS PRIMARY SCHOOL	£13,342	£2,001	£2,001	£17,344
3010862	ABBOTS CROSS PRIMARY SCHOOL	£19,370	£2,906	£2,906	£25,182
3010870	MOYLE PRIMARY SCHOOL	£20,768	£3,115	£3,115	£26,998
3010873	BUSHMILLS PRIMARY SCHOOL	£10,734	£1,610	£1,610	£13,954
3010880	KINGS PARK PRIMARY SCHOOL, NEWTOWNABBEY	£21,165	£3,175	£3,175	£27,515
3010883	LINN PRIMARY SCHOOL	£21,165	£3,175	£3,175	£27,515
3010895	RATHCOOLE PRIMARY SCHOOL	£10,734	£1,610	£1,610	£13,954
3012237	KILLOWEN PRIMARY SCHOOL, COLERAINE	£15,496	£2,324	£2,324	£20,144
3012264	MILLBURN PRIMARY SCHOOL	£20,315	£3,047	£3,047	£26,409
3013315	BALLYKEEL PRIMARY SCHOOL	£21,733	£3,260	£3,260	£28,253
3013322	CAMPHILL PRIMARY SCHOOL	£21,241	£3,186	£3,186	£27,613
3013325	LEANAY PRIMARY SCHOOL	£18,785	£2,818	£2,818	£24,421
3013331	BALLYCRAIGY PRIMARY SCHOOL	£12,265	£1,840	£1,840	£15,945
3016005	SILVERSTREAM PRIMARY SCHOOL	School is eligible for 2016/17 ES programme but has indicated that it wishes to turn down offer of funding			
3016037	GREYSTONE PRIMARY SCHOOL	£14,645	£2,197	£2,197	£19,039
3016038	HOLLYBANK PRIMARY SCHOOL	£11,811	£1,772	£1,772	£15,355
3016040	ARMOY PRIMARY SCHOOL	£8,390	£1,259	£1,259	£10,908
3016052	HARPURS HILL PRIMARY SCHOOL	£16,554	£2,483	£2,483	£21,520
3016058	PARKHALL PRIMARY SCHOOL	£15,723	£2,358	£2,358	£20,439
3016063	DUNCLUG PRIMARY SCHOOL	£7,332	£1,100	£1,100	£9,532
3016170	BALLYHENRY PRIMARY SCHOOL	£13,058	£1,959	£1,959	£16,976
3016225	WOODLAWN PRIMARY SCHOOL	£17,651	£2,648	£2,648	£22,947
3016249	EARLVIEW PRIMARY	£16,176	£2,426	£2,426	£21,028
3016252	BALLYSALLY PRIMARY SCHOOL	£17,159	£2,574	£2,574	£22,307
3016260	CLOUGHMILLS PRIMARY SCHOOL	£7,861	£1,179	£1,179	£10,219
3016447	BALNAMORE PRIMARY SCHOOL	£9,997	£1,500	£1,500	£12,997

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3030719	ST OLCAN'S PRIMARY SCHOOL	£7,861	£1,179	£1,179	£10,219
3030900	ST ANTHONY'S PRIMARY SCHOOL, LARNE	£9,071	£1,361	£1,361	£11,793
3033709	ST JOHN'S PRIMARY SCHOOL, COLERAINE	£13,058	£1,959	£1,959	£16,976
3036039	ST MARY'S PRIMARY SCHOOL, GLENVIEW	£17,008	£2,551	£2,551	£22,110
3036050	ST JOSEPH'S PRIMARY SCHOOL, ANTRIM	£18,595	£2,789	£2,789	£24,173
3036559	ST PATRICK'S & ST BRIGID'S PRIMARY SCHOOL	£19,937	£2,990	£2,990	£25,917
3036679	ST BRIGID'S PRIMARY SCHOOL, BALLYMENA	£21,297	£3,195	£3,195	£27,687
3042162	DESERTMARTIN PRIMARY SCHOOL	£4,006	£601	£601	£5,208
3046653	GAELSCOIL AN CHAISTIL	£10,280	£1,542	£1,542	£13,364
3052071	CARHILL INTEGRATED PRIMARY SCHOOL	£7,332	£1,100	£1,100	£9,532
3053333	BALLYCASTLE INTEGRATED PRIMARY SCHOOL	£15,610	£2,341	£2,341	£20,292
3056231	SIX MILE INTEGRATED PRIMARY SCHOOL	£9,222	£1,383	£1,383	£11,988
3056248	ROUND TOWER INTEGRATED PRIMARY SCHOOL	£18,331	£2,750	£2,750	£23,831
3066551	BRAIDSIDE INTEGRATED PRIMARY SCHOOL	£19,351	£2,903	£2,903	£25,157
3116150	SUNNYLANDS NURSERY SCHOOL	£6,198	£930	£930	£8,058
3116162	MOSSLEY NURSERY SCHOOL	£6,198	£930	£930	£8,058
3116167	STEEPLE NURSERY SCHOOL	£8,617	£1,293	£1,293	£11,203
3116215	KYLEMORE NURSERY SCHOOL (NEW)	£6,237	£936	£936	£8,109
3116263	BALLYSALLY NURSERY SCHOOL	£6,198	£930	£930	£8,058
3136183	ST JOSEPH'S NURSERY SCHOOL	£6,501	£975	£975	£8,451
3136332	ST ANTHONY'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
3210038	LARNE HIGH SCHOOL (NEW)	£22,851	£3,428	£3,428	£29,707
3210133	BALLYMONEY HIGH SCHOOL	£24,370	£3,656	£3,656	£31,682
3210202	GLENGORMLEY HIGH SCHOOL	£25,437	£3,815	£3,815	£33,067
3210222	DUNLUCE HIGH SCHOOL	£20,277	£3,042	£3,042	£26,361
3210300	COLERAINE COLLEGE	£15,949	£2,392	£2,392	£20,733
3210313	ABBEY COMMUNITY COLLEGE	£24,098	£3,615	£3,615	£31,328
3230075	OUR LADY OF LOURDES HIGH SCHOOL	£16,441	£2,466	£2,466	£21,373
3230084	ST PATRICK'S COLLEGE BALLYMENA	£23,199	£3,480	£3,480	£30,159

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3230110	ST JOSEPH'S COLLEGE, COLERAINE (NEW)	£18,520	£2,778	£2,778	£24,076
3230203	EDMUND RICE COLLEGE	£23,940	£3,591	£3,591	£31,122
3250149	CRUMLIN INTEGRATED COLLEGE (NEW)	£9,827	£1,474	£1,474	£12,775
3250207	PARKHALL INTEGRATED COLLEGE	£24,560	£3,684	£3,684	£31,928
3260290	NORTH COAST INTEGRATED COLLEGE	£18,840	£2,826	£2,826	£24,492
3310018	ROSSTULLA SPECIAL SCHOOL	£13,625	£2,044	£2,044	£17,713
3316512	SANDELFORD SPECIAL SCHOOL	£14,759	£2,214	£2,214	£19,187
3316514	RODDENVALE SPECIAL SCHOOL (NEW)	£8,518	£1,278	£1,278	£11,074
3316547	THORNFIELD HOUSE SCHOOL	£10,624	£1,594	£1,594	£13,812
3316570	KILRONAN SPECIAL SCHOOL	£10,110	£1,516	£1,516	£13,142
3316609	RIVERSIDE SPECIAL SCHOOL	£6,803	£1,020	£1,020	£8,843
3316676	CASTLETOWER SPECIAL SCHOOL	£17,764	£2,665	£2,665	£23,094
3340002	JORDANSTOWN SPECIAL SCHOOL	£11,594	£1,739	£1,739	£15,072
			Sub-total North Eastern Region		£1,399,735
SOUTH EASTERN REGION					
4010743	LARGYMORE PRIMARY SCHOOL	£13,682	£2,052	£2,052	£17,786
4010807	LISBURN CENTRAL PRIMARY SCHOOL	£15,988	£2,398	£2,398	£20,784
4010882	SEYMOUR HILL PRIMARY SCHOOL	£16,593	£2,489	£2,489	£21,571
4010885	TONAGH PRIMARY SCHOOL	£17,159	£2,574	£2,574	£22,307
4011345	NEWTOWNARDS MODEL PRIMARY SCHOOL	£21,411	£3,212	£3,212	£27,835
4011373	KIRKISTOWN PRIMARY SCHOOL	£9,146	£1,372	£1,372	£11,890
4011488	VICTORIA PRIMARY SCHOOL, BALLYHALBERT	£12,378	£1,857	£1,857	£16,092
4011507	PORTAVOGIE PRIMARY SCHOOL	£16,517	£2,478	£2,478	£21,473
4011566	BALLYWALTER PRIMARY SCHOOL	£13,738	£2,061	£2,061	£17,860
4011599	CASTLEWELLAN PRIMARY SCHOOL	£6,198	£930	£930	£8,058
4011632	CREGAGH PRIMARY SCHOOL	£13,965	£2,095	£2,095	£18,155
4011634	KILLYLEAGH PRIMARY SCHOOL	£9,751	£1,463	£1,463	£12,677
4011670	CLANDEBOYE PRIMARY SCHOOL	£18,595	£2,789	£2,789	£24,173
4011681	MILLISLE PRIMARY SCHOOL	£16,441	£2,466	£2,466	£21,373
4013013	BELVOIR PARK PRIMARY SCHOOL	£19,389	£2,908	£2,908	£25,205

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

4013023	BLOOMFIELD PRIMARY SCHOOL	£21,562	£3,234	£3,234	£28,030
4013038	TULLYCARNET PRIMARY SCHOOL	£7,635	£1,145	£1,145	£9,925
4013334	KNOCKMORE PRIMARY SCHOOL	£14,023	£2,103	£2,103	£18,229
4016002	KILCOOLEY PRIMARY SCHOOL	£14,362	£2,154	£2,154	£18,670
4016004	LONDONDERRY PRIMARY SCHOOL	£20,863	£3,129	£3,129	£27,121
4016083	WEST WINDS PRIMARY SCHOOL	£14,419	£2,163	£2,163	£18,745
4016144	OLD WARREN PRIMARY SCHOOL	£12,151	£1,823	£1,823	£15,797
4016235	DOWNPATRICK PRIMARY SCHOOL	£15,723	£2,358	£2,358	£20,439
4016503	BROOKLANDS PRIMARY SCHOOL	£23,236	£3,485	£3,485	£30,206
4031231	ST JOSEPH'S PRIMARY SCHOOL, BALLYCRUTTLE	£6,501	£975	£975	£8,451
4031328	CHRIST THE KING PRIMARY SCHOOL, BALLYNAHINCH	£9,997	£1,500	£1,500	£12,997
4031673	ST MARY'S PRIMARY SCHOOL, ARDGLASS	£8,768	£1,315	£1,315	£11,398
4033008	ST ANNE'S PRIMARY SCHOOL, DONAGHADEE	£5,972	£896	£896	£7,764
4033036	ST MARY'S PRIMARY SCHOOL, KILLYLEAGH	£9,524	£1,429	£1,429	£12,382
4033040	ST BRIGID'S PRIMARY SCHOOL, DOWNPATRICK	£18,217	£2,733	£2,733	£23,683
4033306	ST ALOYSIUS PRIMARY SCHOOL	£21,675	£3,251	£3,251	£28,177
4036016	ST JOSEPH'S PRIMARY SCHOOL, KILLOUGH	£6,576	£986	£986	£8,548
4036113	ST NICHOLAS' PRIMARY SCHOOL, ARDGLASS	£10,734	£1,610	£1,610	£13,954
4036148	ST MALACHY'S PRIMARY SCHOOL, BANGOR	£20,806	£3,121	£3,121	£27,048
4036182	ST COLMCILLE'S PRIMARY SCHOOL, DOWNPATRICK	£15,798	£2,370	£2,370	£20,538
4036285	THE GOOD SHEPHERD PRIMARY SCHOOL	£19,370	£2,906	£2,906	£25,182
4036480	ST KIERAN'S PRIMARY SCHOOL	£20,901	£3,135	£3,135	£27,171
4036591	OUR LADY QUEEN OF PEACE PRIMARY SCHOOL	£20,806	£3,121	£3,121	£27,048
4036618	CHRIST THE REDEEMER PRIMARY SCHOOL	£24,393	£3,659	£3,659	£31,711
4036635	ST MARY'S PRIMARY SCHOOL, NEWCASTLE	£20,466	£3,070	£3,070	£26,606
4036693	OUR LADY AND ST PATRICK PRIMARY SCHOOL	£22,035	£3,305	£3,305	£28,645
4036702	HOLY EVANGELIST PRIMARY SCHOOL	£23,592	£3,539	£3,539	£30,670
4046600	SCOIL NA FUISEOIGE	£11,358	£1,704	£1,704	£14,766
4046648	BUNSCOIL BHEANNA BOIRCHE	£8,768	£1,315	£1,315	£11,398

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

4051569	KIRCUBBIN INTEGRATED PRIMARY SCHOOL (NEW)	£15,610	£2,341	£2,341	£20,292
4051601	PORTAFERRY INTEGRATED PRIMARY SCHOOL	£6,576	£986	£986	£8,548
4051680	BANGOR CENTRAL INTEGRATED PRIMARY SCHOOL (NEW)	£24,016	£3,602	£3,602	£31,220
4053009	ANNSBOROUGH PRIMARY SCHOOL	£5,442	£816	£816	£7,074
4053308	FORT HILL INTEGRATED PRIMARY SCHOOL	£16,781	£2,517	£2,517	£21,815
4110035	NEWTOWNARDS NURSERY SCHOOL (NEW)	£6,198	£930	£930	£8,058
4116018	BARBOUR NURSERY SCHOOL	£6,198	£930	£930	£8,058
4136211	ST COLMCILLE'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
4136212	CONVENT OF MERCY NURSERY SCHOOL	£6,198	£930	£930	£8,058
4136286	GOOD SHEPHERD NURSERY SCHOOL	£6,198	£930	£930	£8,058
4136368	ST LUKE'S NURSERY SCHOOL	£6,198	£930	£930	£8,058
4136481	ST KIERAN'S NURSERY SCHOOL	£6,425	£964	£964	£8,353
4136606	ST THERESE'S NURSERY SCHOOL	£6,728	£1,009	£1,009	£8,746
4210012	MOVILLA HIGH SCHOOL	£16,215	£2,432	£2,432	£21,079
4210045	NENDRUM COLLEGE (NEW)	£21,430	£3,215	£3,215	£27,860
4210046	GLASTRY COLLEGE	£24,227	£3,634	£3,634	£31,495
4210051	LISNAGARVEY HIGH SCHOOL	£22,851	£3,428	£3,428	£29,707
4210262	DUNDONALD HIGH SCHOOL	£18,368	£2,755	£2,755	£23,878
4210316	BREDA ACADEMY	£26,268	£3,940	£3,940	£34,148
4230023	ST MARY'S HIGH SCHOOL, DOWNPATRICK	£21,297	£3,195	£3,195	£27,687
4230161	ST COLMAN'S HIGH SCHOOL, BALLYNAHINCH	£21,733	£3,260	£3,260	£28,253
4230211	ST MALACHY'S HIGH SCHOOL, CASTLEWELLAN (NEW)	£26,714	£4,007	£4,007	£34,728
4230223	ST COLM'S HIGH SCHOOL, BELFAST	£22,035	£3,305	£3,305	£28,645
4230224	DE LA SALLE HIGH SCHOOL	£20,485	£3,073	£3,073	£26,631
4250024	PRIORY COLLEGE	£23,849	£3,577	£3,577	£31,003
4260309	BLACKWATER INTEGRATED COLLEGE	£15,988	£2,398	£2,398	£20,784
4310008	BEECHLAWN SPECIAL SCHOOL	£14,476	£2,171	£2,171	£18,818
4310013	KILLARD HOUSE SPECIAL SCHOOL	£14,986	£2,248	£2,248	£19,482
4310019	ARDMORE HOUSE SPECIAL SCHOOL	£2,419	£363	£363	£3,145
4316022	BROOKFIELD SPECIAL SCHOOL	£13,228	£1,984	£1,984	£17,196
4316273	LONGSTONE SPECIAL SCHOOL	£13,228	£1,984	£1,984	£17,196

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

4316515	PARKVIEW SPECIAL SCHOOL	£14,419	£2,163	£2,163	£18,745
4316516	KNOCKEVIN SPECIAL SCHOOL	£9,524	£1,429	£1,429	£12,382
			Sub-total South Eastern Region		£1,499,796
SOUTHERN REGION					
5010992	LURGAN MODEL PRIMARY SCHOOL	£15,874	£2,381	£2,381	£20,636
5011119	DARKLEY PRIMARY SCHOOL	£7,710	£1,157	£1,157	£10,024
5011127	CARRICK PRIMARY SCHOOL, LURGAN	£21,714	£3,257	£3,257	£28,228
5011129	HART MEMORIAL PRIMARY SCHOOL	£21,524	£3,229	£3,229	£27,982
5011137	NEWTOWNHAMILTON PRIMARY SCHOOL	£6,879	£1,032	£1,032	£8,943
5011175	CORTAMLET PRIMARY SCHOOL	£9,600	£1,440	£1,440	£12,480
5011179	BESSBROOK PRIMARY SCHOOL	£9,827	£1,474	£1,474	£12,775
5011190	TULLYGALLY PRIMARY SCHOOL	£14,476	£2,171	£2,171	£18,818
5011520	DROMORE ROAD PRIMARY SCHOOL	£8,466	£1,270	£1,270	£11,006
5011596	GILFORD PRIMARY SCHOOL	£9,524	£1,429	£1,429	£12,382
5011611	IVEAGH PRIMARY SCHOOL	£17,310	£2,597	£2,597	£22,504
5011649	KILKEEL PRIMARY SCHOOL	£22,091	£3,314	£3,314	£28,719
5011651	MILLTOWN PRIMARY SCHOOL (NEW)	£6,274	£941	£941	£8,156
5011684	ANNALONG PRIMARY SCHOOL	£13,172	£1,976	£1,976	£17,124
5012280	MONEYMORE PRIMARY SCHOOL	£16,215	£2,432	£2,432	£21,079
5012615	BALLYTREA PRIMARY SCHOOL	£8,239	£1,236	£1,236	£10,711
5012643	STEWARTSTOWN PRIMARY SCHOOL	£5,594	£839	£839	£7,272
5012657	WALKER MEMORIAL PRIMARY SCHOOL (NEW)	£7,937	£1,191	£1,191	£10,319
5012720	DUNGANNON PRIMARY SCHOOL	£17,500	£2,625	£2,625	£22,750
5016007	MILLINGTON PRIMARY SCHOOL	£24,476	£3,671	£3,671	£31,818
5016065	DICKSON PRIMARY SCHOOL	£16,063	£2,410	£2,410	£20,883
5016080	DRUMGOR PRIMARY SCHOOL	£18,822	£2,823	£2,823	£24,468
5016117	BALLYORAN PRIMARY SCHOOL	£17,461	£2,619	£2,619	£22,699
5016200	QUEEN ELIZABETH II PRIMARY SCHOOL, POMEROY	£5,065	£760	£760	£6,585
5030972	ST OLIVER PLUNKETT'S PRIMARY SCHOOL, FORKHILL (NEW)	£12,208	£1,831	£1,831	£15,870
5030975	ST MALACHY'S PRIMARY SCHOOL, BALLYMOYER	£7,257	£1,088	£1,088	£9,433

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

5031070	ST MICHAEL'S PRIMARY SCHOOL, N'HAMILTON	£7,105	£1,066	£1,066	£9,237
5031086	CLONALIG PRIMARY SCHOOL	£14,476	£2,171	£2,171	£18,818
5031107	ST TERESA'S PRIMARY SCHOOL, TULLYHERRON	£6,047	£907	£907	£7,861
5031108	CLEA PRIMARY SCHOOL	£9,941	£1,491	£1,491	£12,923
5031126	MOUNT ST CATHERINE'S PRIMARY SCHOOL	£16,215	£2,432	£2,432	£21,079
5031135	ST OLIVERS' PRIMARY SCHOOL, CARRICKRAVADDY	£6,652	£998	£998	£8,648
5031146	ANAMAR PRIMARY SCHOOL	£4,913	£737	£737	£6,387
5031148	ST PATRICK'S PRIMARY SCHOOL, CROSSMAGLEN	£21,204	£3,181	£3,181	£27,566
5031158	ST PATRICK'S PRIMARY SCHOOL, NEWRY	£21,789	£3,268	£3,268	£28,325
5031160	ST TERESA'S PRIMARY SCHOOL, LURGAN (NEW)	£14,872	£2,231	£2,231	£19,334
5031163	ST BRIGID'S PRIMARY SCHOOL, G'DRUMMOND	£14,419	£2,163	£2,163	£18,745
5031169	ST BRIGID'S PRIMARY SCHOOL, DRUMILLY	£10,507	£1,576	£1,576	£13,659
5031176	ST PETER'S PRIMARY SCHOOL, CLOUGHREAGH	£20,202	£3,030	£3,030	£26,262
5031184	ST ANTHONY'S PRIMARY SCHOOL, CRAIGAVON	£24,605	£3,691	£3,691	£31,987
5031188	ST JOSEPH'S PRIMARY SCHOOL, MEIGH	£15,534	£2,330	£2,330	£20,194
5031340	ST JOSEPH'S CONVENT PRIMARY SCHOOL, NEWRY	£22,761	£3,414	£3,414	£29,589
5031669	ST JOHN'S PRIMARY SCHOOL, GILFORD	£11,301	£1,695	£1,695	£14,691
5032624	ST MACARTAN'S PRIMARY SCHOOL, CLOGHER	£6,576	£986	£986	£8,548
5032692	ST MARY'S PRIMARY SCHOOL, STEWARTSTOWN	£9,600	£1,440	£1,440	£12,480
5032699	ST MARY'S PRIMARY SCHOOL, DUNAMORE	£14,986	£2,248	£2,248	£19,482
5032703	ST PETERS' PRIMARY SCHOOL, MOORTOWN	£15,213	£2,282	£2,282	£19,777
5032713	DERRYCHRIN PRIMARY SCHOOL	£12,208	£1,831	£1,831	£15,870
5032717	ST PATRICK'S PRIMARY SCHOOL, MULLINAHOE	£16,971	£2,546	£2,546	£22,063
5033003	ST PAUL'S PRIMARY SCHOOL, CABRA	£8,466	£1,270	£1,270	£11,006
5033004	ST MARY'S PRIMARY SCHOOL, RATHFRILAND	£10,280	£1,542	£1,542	£13,364
5033025	ST PATRICK'S PRIMARY SCHOOL, BALLYMAGHERY	£19,541	£2,931	£2,931	£25,403
5036001	ST MARY'S PRIMARY SCHOOL, GLASSDRUMMAN	£5,745	£862	£862	£7,469
5036047	ST PATRICK'S PRIMARY SCHOOL, ANNAGHMORE	£17,159	£2,574	£2,574	£22,307
5036099	ST PATRICK'S PRIMARY SCHOOL, CULLYHANNA	£16,101	£2,415	£2,415	£20,931
5036101	ST BRENDAN'S PRIMARY SCHOOL	£22,428	£3,364	£3,364	£29,156

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SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS PROGRAMME IN 2016-17

5036108	ST JOSEPH'S PRIMARY SCHOOL, KILLEENAN	£10,451	£1,568	£1,568	£13,587
5036110	ST JOSEPH'S PRIMARY SCHOOL, BESSBROOK	£20,428	£3,064	£3,064	£26,556
5036118	ST MARY'S PRIMARY SCHOOL, POMEROY	£13,796	£2,069	£2,069	£17,934
5036120	ST PATRICK'S PRIMARY SCHOOL, MONEYMORE	£8,239	£1,236	£1,236	£10,711
5036130	ST LAURENCE O'TOOLE'S PRIMARY SCHOOL	£6,728	£1,009	£1,009	£8,746
5036173	ST JOHN THE BAPTIST PRIMARY SCHOOL, PORTADOWN	£21,902	£3,285	£3,285	£28,472
5036433	ST MALACHY'S PRIMARY SCHOOL, CARNAGAT	£18,444	£2,767	£2,767	£23,978
5036545	ST COLMANS' PRIMARY SCHOOL, KILKEEL	£15,837	£2,376	£2,376	£20,589
5036567	HOLY TRINITY PRIMARY SCHOOL, COOKSTOWN	£24,393	£3,659	£3,659	£31,711
5036586	PRESENTATION PRIMARY SCHOOL	£18,029	£2,704	£2,704	£23,437
5036590	PRIMATE DIXON PRIMARY SCHOOL	£23,350	£3,503	£3,503	£30,356
5036610	ST FRANCIS' OF ASSISI PRIMARY SCHOOL	£12,831	£1,925	£1,925	£16,681
5036633	ST FRANCIS' PRIMARY SCHOOL, LURGAN	£25,716	£3,857	£3,857	£33,430
5036634	ST CLARE'S ABBEY PRIMARY SCHOOL, NEWRY	£22,541	£3,381	£3,381	£29,303
5046241	DRELINCOURT INFANTS SCHOOL	£4,384	£658	£658	£5,700
5046597	BUNSCOIL AN UIR	£8,844	£1,327	£1,327	£11,498
5046637	GAELSCOIL UÍ NEILL	£14,986	£2,248	£2,248	£19,482
5046692	GAELSCOIL NA MBEANN	£5,745	£862	£862	£7,469
5056013	KILBRONEY INTEGRATED PRIMARY SCHOOL	£11,470	£1,721	£1,721	£14,912
5066554	WINDMILL INTEGRATED PRIMARY SCHOOL	£17,235	£2,585	£2,585	£22,405
5066657	PHOENIX INTEGRATED PRIMARY SCHOOL	£15,610	£2,341	£2,341	£20,292
5110017	RAILWAY STREET NURSERY SCHOOL	£4,384	£658	£658	£5,700
5116189	MILLINGTON NURSERY SCHOOL	£8,390	£1,259	£1,259	£10,908
5116197	KILKEEL NURSERY SCHOOL	£6,425	£964	£964	£8,353
5116256	DOWNSHIRE NURSERY SCHOOL	£6,198	£930	£930	£8,058
5136217	ST JOHN THE BAPTIST NURSERY	£6,350	£952	£952	£8,254
5136342	ST MALACHY'S NURSERY	£6,198	£930	£930	£8,058
5136629	SEAVIEW NURSERY SCHOOL (NEW)	£8,164	£1,225	£1,225	£10,614
5210121	CITY ARMAGH HIGH SCHOOL	£18,368	£2,755	£2,755	£23,878
5210186	NEWRY HIGH SCHOOL (NEW)	£21,411	£3,212	£3,212	£27,835
5230056	ST JOSEPH'S BOYS' HIGH SCHOOL, NEWRY	£20,183	£3,027	£3,027	£26,237
5230059	ST COLUMBAN'S COLLEGE	£13,001	£1,950	£1,950	£16,901

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5230076	ST PATRICK'S COLLEGE, BANBRIDGE (NEW)	£19,238	£2,886	£2,886	£25,010
5230108	ST MARY'S HIGH SCHOOL, NEWRY	£23,774	£3,566	£3,566	£30,906
5230135	ST MARK'S HIGH SCHOOL	£25,897	£3,885	£3,885	£33,667
5230157	ST PAUL'S HIGH SCHOOL, BESSBROOK	£31,551	£4,733	£4,733	£41,017
5230167	ST JOSEPH'S HIGH SCHOOL, CROSSMAGLEN	£24,091	£3,614	£3,614	£31,319
5230192	ST JOSEPH'S COLLEGE, COALISLAND	£19,427	£2,914	£2,914	£25,255
5230213	LISMORE COMPREHENSIVE SCHOOL	£28,264	£4,240	£4,240	£36,744
5230256	DRUMCREE COLLEGE	£14,419	£2,163	£2,163	£18,745
5230278	HOLY TRINITY COLLEGE	£27,205	£4,081	£4,081	£35,367
5230293	ST PATRICK'S COLLEGE, DUNGANNON	£24,174	£3,626	£3,626	£31,426
5250216	BROWNLOW INT COLLEGE	£18,142	£2,721	£2,721	£23,584
5260286	INTEGRATED COLLEGE DUNGANNON (NEW -GMI)	£23,456	£3,518	£3,518	£30,492
5316519	RATHORE SCHOOL	£14,192	£2,129	£2,129	£18,450
5316520	DONARD SPECIAL SCHOOL	£8,693	£1,304	£1,304	£11,301
5316521	CEARA SPECIAL SCHOOL	£11,528	£1,729	£1,729	£14,986
	520			Sub-total Southern Region	£1,967,139

2 schools –confirmed as closing during 2016/17	Overall Total due to Eligible ES 2016/17		£9,999,938
Decision awaited on potential amalgamation however will not take place during 2016-17 financial year			
19 New Schools 2016/17 (excludes 1 new GMI school)			
7 Buffer schools 2015/16 again fully eligible 2016/17			
4 exiting schools 2014/15 or 2015/16 re-entering 2016/17 programme			
17 school fall into Buffer Zone 2016/17	Plus Total buffer schools		£150,107
12 Exiting Schools 2016/17	Plus Total exiting schools		£26,271
31 Clusters participating in Enhancing the Use of Irish programme	Plus IM strand		£276k
	Plus Administration costs		£200k
20 VGS/GMI Schools (includes 1 school new to ES programme and IM resources due to Thornhill College)	Less Total GMI/VGS		-£598,135
	Initial 2016/17 ES Allocation (rounded)		£10,055k

EXTENDED SCHOOLS ALLOCATION 2016/17 –BUFFER SCHOOLS

DE Ref	BUFFER School	% of total pupils entitled to free school meals	% of total pupils living in a NRA/30% most deprived wards/SOAs	Core Amt	15% Cluster	Additional 15% parenting	Total Alloc Due
1010157	ROSETTA PRIMARY SCHOOL	35.97	41.11	8,749	1,312	1,312	£11,373
2011789	MOAT PRIMARY SCHOOL	35.20	38.40	5,622	843	843	£7,308
2016127	MAGUIRESBRIDGE PRIMARY SCHOOL	33.64	4.67	5,111	767	767	£6,645
2031874	ST PATRICK'S PRIMARY SCHOOL, DERRYGONNELLY	33.33	0.00	5,650	848	848	£7,346
2116628	LIMAVADY NURSERY SCHOOL	34.62	41.03	3,099	465	465	£4,029
3010470	CARNALBANAGH PRIMARY SCHOOL	35.90	0.00	2,608	391	391	£3,390
3012250	PORTSTEWART PRIMARY SCHOOL	34.55	2.55	9,166	1,375	1,375	£11,916
3050866	BALLYMONEY CONTROLLED INTEGRATED PRIMARY SCHOOL	33.90	29.66	10,148	1,522	1,522	£13,192
3316510	HILL CROFT SPECIAL SCHOOL	34.93	50.00	6,218	933	933	£8,084
4011657	LISNASHARRAGH PRIMARY SCHOOL	29.37	48.84	9,666	1,450	1,450	£12,566
4031665	ST PATRICK'S PRIMARY SCHOOL, BALLYNAHINCH	35.64	49.09	8,674	1,301	1,301	£11,276

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4116240	CASTLEREAGH NURSERY SCHOOL	21.15	46.15	3,099	465	465	£4,029
4116307	GLENBROOK NURSERY SCHOOL	25.00	50.00	3,099	465	465	£4,029
5030958	ST JOHN'S PRIMARY SCHOOL, EGLISH	33.33	3.92	3,062	459	459	£3,980
5031110	CHRISTIAN BROTHERS' PRIMARY SCHOOL	35.63	46.04	11,282	1,692	1,692	£14,666
5031133	ST MALACHY'S PRIMARY SCHOOL, ARMAGH	35.85	39.15	7,975	1,196	1,196	£10,367
5210016	KILKEEL HIGH SCHOOL	22.47	49.47	12,239	1,836	1,836	£15,911
OVERALL TOTAL	17						£150,107

EXTENDED SCHOOLS ALLOCATION 2016/17 –EXITING SCHOOLS

DE Ref	Exiting School Name	% of total pupils entitled to free school meals	% of total pupils living in a NRA/30% most deprived wards/SOAs	Allocation due for period Apr-June 2015
2016029	DRUMACHOSE PRIMARY SCHOOL	32.76	34.13	£4,752
2036090	ST NAILE'S PRIMARY SCHOOL, KINAWLEY	31.68	0.00	£2,471
2036247	ST COLUMBA'S PRIMARY SCHOOL, NEWBUILDINGS	18.18	48.48	£1,814
2036415	OUR LADY OF LOURDES PRIMARY SCHOOL, OMAGH	28.69	5.74	£2,768
3030547	ST PATRICK'S PRIMARY SCHOOL, PORTRUSH	30.99	33.80	£1,908
3056708	MALLUSK CONTROLLED INTEGRATED PRIMARY SCHOOL (school changed to controlled integrated status so has changed ref no. from 3010812)	25.00	16.67	£795
4010788	DUNMURRY PRIMARY SCHOOL	26.34	19.51	£3,733
4110029	BANGOR CENTRAL NURSERY SCHOOL	29.11	31.65	£1,559
4116176	DOWNPATRICK NURSERY SCHOOL	26.92	23.08	£1,058
5031166	ST MICHAEL'S PRIMARY SCHOOL, CLADY	27.08	8.33	£1,474
5036463	ST JOSEPH'S PRIMARY SCHOOL, CALEDON	31.82	0.00	£1,398
5316523	SPERRINVIEW SPECIAL SCHOOL	35.85	30.19	£2,541
OVERALL TOTAL	12			£26,271

Appendix A

ES IM Cluster Group	Lead School	Allocation
Belfast Region		
St Joseph's College	St Joseph's College (1230275)	£10,000
Circle of Friends	Bunscoil Bheann Mhadagain (1046596)	£10,000
Upper Springfield	Gaelscoil na Móna (1046671)	£10,000
Greater Falls -Primary	Gaelscoil na bhFál (1046571)	£5,880
Greater Falls –Post Primary	Colaiste Feirste (1240291)	£6,955
		Sub total Belfast Region: £43k
Western Region		
Strabane 1	St Patrick's PS, Newtownstewart (2036008)	£2,000
Strabane 5	Holy Cross College (2230301)	£10,000
TRIAX 1	Gaelscoil Eadain Mhóir (2046646)	£9,745
TRIAX 2	St Joseph's Boys' High School (2230131)	£9,508
Outer West, Derry	Gaelscoil Na Daroige (2046687)	£9,852
Outer North 1, Derry	Thornhill College (2420052 –VGS)	£10,000
Outer North 2, Derry	Bunscoil Cholmcille (2036574)	£8,300
Waterside 2	Immaculate Conception College (2230254)	£9,950
Omagh 2	St Dymphna's PS, Dromore (2036186)	£9,437
Fermanagh 1	Bunscoil an Traonaigh (2046669)	£10,000
Limavady 2	St Canice's PS, Feeney (2032263)	£10,000
Omagh 3	Dean Maguirc College (2230138)	£10,000
		Sub total Western Region: £99k
North Eastern Region		
Newtownabbey 2	Edmund Rice College (3230203)	£10,000
		Sub total North Eastern Region: £10k

Appendix A

South Eastern Region		
Downpatrick	Our Lady and St Patrick PS (4036693)	£4,750
TACT	Scoil na Faiseoige (4046600)	£9,640
Dundonald	Dundonald High School (4210262)	£4,270
		Sub total South Eastern Region: £19k
Southern Region		
Gaelscoil Uí Neill	Gaelscoil Uí Neill (5046637)	£9,926
Armagh City	St Brigid's HS, Armagh (5230160)	£6,750
Lurgan	St Francis PS (5036633)	£9,160
Bessbrook	St Joseph's PS, Bessbrook (5036110)	£10,000
County Armagh	Christian Brothers' PS, Armagh (5031110)	£10,000
South Armagh	St Joseph's HS, Crossmaglen (5230167)	£9,525
NAMES	St Joseph's Boys' HS, Newry (5230056)	£10,000
Brownlow	Lismore Comprehensive (5230213)	£10,000
The Fews	St Michael's PS, Newtownhamilton (5031070)	£9,030
Coalisland	Primate Dixon PS (5036590)	£10,000
		Sub total Southern Region: £95k
Overall Total due to EA (excludes Outer North 1, Derry- due to a VGS)		£266k