



# Extended Schools Programme Annual Report 2017/18



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## **EXECUTIVE SUMMARY**

The Extended Schools Programme was launched in June 2006 and 2017/18 marks the 12<sup>th</sup> year that it has supported schools operating in the most disadvantaged contexts across Northern Ireland in the provision of extended day activities and services. The aim of the Extended Schools Programme is to reduce underachievement and improve the quality of life for children and young people from disadvantaged backgrounds. The programme is delivered in the context of a range of education policies such as Every School a Good School (ESAGS) as well as existing Targeting Social Need (TSN) policies and programmes such as Full Service Schools and Neighbourhood Renewal.

This year brought the challenge of a 14% reduction in the overall Extended Schools budget however this report illustrates how schools and clusters continued to provide activities and services which deliver positive outcomes for pupils, parents, schools and communities.

In 2017/18 the Department of Education (DE) provided £8.953m to 552 schools and 155 clusters to deliver on over 3000 action plans during the financial year. Funded schools are identified using deprivation criteria applied by DE on an annual basis and a list of schools with funding allocations for this year is included in Appendix A of this report. Each school is responding to unique needs in their community 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.

This is borne out in the summary of main findings for 2017/18 contained in Chapter 4. Although the budget cut meant a reduction in the volume of activities, the proportion of programme wide indicators such as High Level Outcomes being addressed, time of day of programmes and category of programme remain relatively unchanged. Schools continue to prioritise literacy and numeracy support programmes for pupils in order to directly tackle underachievement and in recent years there has been an increase in the number of targeted support services such as Speech and Language and Counselling.

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, neighbouring schools and various other statutory, community and voluntary organisations in the local community. More detailed information on this partnership working is provided in Chapter 5. Cluster annual (evaluation) reports provided evidence to show how clusters are operating effectively to deliver positive outcomes. Likewise the reports demonstrate the positive impact of increased numbers of parents getting involved in the life of the school and their children’s education.

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The management of the Extended Schools Programme both at school and Education Authority level is outlined in Chapter 6. For 2017/18 the Education Authority introduced a new delivery model for Extended Schools. This was in response to feedback from schools to streamline various aspects of the programme but also took into account reduced staffing levels within the EA School Development Service. This new way of working was agreed with the Department of Education (DE) and ensured the required levels of accountability remain in place. Implementation of this new model was successful and the Education Authority will continue to consult with schools and work with DE to further refine how the programme is delivered moving forward.

Chapter 7 of this report provides a summary of the positive impact and benefits that extended schools delivered 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 2010 however an ETI evaluation of Extended Schools Clusters was carried out in May 2018 with the final report expected to be published later in the 2018/19 academic year.

This report concludes that 2017/18 was another successful year for schools and clusters delivering the Extended Schools Programme. Continued progress is based on identifying areas of development with accompanying recommendations and these are referenced throughout the report. Schools and Clusters provide evidence of positive outcomes for pupils, parents and communities and can also show the value of the range of partnership arrangements now in place. Emerging community linked policies such as Community Planning and Shared Education provide additional opportunities for improving programme outcomes through this partnership approach. A review of the Extended Schools Programme should be carried out to identify how extended schools and clusters can maximise these opportunities. The Education Authority should continue to review and refine the current Delivery Model which has increased autonomy for schools while still retaining the required accountability measures. Continuing a risk based approach to supporting schools will ensure that schools most in need of support receive help. Summary information on the recommendations is contained in Chapter 8 of this report.

Further details on the Extended Schools Programme is available on the DE website [www.deni.gov.uk](http://www.deni.gov.uk). A list of schools funded as well as those clusters funded specifically in support of Irish language activities 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 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.'* 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 published by the Department of Education and this sharpened the focus of the Extended Schools Programme 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 was introduced to support those Extended Schools Clusters wishing to enhance the use of the Irish language across schools and communities. All of these additional strands of funding continued in 2017/18.

This report covers the financial year 2017-18. The total allocation for the Extended Schools Programme for 2017-18 was £9.152m which included all funding (£8.677m) made available to 552 individual schools, a further £276k in support of the Irish language strand highlighted above, as well as £200k for administrative services provided by the EA. (See Appendix A for breakdown of ES resources in 2017/18 including individual school entitlements.)

The most recent ETI inspection of the Extended Schools Programme was published in July 2010. An ETI Inspection of Extended Schools Clusters was carried out in May 2018 however the report is still to be published at the time of this report.

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### 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 2017/18;
- 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 2017/18 DE objectives from the (draft) Programme for Government (PfG) framework 2016-2021 include:

- increase the % of school leavers attaining 5 or more GCSEs at A\*-C (or equivalent) including GCSEs in Maths and English to **69.7%** in 2017/18;
- increase the % of Free School Meals Entitlement (FSME) pupils attaining 5 or more GCSEs at A\*-C (or equivalent) including GCSEs in English and Maths4 to **42.7%** in 2017/18.

#### 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

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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 2017-18 which supported these long term strategies to improve performance. These included:

- The Full Service Schools Programme in North Belfast and Full Service Community Network in West Belfast;
- Neighbourhood Renewal Programmes funded by the Department for Communities (DfC) 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.

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### **Measuring Impact**

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 this 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 21.

As part of this restructuring the Education Authority has now established a Community and Schools team within the School Development Service. This team will co-ordinate a range of community linked education programmes and policies including Community Planning to improve outcomes for pupils, families and communities.



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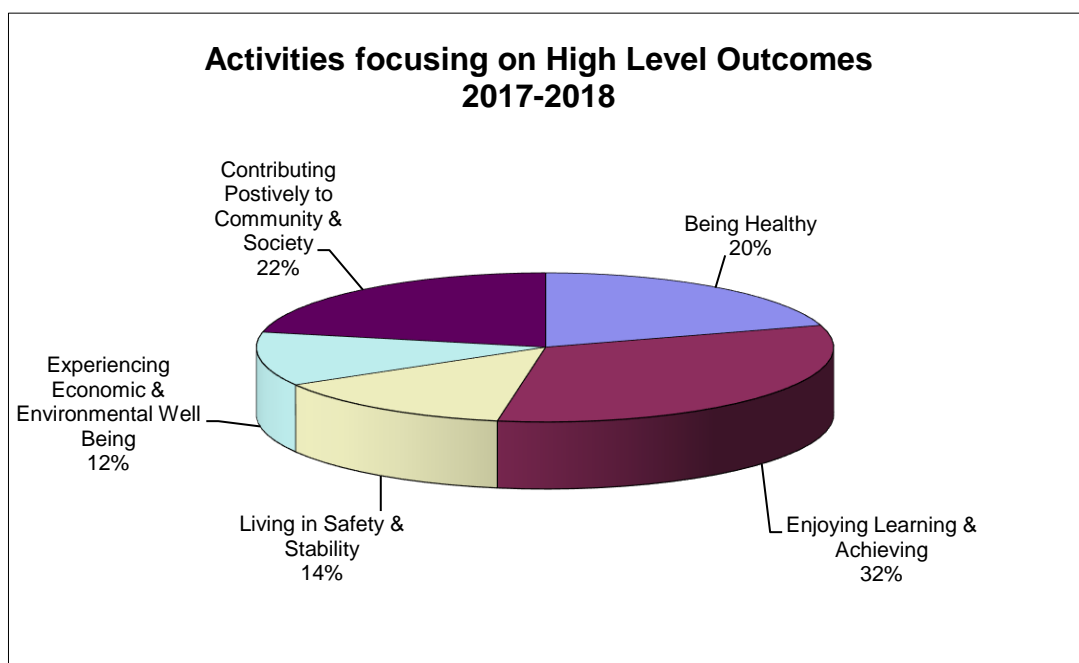
### 3. METHODOLOGY

- 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. 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 an online annual attendance/monitoring report for each activity. The monitoring report requires schools and clusters to record the status of each activity as: planned, delayed cancelled 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 annual attendance/monitoring reports are completed at the end of March, the schools have six weeks in which to complete an annual report. In consultation with schools the Annual Report format for 2017/18 was revised to create a more efficient reporting system. 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, EA officers 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 2017/2018, 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, implementation and evaluation of cluster programmes. A number of Sharing Good Practice sessions were delivered in the Summer Term of 2018 and details of these will be included in the 2018/19 report.
- 3.6** Throughout the year, the EA officers also worked with schools to identify examples of good practice that help inform the development of the Extended Schools Programme.

#### 4. SUMMARY OF FINDINGS FROM 2017-2018

##### 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 the then Office of the First Minister and deputy First Minister (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 (HLO’s) in 2017/18.



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.

*Supporting our children to be confident; independent and responsible is the very essence of our Extended School Programme. 2. Through the clubs offered and the coaches/ tutors acting as positive role models; the children are guided; supported and encouraged to be independent, positive decision makers. 3. Our Extended School offers each child opportunities and experiences but it is the responsibility of each child to make the most of this opportunity and develop their skills to the highest level. 4. The overarching aim of the Northern Ireland Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. It is therefore the aim of our Extended School to empower our children. The coaches/ tutors try to instil independence and maturity into the children. They use child friendly strategies; support learning; encourage risk taking and scaffold the activities to ensure every child is challenged and encouraged to be confident and independent. 7. Our clubs are social occasions. Talking and Listening is a key element with interaction between the coach and the children. The children are encouraged to be themselves and their successes and achievements are celebrated which helps to build their confidence and self-esteem.*

*Holy Family PS, Belfast*

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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 Attendance

In 2017/18 Extended Schools had the option of completing one annual attendance/monitoring or continuing with the three attendance/monitoring points during the year which are averaged to give the average attendance figure.

Attendance figures are influenced by a range of factors however a significant change in funding can lead to marked increases or decreases. The budget reduction for 2017/18 is likely to be the main factor behind reduction in the number of pupils and community members attending programmes.

	Average Attendances 2012- 2018		
	Pupils	Parents	Community
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
2017-18	116,551	27,253	18,040

Some schools completed attendance for the year in one submission at the end of the year. This is a participation figure rather than an average attendance figure and may have resulted in the figures being skewed slightly for 2017/18. From 2018/19 all schools will move to a single annual monitoring form. Accumulated total participation figures gathered from these will more accurately reflect pupils and parents participating in at least one ES activity or service throughout the school year. This will be taken account of in next year's Annual Report (2018/19) compiled by the EA.

*Tree of Knowledge workshop for parents was attended by 93 % of Year 8 parents and it introduced parents to the development needs of their children and how they as parents could support their children as they make the transition. The follow on Numeracy Programme and Reading workshops for both parents and pupils held in both primary schools across Key Stage 1 and 2 offered support to parents for example; St Malachys Primary School Read all about it programme engaged 150 KS1/2 pupils with a further 21 post primary pupils acting as reading partners. 50 parents attended the corner to read workshops. Bunscoil Bheanna Boirche a much smaller cluster school engaged 20 KS1/2 pupils and 6 parents attended the numeracy workshops. The impact is that approximately 56+ parents across the cluster now feel empowered to support their children with reading and numeracy which undoubtedly will increase confidence and reduce the anxiety of helping their child at home. Through the cluster*

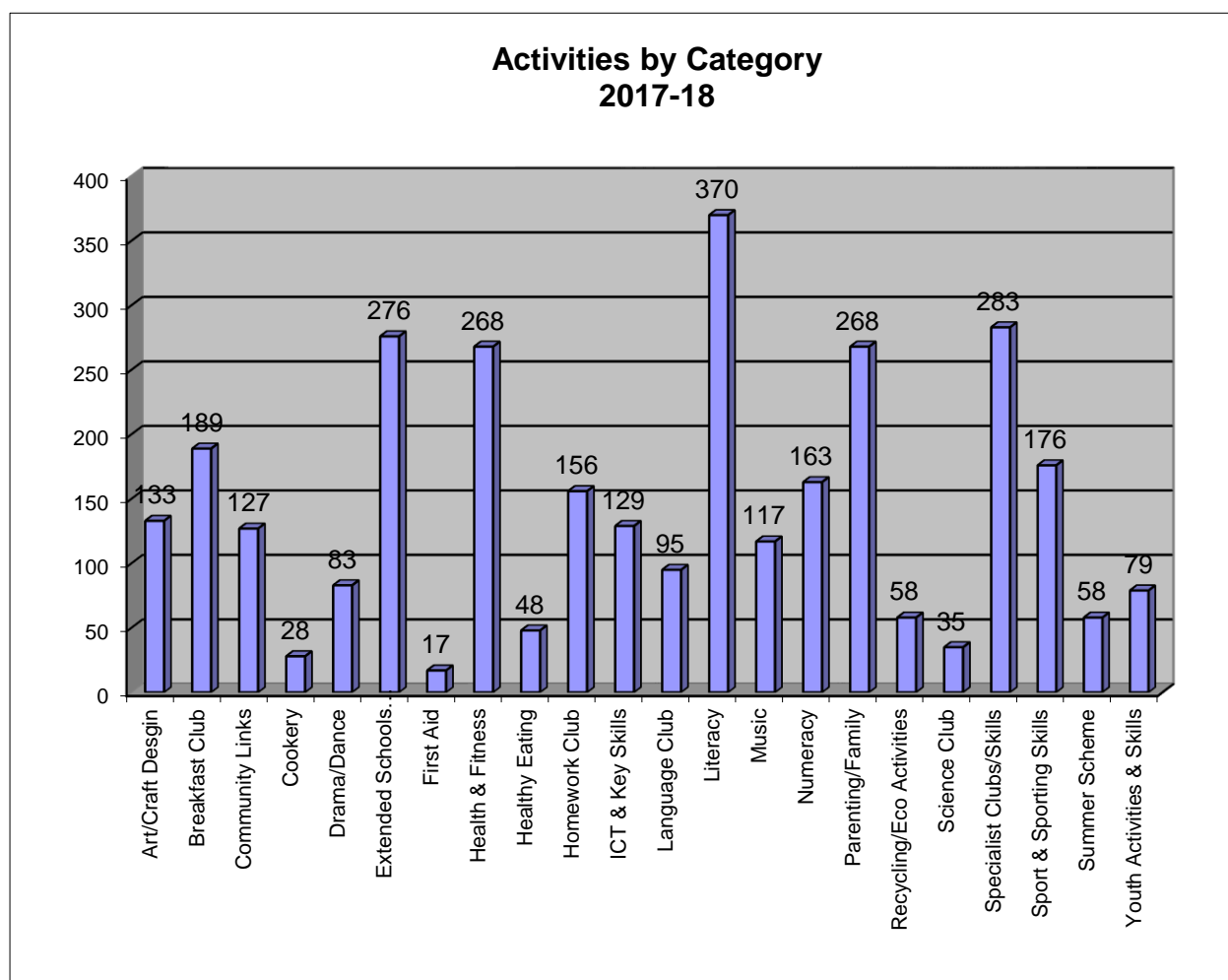
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*collaboration parents from the two schools as well as the year 8 parents (155) from St Malachys have become more involved in the learning of their child. They attended workshops on “helping your child with maths at home” and “Reading to and with your child”. This has allowed them to spend quality time with their children playing fun maths games and reading fun books whilst instilling a love for the subject. They are now actively involved and assisting in the learning and can complement what is going on in school.*

*Castlewellan/St Malachy’s High School Cluster*

### 4.3 Category of Activities

To support schools in demonstrating progress and impact, a range of categories relating to the type of provision on offer was developed and included in the Action Plan form on NIESIS. 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 2016/17 with literacy and specialist clubs, including ICT, Science and other subject specific provision, along with sports remaining the most popular provision. A reduction in the number of action plans and activities per category was recorded for the 2017/18 report. This can be attributed to two factors:

- i) In 2017/18 there was an 14% reduction in the overall budget apportioned across eligible schools

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- ii) EA Officers continue to advise schools, where possible, to merge action plans with a similar theme (e.g. Literacy) into one action plan in order to reduce administration.

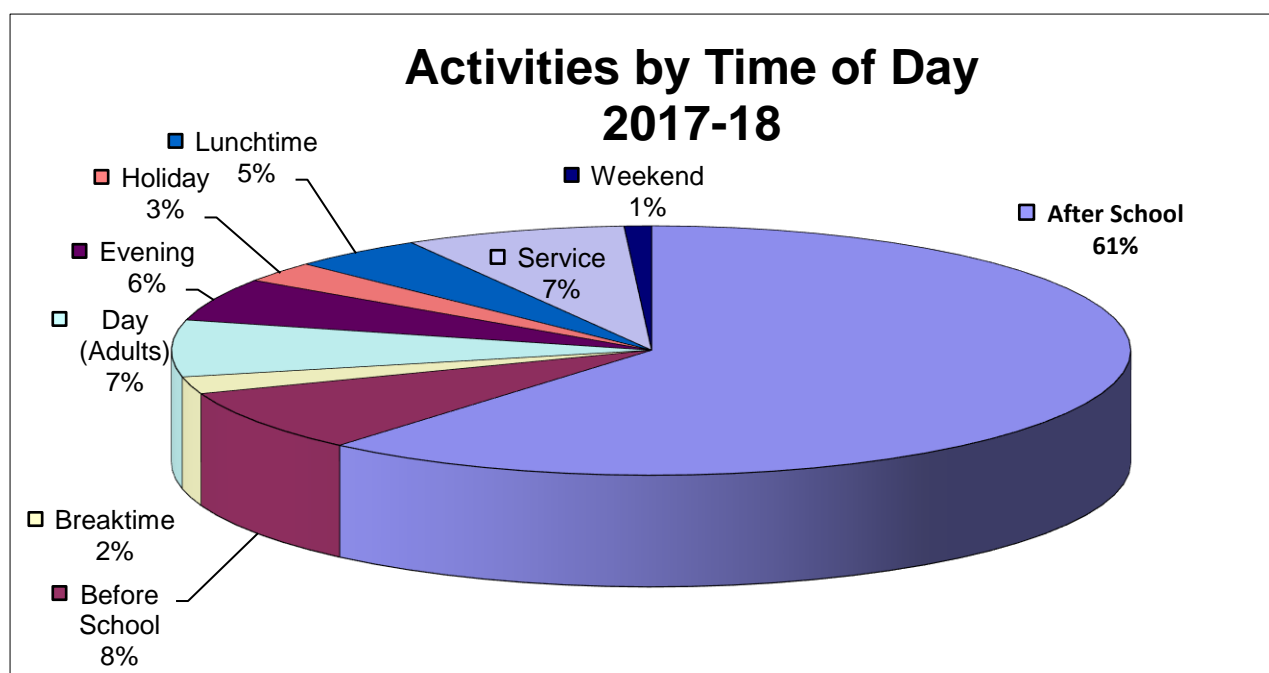
Feedback from schools indicated that the categories offered on NIESIS do not always accurately match the action plan activity. For example areas of growth over the last number of years including counselling provision and speech and language are not listed as separate categories.

### Area for Development/Recommendation

EA should review the categories section for ES Action Plans to take account of feedback from schools and amend NIESIS accordingly. This will ensure there is a more accurate reflection of the types of activities being delivered and allows for improved identification of trends in provision.

#### 4.4 Activities by Time of Day

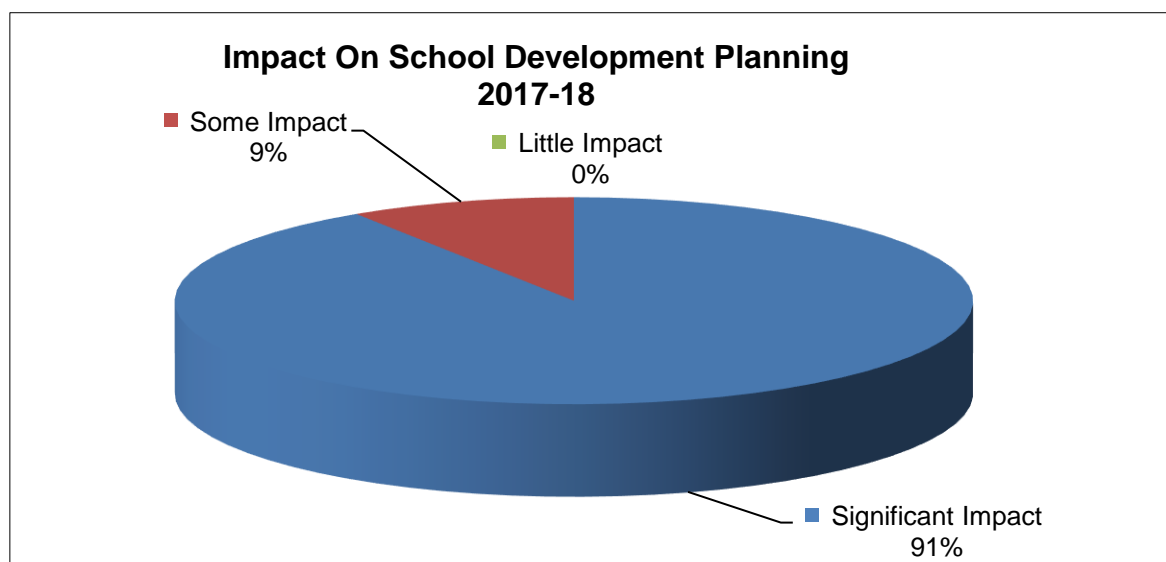
The Extended Schools Programme only permits funding to be utilised outside of curriculum time unless provision is being made for a specialist, professionally delivered and time bound intervention for a child (e.g. counselling or speech and language therapy). As a result, schools are required to define 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 category that has increased in recent years has been the delivery of service which reflects enhanced demand for such additional provision and points to schools using ES resources to meet gaps in provision elsewhere in the system.

### 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 2017-2018.



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

Schools were asked to assess the impact on School Development Planning as a whole whereas in previous years they assessed each individual activity. The number of schools reporting "significant" impact on their school development plan has increased from 84% to 91% in 2017/18.

Examples of how the Extended Schools programme has impacted on School Development Planning (taken from 2017-18 Annual Reports) include:

*The ESP is approved by the senior management team and is fully embedded in the SDP. ESP has developed the reputation and the ethos of the school, improving the opportunities available and making it more a caring and healthy community for all. This is clearly reflected in the ESP action plans. The ESP has had significant impact which is visible in a number of ways. The ESP has improved pupil confidence, achievement, skill level and attainment in Literacy and Numeracy across the school in line with the targets for Literacy and Numeracy set out in the SDP. Pupil attendance has improved in correlation with an increase in the number of extra classes available to pupils. Punctuality has improved due to the ongoing popularity and success of the Breakfast Club. The free additional classes after school have focused on developing the use of practical and interactive Maths to develop clear knowledge of topics. This has taken place through differentiated, additional classes after school to develop children's ability to use practical Maths in problem solving.*

*Holy Rosary PS , Belfast*

*Key areas in our SDP include targeting underachievement and improving pupils' attendance. These areas were taken into consideration when planning the extended schools programme in relation to work with children and parents.*

*Particular programmes for parents such as maths works, essential skills programmes and linguistic phonics as well as our targeted programmes for pupils which include homework club, breakfast club, moving on club and 'ready to learn' are linked with this aspect of our SDP. Our Ready to learn programme in St Patricks supports pupils in year 3. They were targeted using school data such as standardised scores, attendance data and pastoral care data linked to our positive behaviour data. The pupils received three hours of intervention for 20 weeks. Pupil evaluations show that pupils' confidence has increased as well as their willingness to improve. Parent evaluations illustrate that parents feel their children have increased their enjoyment of reading at home, talking about their school day and that their children are interested in literacy.*

*The data illustrates that all pupils have increased their literacy age after the programme.*

*Pupil Literacy Age Prior to programme Literacy Age after programme*

*Pupil A 6:3 to 7:6      Pupil B 5:10 to 6:3      Pupil C 5:10 to 6:6*

*Pupil D 5:8 to 5:10      Pupil E 5:9 to 6:3      Pupil F 5:8 to 5:11*

*St Patrick's PS, Belfast*

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 emphasise to schools as to how they might adapt their programmes to better support school development planning.

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 continue to work with the Department of Education and schools to review how the ES programme can align more closely with the school development planning (SDP) process. This should include reviewing if and how the funding cycle for Extended Schools could potentially be aligned to the SDP cycle. It is essential that schools (and clusters) include community needs and priorities when considering School Development priorities

Within the Education Authority, cross directorate links should be established to provide co-ordinated support for the school development planning process. For example Children and Young People's Service, including Youth Services and Education Welfare Services, can provide guidance and support in some service delivery areas within the Extended Schools Programme.

#### 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 within their Annual Report. Their detailed responses, recorded within the NIESIS online system, are summarised below:

Indicator	Strong Evidence	Some Evidence	Little Evidence
Reducing Underachievement	66%	33%	1%
Fostering Health, Well-being and Social Inclusion	47%	43%	10%
Improving Life Chances	37%	57%	6%
Developing the Integrated Delivery of Support and Services	45%	45%	10%

Within the annual report schools assess the strength of the evidence they have gathered. This evidence is not verified or quality assured and this must be borne in mind when drawing conclusions from this analysis. This year the categorisation of the evidence changed from a numbered grading (1-5) to the headings above (Strong, Some Evidence etc). This was in response to a request from schools to simplify the scoring process. As each of the above 4 indicators also had sub indicators a coding system was agreed to produce overall assessments for each of the 4 main indicators. Although this change in methodology has resulted in some variations from previous years the indicator “Reducing Underachievement” remains the area for which schools and clusters are able to provide most evidence of impact.

***The support through Extended Schools as helped pupils in school achieve beyond expectation both in the classroom and outside. The Booster Classes and access to ICT through the Homework Club has contributed to 92% of pupils achieved 5 or more A\* to C at GCSE and 83% reached this level when English and Mathematics is included; 36% above the NI average for similar schools. Literacy and Numeracy support has had a positive effect on achievement; all pupils feel they can and do achieve.***

***Castlederg HS***



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As stated previously in this report it is not always possible to attribute improved attainment solely to one factor (such as an individual extended school activity or service) 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.

*This year is the second year of a three year SDP cycle. As with previous plans there is necessarily a focus on literacy and numeracy.*

*The P7 class is small in number - 15 - and with significant SEN. Their targets were: - Literacy: 36% to achieve level 4 or better. Numeracy: 36% to achieve level 4 or better.*

*These results were surpassed with 43% in Literacy and 43% in numeracy.*

*Obviously a great many factors have influenced the overall improvement but the fact that many of these children attend extended schools activities - especially P6/7 extension club has undoubtedly been a contributory factor. The Parenting programme has again been a huge success. 28 families attended our FAST activities and there was a waiting list. In addition this year we started the Families connect programme with 8 P1 families (Save the Children programme). This was extremely well received and is an excellent programme. We hope to roll this out to all the parents in P1 next year. This excellent response has undoubtedly led to even better relationships between parents and teachers.*

*Taughmonagh PS, Belfast*

A number of changes were made in 2017/18 to the accountability requirements for schools. Further details of this are included in Chapter 6 on Programme Management. The EA will continue to review these requirements in consultation with DE, schools and relevant stakeholders.

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### 5. PARTNERSHIP WORKING

#### 5.1 Cluster Working

Since its launch in 2006, a major element 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 of 30% allows schools to enhance cluster relationships and work in partnership to deliver a more extensive range of activities across schools and communities.

In 2017-18, 552 schools participated in 155 Extended Schools' clusters. Of these, a total of 31 clusters also received an additional allocation to provide Irish language cluster activities.

Schools recognise the benefits of participating in clusters and working in partnership with other schools and external agencies for the pupils and the wider community. Schools continue to report the benefits of working in clusters and this is evident from the 2017/18 cluster annual reports. Some of the examples are referenced below in extracts from annual reports:

*Our programmes have enabled the cluster group to work closely with relevant statutory and voluntary agencies including: Greater Shantallow Area Partnership; Aurora(Counselling services); Outer North Neighbourhood Partnership; EA; WHSCT; Mental Health (Gransha); Parents Advice Centre; GPs; The Leaving and Aftercare Team; North West Regional College and UU (Magee); Talk 2; Nerve centre; Liberty consortium; LCA; Cornshell Community Network; In your Space; Stem Aware; SCRA and Leafair Mens Health group.*

*Outer North Extended Schools Cluster*

*We have partnered with various groups to support the education of our children and community. Neighbourhood Renewal has supported our Cluster and our individual schools and we are also supported by our local council, Cairde Uí Neill, Conradh na Gaeilge, Gaelbhratach, Gaeltacht, CEA Primary Irish and Aspects of Shared Cultural Heritage Programme and the local secondary schools who have developed skills to enable them to go into primary schools and offer their skills in Irish.*

*IMES Coalisland Area Cluster*

*All the programmes we have developed have emerged from discussions within the cluster members. They have been a further development of previous work as well as new strategies using community partnerships to raise achievement in literacy and numeracy.*

*Waterside 1 Cluster*

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Currently there are a number of factors which will influence how ES Clusters operate in the future. These include:

- The increasing number of partnerships being established as part of the Network Shared School Improvement (NSSI) established as part of the Shared Education Programme. There will inevitably be overlap between the two programmes however consideration needs to be given how duplication is avoided and where possible links can be established to maximise outcomes for pupils and families.
- Community Planning has been introduced across all Councils. The Education Authority should provide support to ensure that ES clusters can connect to the Community Planning infrastructure in order to maximise the potential of the cluster.
- An ETI evaluation report on Extended Schools Clusters is due to be published later in 2018 and will include recommendations on the development of clusters.

Area for Development/Recommendation
<p><b>Any review of the Extended Schools Programme should consider how Extended Schools Clusters can integrate further with current and emerging school and community policies and structures.</b> Examples include partnership arrangements established under Shared Education and Community Planning priorities identified in each Council area.</p>

Further 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 in 2012/13 has seen an increase in the number and range of parental 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 Extended Schools Programme, this additional funding provided schools with the opportunity to specifically focus on their needs. In addition to programmes providing parents with the skills to support their child at home, it has also provided opportunities for parents to work alongside their children. Parents have also been offered support to focus on their own education and in some cases improve their employment opportunities. Over 27,000 parents participated in extended schools activities in 2017/18.

Schools and clusters provided evidence of positive outcomes for parents and recorded many examples of good practice in annual reports. Sustained and meaningful involvement of the parents of children most in need of additional support remains an ongoing challenge for many schools. Schools are able to attract parents for one off events however assessing long term impact of this is difficult. Where schools are able to access networks of support services such as those in large urban

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areas with an established infrastructure there is a joint approach to engaging parents which has been successful.

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

*We at Tudor Lodge Nursery School always strive to include parents in all aspects of our school life, planning and evaluation. Our re introduction of a designated parents coordinator (as advised by ETI) has had a positive impact for our parents encouraging them to become involved. We have had many parents' events this year all of which were well attended. We continue to ask parents to complete questionnaires three times per year asking questions which help us to always improve our service. Our Summer club remains popular and provides excellent continuity for children as they transition to P1. Children are able to play and take part in many craft, physical and fun activities in a safe and secure environment. This has had a particular beneficial effect on SEN children who have attended due to the smaller number of children.*

*Turf Lodge NS, Belfast*

*The main aim of our Extended school programme is to involve parents as much as possible in the education of their children. We are complimenting the Extended School Programme with GRTL funding and together, offering parents information, services and resources to assist with this aim. Parents have been very receptive to the programmes on offer this year. Children are excited to engage in activities and programmes. We have noticed a marked improvement in the children's interest in story in general. We have also noted that many children are confident when using puppets. Children are sharing their experiences of using story sacks.*

*Ballysally Nursery School , Coleraine*

### 5.3 Irish Language Strand

In 2017/18 those clusters of schools wishing to deliver programmes designed to promote learning and awareness of the Irish language across schools and communities continued to be supported. The objectives of this funding scheme when launched 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 Lófa 2015 aim of encouraging 5000 people to sign up to becoming fluent in Irish by 2015.

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In 2017/18, a total of 31 clusters incorporating different school sectors participated in this element of the Programme benefitting from £276k of funding (See Appendix A). The Clusters involved delivered a wide range of programmes for pupils, families and the wider community and reported many benefits including parents being more able to help their children with homework and improved GCSE results for pupils.

*Both parents and pupils have remarked that they are introducing new vocabulary into their daily routine, giving orders, making requests, commenting on the weather etc. in Irish. They have also commented that the classes are fun, interactive, set at a good pace and motivate them to use their cúpla focal!*

*IMES Bessbrook Cluster*

*Teachers and parents expressed high levels of satisfaction that homework was being completed to a better standard, children were more able to work independently and misconceptions were more readily corrected. This has had a direct impact on reducing underachievement, fostering well being and improving life chances.*

*IMES Downpatrick Cluster*

*Pupils transferring from both Bunscoil Cholmcille and Gaelscoil na Daróige have advanced language skill levels. Such pupils must be catered for in their development. They are fast-tracked on to a GCSE programme and entered for GCSE Irish at the end of their Year 8. Students attained A\* in 2017 GCSE Irish language.*

*IMES Outer North 1*

### 5.4 External Partnerships

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

*Student Support Worker - working cross phase between both Ballymoney High School and Leaney Primary School providing: counselling, small group sessions, signposting to other statutory and non-statutory bodies including the Young Mens Support Project. Acting as a liaison between home and school, as well as a link from primary to post primary is a major part of this role.*

*Ballymoney Cluster*

*We work closely with the local Outer West Sure Start programme and we are also well supported by the West Belfast Partnership Board. Closer links have also been forged with the various local G.A.A. Clubs. Through our Gardening and Healthy eating programme we have also links with Colin Glen Allotments.*

*CBS Cluster Belfast*

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EA officers noted that where there is a more established community infrastructure in an area it is more likely for schools and clusters to avail of community based services and establish partnerships. For example, extended schools clusters in large urban areas such as Belfast and other Neighbourhood Renewal Areas, are more likely to have developed these links. It is more challenging for schools in rural areas to establish links with external organisations.

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### 6. PROGRAMME MANGEMENT

This section provides contextual information and evaluation of how the Extended Schools Programme was managed in 2017-2018 at both school and Education Authority level.

#### 6.1 Overview of Programme Management

In 2017-2018 the Extended Schools Programme consisted of:

- A total of 552 schools receiving funding of which 27 exited the programme but received runout costs for the period April-June 2017;
- 1 school declined the offer to participate in the programme;
- A budget of £9.153m was allocated by DE in respect of the Extended Schools Programme in 2017/18- a reduction of approx. 14% from the 2016/17 allocation.  
Of this:
  - £8.436m was allocated to EA for controlled/maintained schools;
  - £200k was allocated to EA as a contribution for administrative/staff costs associated with EA support services to Extended Schools;
  - £517k was allocated directly by DE to grant maintained integrated/voluntary grammar schools (although these schools were subject to exactly the same programme procedures).
- There was a delay in the confirmation of the ES budget for 2017/18 however all funding was allocated out to schools as per DE allocations;
- A total of 3,162, action plans were submitted on NIESIS and approved by the EA. Of these:
  - 2,679 plans were submitted by schools
  - 483 plans were submitted by clusters
- Schools were given a six week period up to the end of September 2017 to submit action plans for the 2017/18 financial year. This was extended for clusters to the end of October 2017. Exact figures are not available but approx. 80% of school plans were submitted before the set deadline but 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 to 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.

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Schools reported some areas of the action plan requests duplicate information to be submitted and consideration should be given to streamlining the action plan format.

### Area for Development/Recommendation

**Ongoing review and streamlining of the 2017/18 delivery model for the Extended Schools Programme.** The Education Authority should ensure any proposed changes are consistent with the need to align closely with the School Development Planning process.

### 6.3 School Co-ordination/Management

In a majority of schools participating in the programme the school will allocate a reasonable 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.

### 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 on their own. 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. During 2017/18 ETI completed an evaluation of Extended Schools Cluster however this report has not yet been published. The EA will consider the findings of this report including any relevant recommendations in taking forward any review of the Extended Schools programme delivery and processes.

*The Cluster Coordinator of the cluster is actively involved in local agencies in the community and has been the successful conduit between the schools and the community. 5 community organisations are actively involved in the Cluster - Whiterock Children's Centre, SVDP, Job Assist, Surestart and Springhill House*

*Upper Springfield Cluster, Belfast*

*We strive to offer the best services to support our pupils and families. With the joined up approach from our cluster schools and the more positive communication we feel that we are better able to achieve this.*

*CBS Cluster Belfast*

### 6.5 Consultation with Schools

As well as ongoing feedback from schools via contact with EA officers, a consultation process was continued in 2017/18 year which included a further meeting with a principal's focus group. This was



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with a view to informing the management arrangements for the Extended Schools Programme in 2017/18 and then into 2018/19. The feedback from schools was as follows:

- a) support for the principle of closely aligning the Extended Schools action planning with the internal school development planning process.
- b) review of action plan format for 2018/19
- c) the monitoring and evaluation processes should be reviewed to remove repetition and reduce the bureaucratic burden on schools however there was support for retaining the NIESIS system.

Area for Development/Recommendation
<b>Continue consultation with schools regarding the refinement of the delivery model for ES programme (see also recommendation on page 22)</b>

### 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 2017/18:

#### 1. Monitoring visits

For 2017/18, a risk based methodology for monitoring visits was agreed with DE. Additional financial information was requested as part of the monitoring visit report. A sample of approximately 15% of extended schools received a monitoring visit with priority given to those schools identified as needing additional support. In addition a selection of random schools were visited and all visits were recorded.

#### 2. 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. ES officers continue to work with finance colleagues to implement a consistent approach for the allocation of finances to schools and clusters in 2018/19 which now also includes VGS/GMI schools.

In order to ensure a common regional approach all cluster funding was allocated to the lead school in the cluster. The schools in the cluster then agreed how to reconcile costs or transfers.

Area for Development/Recommendation
<b>Continue a risk based approach to management of the programme:</b> The Education Authority should continue to implement the Delivery Model agreed for 2017/18. Ongoing assessment of risk will continue to inform the Delivery Model going forward and any proposed changes should involve consultation with schools and the Department of Education.

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### 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 the Community. Benefits of the programme are accompanied by evidence statements as well as extracts taken directly from 2017/18 school and cluster annual reports.

#### 7.1 Benefits/Outcomes for Learners

<b>1. Contributes to the raising of standards for pupils</b>	
<b>EVIDENCE</b>	<b>ANNUAL REPORT STATEMENTS</b>
<ul style="list-style-type: none"> <li>▪ Schools reported quantitative and qualitative evidence in Annual Reports to demonstrate improved pupil attainment.</li> </ul>	<p><i>In May 2017 10 children were identified as underachieving in literacy and 6 children were identified as underachieving in numeracy. These children were retested in May 2018. In literacy 7 of these children improved their PTE score from the previous year and in numeracy 5 of these children improved their PTM score. Attendance registers show that these children all attended clubs regularly, that is at least twice a week.</i></p> <p style="text-align: right;"><b><i>Ballougry PS, Derry</i></b></p> <p><i>Overall, the school has maintained their good results and in English in particular there has been significant improvement with the English Language results rising to 66% A* to C and over 70% in English Literature A* to C..</i></p> <p style="text-align: right;"><b><i>Dunluce College, Bushmills</i></b></p>
<ul style="list-style-type: none"> <li>▪ A total of 98% of schools reported in their Annual Report they had “strong” or “some” evidence that their Extended Schools Programme reduced underachievement.</li> </ul>	<p><i>Our GCSE Results continue to be above the average for non-selective schools with an overall average result of 70% A*-C. In line with the SDP Priority to raise levels in literacy and numeracy; pupils have: gained GCSEs in English; Maths and Personal Finance/ Financial Capability; through on-going revision classes and the enhanced curriculum plan which has enabled pupils to achieve grades they never thought possible. These initiatives highlight the positive affect the Extended Schools programme has had upon raising attainment in literacy and numeracy in line with the SDP.</i></p> <p style="text-align: right;"><b><i>St Colm’s High School, Belfast</i></b></p> <p><i>Amazing brains workshops addressed how pupils could improve achievement within these areas. Cluster activities with CTK - included Literacy and Numeracy workshops/Book awards. Various awards won within the STEM programme.</i></p> <p style="text-align: right;"><b><i>Sacred Heart College, Omagh</i></b></p>

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<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>The children in P1-P3 in particular benefited from this year's programme. A lot of different Literacy and Numeracy based activities were carried out during indoor and outdoor play at 2-3 club. The Film Club also contributed significantly to the overall Literacy standard. The children were given the opportunity to increase their comprehension skills in a relaxed; non-threatening environment. Their work was carried out on the computer and therefore could be easily edited. The children often worked collaboratively developing their co-operation, communication and social skills. This was further developed through Book Club where talking and Listening as well as reading were stressed. Cookery Club participants also completed written activities during their programme. Through Maths activities, younger children benefited from using different, practical strategies to develop thinking skills as well as basic maths skills. Children with ASD benefitted from Lego club which has enabled them to communicate their difficulties.</i></p> <p style="text-align: right;"><b>Killyleagh PS</b></p> <p><i>The vast majority of our ES funding goes towards our twilight classes which provides a range of additional awards for our pupils and revision opportunities particularly for GCSE Maths and English. We have empirical data which reflects the correlation between success and those engaging with us through ES programmes.</i></p> <p style="text-align: right;"><b>CBS, Belfast</b></p>
<ul style="list-style-type: none"> <li>▪ EA officers have noted the increasing use of commercial packages such as Accelerated Reader and Mathletics or specific support programmes such as Reading Partnership as a means to provide additional literacy and numeracy support.</li> <li>▪ During monitoring visits schools commented that such programmes can be delivered effectively in an extended school environment and provide quantitative evidence of progress.</li> </ul>	<p><i>Accelerated Reading and Maths, Lexia and Symphony programmes used at home and in school show improvements in pupil results. Summer School well attended by pupils going into P4 and P7. Supported by parents.</i></p> <p style="text-align: right;"><b>Harmony PS, Belfast</b></p> <p><i>A variety of After school clubs give opportunities for our children to improve their academic achievements but in a fun, creative and interesting way. We held an IT Coding Club this year and this was an extremely popular club with all the children. They were given opportunities to use the computer suite and become more competent with Coding programming skills. Some children benefited from Shared reading and Rocket maths clubs, learning in a fun and unique way which supported the work done in the class and enhance the child's learning. These clubs both test children at the beginning of the programme and again at the end giving paper evidence of their benefits to our children.</i></p> <p style="text-align: right;"><b>Carrick PS, Lurgan</b></p> <p><i>Statistical evidence from Star Reader indicated that 75% of pupils have made improvements in reading. GL results also show that all year groups have had value added. The</i></p>

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	<p><i>leaders' oral feedback would suggest that pupils' ability to listen attentively and respond to stories and songs has improved throughout the year. Informal teaching opportunities are planned by staff each day to develop literacy and numeracy skills and through effective questioning, pupils are continually consolidating their learning.</i></p> <p style="text-align: right;"><b>Dromore Road PS, Warrenpoint</b></p> <p><i>Since the introduction of numeracy classes afterschool - attainment A-C at GCSE has increased by 20%. Additional English Classes have also improved attainment by 15% across KS3 and KS4.</i></p> <p style="text-align: right;"><b>St Joseph's College, Coleraine</b></p> <p><i>; 45% of pupils in Year 8 have seen their reading age improve between 1 and 4 years. The final testing will take place in June 2018. The school continue to work closely with the English Department on a new literacy policy. Learning Guidance forums, intervention diaries, individual learning plans, extra workshops after school and Easter School have all worked towards the end goal of raising pupil attainment.</i></p> <p style="text-align: right;"><b>Movilla High School, Newtownards</b></p> <p><i>Our pupil attendance has improved last year and the development of the Accelerated reading and Athletics was responsible for some of this increase as it gave children a more significant purpose to come to school and enabled them to succeed. Parents were also able to see them improvements children were making.</i></p> <p style="text-align: right;"><b>Holy Trinity PS, Enniskillen</b></p>
<ul style="list-style-type: none"> <li>▪ The majority of schools report evidence that Extended Schools Programmes contributes to improved attendance.</li> </ul>	<p><i>Our breakfast club encourages our pupils to come earlier to school from 8:15-8:45am. This has had a positive contribution to improving attendance figures. The enjoyment of learning will also have a positive contribution to improving attendance. By helping children overcome barriers to their learning and improving standards, children will have a better outlook on school improving attendance rates.</i></p> <p style="text-align: right;"><b>Strabane PS</b></p> <p><i>Since the introduction of the ESP average attendance has increased from 91.4% in 2007/08 to 93.8% in 2008/09 to 93.4% in 2009/10 to 94.5% in 2010/11 to 94.8% in 2011/12 to 95.4% in 2012/13 to 95.5% in 2013/14 to 95% in 2014/15 to 95.6% in 2015/16. This year it has remained an impressive level of 95.6%.</i></p> <p style="text-align: right;"><b>Newtownards Model PS</b></p> <p><i>In some activities such as the Newcomer support and provision we need see improving levels of attendance with the Romanian contingent of Newcomer children. This is primarily down to the input from the Leader, a LSA from St.</i></p>

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	<p><i>Patrick's, Ballymena who assisted us with improving our existing provision and reaching out to newcomer families who had no English. Other activities also used low attendance rates as an indicator for targeting underachievement and supporting children who were in need. Activities were well attended and warmly received. There was an increase in attendance rates during the time of the Newcomer provision activity however the targeted focus group is unreliable with varying degrees of attendance due to the nomadic culture. Pupil attendance increased for some pupils in 2018 by 20% during the activity.</i></p> <p style="text-align: right;"><b>St Benedict's College, Antrim</b></p> <p><i>We are on target to meet our target of 94.5% attendance for the academic year 2017/18. We do feel that due to all the activities we have on offer that this does encourage girls to come to school. With some of the programme aimed at boosting self-confidence and self-esteem this also helps children overcome issues that they may have with coming to school.</i></p> <p style="text-align: right;"><b>St Mary's High School, Newry</b></p>
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### 2. Targets help at those in need to reduce barriers to learning.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> <li>▪ Baseline information on the action plans specifies how schools are targeting need within their programmes.</li> </ul>	<p><i>The number of pupils that have been subject to referral and assessment through both our school counsellor and therapeutic intervention. Teachers have noted a marked improvement in the attendance of these pupils along with improved self-esteem and self-worth.</i></p> <p style="text-align: right;"><b>Cedar Lodge Special School, Belfast</b></p> <p><i>Health promotion is a key development issue for our school and our extended schools programme is designed to support mental and physical well-being. Our programme encourages pupils to start the day with a healthy breakfast and to relax and socialise before school starts. Our after schools programme enables children to enjoy a variety of dance and sports activities daily in a safe and secure environment and is run by skilled qualified coaches. Pupils' evaluations show that 84% of pupils who attend active after schools activities (sports and dance) do not attend these types of activities outside school. Pupils can also access a variety of other activities such as art, cookery, Lego and ICT which are enjoyable and encourage new friendships with pupils in various classes and year groups.</i></p> <p style="text-align: right;"><b>St Patrick's PS, Belfast</b></p> <p><i>Language support - small targeted group support, 1:1 depending on need; wide range of PSED opportunities to develop self-esteem and build confidence. Practical workshops for parents to support children's attention and listening. Progress parent meetings with S&amp;L therapist to</i></p>

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	<p><i>offer advice and specific support strategies. Support for specific children during transition to P1 through liaison with parents, S&amp;L therapist and new teacher.</i></p> <p style="text-align: right;"><b>Strathfoyle NS</b></p>
<ul style="list-style-type: none"> <li>▪ Schools can provide evidence in their Annual Report of the positive impact on targeted groups of pupils.</li> </ul>	<p><i>In 2017/18 81 children were screened using the Wellcomm Language Programme by our Speech and Language Therapist. Results showed that 52 children were progressing satisfactorily, 29 children were identified as needing intervention. The majority had made significant progress after receiving group support run by staff with SLT support. Those children identified with significant difficulties (12) were referred to Trust Speech Therapy if they were not already known to them.</i></p> <p style="text-align: right;"><b>Belmont NS</b></p> <p><i>Our children come to school because it is a happy place to be. With our Rights respecting schools, schools council and our newly formed Anti Bullying Ambassadors children see they are a part of the school. This is borne out by a 95.5% attendance for last year.</i></p> <p style="text-align: right;"><b>St Oliver Plunkett PS, Derry</b></p> <p><i>Children identified, through on-going formative assessment, as experiencing difficulties in their learning, have been afforded the opportunity to avail of 1-1 support during their attendance at After-school clubs. Tutors are specifically chosen for their ability to work with both specific needs, in addition to those which may be generic to those children within a NR school. All relevant assessment data would appear to verify that this approach is providing children with strategies, allowing them more independence to overcome academic challenge.</i></p> <p style="text-align: right;"><b>Millburn PS, Coleraine</b></p> <p><i>The students' self-management and self-regulation skills have been honed in order to allow them to identify their strengths and identified areas where they need support. The additional resources through ES funding in the school allows pupils to independently select resources and access a wider range of support strategies to complete tasks of developing complexity. All programmes are youth led or young people centred where young people's / student decision making is central to the aim; including the personal development programmes; sporting activities; counselling; after school clubs and enterprise project. This enhances the leadership of the student council and the other roles i.e. mentor; head girl; prefect etc. The students have also been signposted to outside the school community with external agencies to help overcome barriers if needed. Working along with the students allowed us to make changes if needed to the ESP.</i></p> <p style="text-align: right;"><b>Hazelwood College</b></p>
<ul style="list-style-type: none"> <li>▪ Schools (and clusters) increasingly engage external services to meet the needs of pupils and families.</li> </ul>	<p><i>The cluster provision remains strong, with all schools working together to share resources. These shared resources include the Parent support officer; Counselling services and the Mercy</i></p>

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<p>Examples include speech and language, counselling and family support.</p> <ul style="list-style-type: none"> <li>▪ Provision of services accounted for 7% of total Extended Schools Programmes.</li> </ul>	<p><i>College Transition Programme. There are many advantages to this shared approach; Schools coordinate well with each other when timetabling and when booking activities and promoting parent-events in each other's schools.</i></p> <p style="text-align: right;"><b>Mercy PS, Belfast</b></p> <p><i>Some of the initiatives and strategies offered in 2017/18 included: PATHS programme of PDMU for all pupils, Counselling services, Family support services, MAP mentoring programme, Online safety workshop (PSNI), Parent numeracy workshop.</i></p> <p style="text-align: right;"><b>Millisle PS</b></p> <p><i>Extended schools provides funding so that highly professional outside agencies can be deployed to help overcome barriers to learning in school. The pupils acquire skills to self-manage and parents are also supported. Professional advice was also disseminated to school staff which was implemented in the classroom.</i></p> <p style="text-align: right;"><b>St Joseph's Convent PS, Newry</b></p> <p><i>Student Support Worker - counselling, small group sessions, signposting to other statutory and non-statutory bodies including the Young Men's Support Project. Student Support Mentor - working with specific pupils in Year 12 in individual and small group settings to target specific areas of weakness and reduce barriers to learning. Student Nurture Support Centre - working with pupils to reduce suspensions, build resilience, consider strategies to support learning in the classroom.</i></p> <p style="text-align: right;"><b>Ballymoney High School</b></p>
<ul style="list-style-type: none"> <li>▪ 93% of schools stated they had "strong" or "some" evidence that their Extended Schools Programme provided children centred strategies which help overcome barriers to learning.</li> </ul>	<p><i>This is particularly true at GCSE level as targeted pupils were first informed about Essential Skills and The Prince's Trust through a general conversation with the Extended Schools Coordinator and then via a detailed letter that went home to parents. This allowed pupils to weigh up the pros and cons for them personally committing to one or more of these programmes; before making their final decision. The vast majority targeted opted in to the class and this tells us they felt supported and encouraged to avail of the support on offer.</i></p> <p style="text-align: right;"><b>St Fanchea's College, Enniskillen</b></p> <p><i>We have just undertaken our Literacy PTE tests. We have 93% achieving standardised literacy scores of 90 and above which is very pleasing. Pupils writing is improving as a result and their command of language is improving.</i></p> <p style="text-align: right;"><b>Moat PS, Fermanagh</b></p> <p><i>Through the Extended Schools Programme a series of Assessment Windows have been introduced for year 11 &amp; 12 pupils, where targets are set and monitored on a regular bases. The GCSE results in 2017 show that 77% of Year 12 pupils achieved GCSE grades of 5 or more A*-C, with 44% of</i></p>

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	<p><i>pupils achieving 5 or more A*-C including English and Mathematics.</i></p> <p style="text-align: right;"><b>Priory Integrated College, Holywood</b></p> <p><i>Since September the learning mentor worked with 52 KS4 pupils as follows: • Total 13 Yr. 11 - 12 ongoing, 1 discharged due to improvement • Total 39 Yr. 12 – 7 ongoing, 28 discharged due to improvement, 4 discharged due to lack of engagement • Total 28 boys and 16 girls Many pupils were supported due to 'barriers to learning', be they pastoral or academic.</i></p> <p style="text-align: right;"><b>St Patrick's and St Brigid's College, Dungiven</b></p>
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### 3. Benefits learners through provision of additional opportunities.

EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>Our parents are more confident educators of their children. Parents realise that by taking part in their child's play that they are also supporting their child's learning. Some of our parents have completed the basic level of Makaton for which they have received accreditation. Parents have organised a coffee morning in aid of Marie Curie and have also supported other fund raising activities. Parents are represented on our eco-school committee and also attend information sessions in nursery when possible.</i></p> <p style="text-align: right;"><b>St Teresa's NS, Belfast</b></p> <p><i>Parents and pupils were educated together and this helped parents be aware of how to control the use of social media. They felt empowered to support their children. Children knew that parents had relevant information to help monitor their use of the internet.</i></p> <p style="text-align: right;"><b>Holy Cross Girls' PS Belfast</b></p> <p><i>Afterschool Clubs: Computer, gardening, drumming provided pupils the opportunities to use learnt knowledge in a real life practical situations. Provision of support in Literacy. Gardening club developed civic pride and increased the opportunities for improving the school environment.</i></p> <p style="text-align: right;"><b>Queen Eliz II PS, Pomeroy</b></p> <p><i>A parent support group was held in Spectrum Centre on a Tuesday evening for parents of both primary and post primary students. A variety of topics were covered including - Help your Child to succeed, raising aspirations, internet safety, keeping healthy and transition. Parents surveyed felt that the group had a great impact on them. They also noted that they felt more comfortable and confident now in approaching the school to seek support or guidance.</i></p> <p style="text-align: right;"><b>Shankill Cluster</b></p>



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<b>4. Improves the physical health and well-being of pupils.</b>	
<b>EVIDENCE</b>	<b>ANNUAL REPORT STATEMENTS</b>
<ul style="list-style-type: none"> <li>▪ Almost all schools and clusters (90%) provided “strong” or “some” evidence that extended schools is fostering health and well-being.</li> </ul>	<p><i>90% of our pupil population engage in the After School Games Skills activities. For many pupils, outside of classroom PE lessons, this is their only opportunity in the week to engage in physical activity in a fun environment with their peers, especially in a semi-rural environment. At Breakfast Club also, there are a range of physical activities that help pupils prepare for the day ahead.</i></p> <p style="text-align: right;"><b>St Eugene’s PS, Victoria Bridge</b></p>
<ul style="list-style-type: none"> <li>▪ Schools provide evidence of increased numbers of pupils and parents engaging in physical activities.</li> </ul>	<p><b>Cycle Against Suicide Event:</b> <i>The 2 day programme was hosted in our school. The cyclists had a stop off/ base while in Belfast. We also had a full programmes of stories, good practise and raising awareness in the assembly hall. Speakers included our pupils, staff, parents, cyclists, principal, past pupil and a showcase of positive work in school and outside school. (DVDS, Youth group-Mental Health Resource Pack). We also had all the external organisations set up stalls in the canteen on help and support they provide. The audience included our school students, 7 other schools, parents, community members, external organisations and staff. The impact was very strong and the messages were very powerful, with amazing and inspirational feedback. The young people/students, staff and PTFA all worked together to organise this amazing event.</i></p> <p style="text-align: right;"><b>Hazelwood College, Belfast</b></p> <p><i>The majority of Key Stage 2 pupils attended this club and really enjoyed it. The children made great progress in developing their badminton skills and knowledge. The children competed in a mini tournament in the local Church Hall. Furthermore, some of the pupils are now attending the local junior badminton club outside of school.</i></p> <p style="text-align: right;"><b>Newtownbutler Primary School</b></p>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>The programmes on offer are over and above what can normally be provided in school. Funding means that children and families can access language / literacy support; music tuition; ICT training and family support (usually beyond the financial means for most parents). This support is also available to all families within the cluster, using the East Belfast Hub as the gateway. The parent support worker makes herself available to every family in need and will call in every organisation / agency at her disposal for children and families within the cluster.</i></p> <p style="text-align: right;"><b>Nettlefield PS</b></p>

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<b>5. Provides positive outcomes for pupils through parental involvement.</b>	
EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> <li>▪ Schools have reported that parents' attitudes to school have improved as a result of engagement through Extended Schools Programmes.</li> </ul>	<p><i>Parental engagement in the developmental workshops demonstrates a renewed commitment towards supporting their children at home. The focus of parent workshops included the core cross-curricular skills &amp; managing challenging behaviour techniques. All of these workshops were well-supported by parents and the verbal feedback mirrored this desire to become more knowledgeable in the strategies to assist their child.</i></p> <p style="text-align: right;"><b>Cavehill PS</b></p>
<ul style="list-style-type: none"> <li>▪ 89% of schools assessed themselves as having "strong" or "some" 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.</li> </ul>	<p><i>31% of parents attended a maths information workshop with Timothy Doyle aimed at assisting them in helping their children at home. They were given ideas and resources on how to do this. 100% of parents said they found this beneficial and would try the ideas out at home. An AR information sheet was sent home to inform parents how they could help their child make progress in the AR programme. 40% of parents were able to attend the P1/2 Shared Reading programme. 100% of those who attended said they enjoyed sharing books with their children.</i></p> <p style="text-align: right;"><b>St Olcan's PS, Armoy</b></p> <p><i>Excellent attendance at Parents' Week Workshops. P1 85% P2 91% P3 80% P4 59% P5 60% P6 84% P7 57% Overall 74% attended Focus of workshop was linked to priorities in SDP 78% said they enjoyed the workshops, 98% said they would participate again and 65% felt they benefitted from them. Parent and Toddlers is a great opportunity for parents to socialise in a safe environment for both them and their toddlers. Leaders offer help, support and a listening ear.</i></p> <p style="text-align: right;"><b>Ballycraigy PS, Antrim</b></p>
<b>AREAS FOR DEVELOPMENT</b>	
<ul style="list-style-type: none"> <li>▪ 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;</li> <li>▪ Some schools need EA support to develop more robust evaluation mechanisms to measure outcomes on action plans.</li> </ul>	

### 7.2 Benefits/Outcomes for Parents

<b>1. Increases parental involvement in schools.</b>	
EVIDENCE	ANNUAL REPORT STATEMENTS
<ul style="list-style-type: none"> <li>▪ An additional 15% of cluster funding is allocated specifically for parental engagement and this has resulted in increases in parents participating in Extended Schools programmes.</li> </ul>	<p><i>Through the cluster collaboration parents from the two schools as well as the year 8 parents (155) from St Malachy's have become more involved in the learning of their child. They attended workshops on Helping your child with maths at home and Reading to and with your child this has allowed</i></p>

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	<p><i>them to spend quality time with their children playing fun maths games and reading fun books whilst instilling a love for the subject. They are now actively involved and assisting in the learning and can complement what is going on in school.</i></p> <p style="text-align: right;"><b>Castlewellan/St Malachy's Cluster</b></p>
<ul style="list-style-type: none"> <li>▪ 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".</li> <li>▪ Teachers have commented that the programme offers more opportunities to engage parents.</li> </ul>	<p><i>Our parents' confidence and expectations of how much potential their children have has been raised and so has the children's competencies. The children's social skills, emotional literacy and language has been nurtured alongside their parents confidence which has enhanced their chances of doing well in life by making informed decisions and making positive contributions to their communities.</i></p> <p style="text-align: right;"><b>St Mary's NS, Belfast</b></p>
<ul style="list-style-type: none"> <li>▪ There is an increase in the examples of parents volunteering to help through Extended Schools programmes.</li> </ul>	<p><i>Parents were able to access a parenting course on the school premises and some parents now volunteer as helpers during snack time, art and craft activities and accompanying us on school trips.</i></p> <p style="text-align: right;"><b>Trench Road NS, Londonderry</b></p> <p><i>The Extended schools program has played a vital role in spreading the sense of community within the Harberton campus. It has enabled many different groups from different schools to come together and form friendship and working groups. As we all draw our pupils from across the city it has been hard in the past to create a community campus. I always feel that skills learnt during our Extended Schools programs are further used out in the many communities that our pupils hail from. Many of our regular attendees are extremely active in their communities now with some having volunteer jobs in local community centres and youth centres where they can even pass on their social skills.</i></p> <p style="text-align: right;"><b>Glenveagh Special school, Belfast</b></p>
<h3>2. Helps parents to better understand their children's learning.</h3>	
<b>EVIDENCE</b>	<b>ANNUAL REPORT STATEMENTS</b>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>Our school has strong links with the local NRG through our cluster group. The involvement of the school in the Extended Schools Programme enables this link to be much smoother in operation. For example, the links to the NRG/community partnership helped when we were organising the parent sessions as they had contacts which the school did not have.</i></p> <p style="text-align: right;"><b>Newbuildings PS</b></p>
<ul style="list-style-type: none"> <li>▪ Parents are becoming more aware of factors that influence children's learning. Examples of this include:</li> </ul>	<p><i>The Homework Club provided guidance for parents to enable them to provide better support to their child at home. Almost all of the parents of children attending the homework club are now revising their child's homework with them each day.</i></p> <p style="text-align: right;"><b>St Patrick's PS, Ballynahinch</b></p>

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<ul style="list-style-type: none"> <li>➤ the importance of attendance on their children’s learning;</li> <li>➤ the positive impact of home support on learning.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>2017/2018 was the first year that Harding Memorial PS has been involved in the Extended Schools Initiative. The Evening Workshops provided to Parent/Guardians by School was a very positive development and has undoubtedly increased parental participation in learning.</i></p> <p style="text-align: right;"><b>Harding Memorial PS, Belfast</b></p>
<b>3. Provides support for parents and families in need.</b>	
<b>EVIDENCE</b>	<b>ANNUAL REPORT STATEMENT</b>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>We work with local providers to provide child care facilities for newcomer families and for parents looking for child care while they are studying for a qualification (St Vincent De Paul; Sure Start). We also facilitate a variety of courses and information sessions for parents.</i></p> <p style="text-align: right;"><b>Holy Trinity PS, Belfast</b></p> <p><i>In our March 2017 ETI report it states; "The very good links with parents which include a very informative newsletter; a range of parental workshops and stay and play sessions; help ensure that the parents can play an active role in their childs education".</i></p> <p style="text-align: right;"><b>Lisnagelvin NS</b></p>
<ul style="list-style-type: none"> <li>▪ Schools/clusters provide evidence of positive impact on target groups – newcomer families.</li> </ul>	<p><i>Attainment in literacy has improved by 15% at GCSE due to the implementation of EAL classes [through Extended Schools]. Mathematics has improved at GCSE by 20% due to targeted after school classes.</i></p> <p style="text-align: right;"><b>St Joseph’s College, Coleraine</b></p> <p><i>All of the activities within the School are child centred and designed to help improve pupils’ confidence and ability. The EAL classes provide support to Newcomer children and their families. Children who attend these classes will also be helping to develop their parents’ language at home as they will be transferring these skills.</i></p> <p style="text-align: right;"><b>St Teresa’s PS, Belfast</b></p>
<b>4. Improves self-esteem of parents</b>	
<b>EVIDENCE</b>	<b>ANNUAL REPORT STATEMENT</b>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>Our Extended Schools Programme supports our parents to understand the developmental needs of their children and/or has increased parental and community participation in learning</i></p> <ul style="list-style-type: none"> <li>•Parental attendance increased to an average of 70%</li> <li>•Parents and teachers report a significant improvement in quality and quantity of homework produced by participants</li> <li>•Reading ages have increased by an average of 4 months</li> <li>•Parents report a higher level of confidence when supporting</li> </ul>

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	<p><i>children with homework •Reading Eggs certificates have increased by 10%.</i></p> <p style="text-align: right;"><i>St Patrick’s and St Brigid’s PS, Ballycastle</i></p> <p><i>We run a wide variety of programmes such as The Delta programme, Cook It, a programme aimed at promoting healthy cookery for the family, First Aid, crochet and evening Art and craft and Book Club which meets once a month, alongside academic courses for those wishing to look towards further education and or employability such as the Access to university course, Restart programme, Essential skills in English, Maths and ICT and Reading Partnership. We also work with outside agencies to offer Incredible years, Families Connect and Domestic violence workshops. The Friends of Holy Evangelists’ Centre Leader endeavours to ensure everyone gains the support and help they need to achieve and utilising her skills as a teacher to ensure everyone reaches their full potential. This year we won the Urban Villages Education and Community Award for the work we do for adult learning and this has given us a real affirmation that we are really having an impact on the community and empowering our local adults to become lifelong learners.</i></p> <p style="text-align: right;"><i>Holy Evangelists’ PS</i></p>
<ul style="list-style-type: none"> <li>▪ A common outcome from parental involvement is the improved self-esteem and confidence of parents. This is reflected in parental and staff feedback.</li> </ul>	<p><i>Our parents confidence and expectations of how much potential their children have; has been raised and so has the children’s competencies. The children’s social skills; emotional literacy and language has been nurtured alongside their parents confidence which has enhanced their chances of doing well in life by making informed decisions and making positive contributions to their communities.</i></p> <p style="text-align: right;"><i>St Mary’s NS, Belfast</i></p>
<p><b>AREAS FOR DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>▪ Identify common success factors contributing to sustained parental engagement and share examples of good practice.</li> </ul>	

### 7.3 Benefits/Outcomes for Schools

1. Impacts positively on school development priorities.	
EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> <li>▪ All action plans submitted on the extended schools system specify a link to the school development plan.</li> <li>▪ 91% of schools categorised the impact on School Development as “significant”.</li> <li>▪ Schools provided details on their Annual Report as to how the programme impacted positively on the school development plan.</li> </ul>	<p><i>Our SDP is a working document and is monitored and evaluated regularly. Extended Schools' funding has greatly helped our school to achieve targets set in our School Development Plan. The areas of developing Literacy and Numeracy are a high priority and we aim for every child to reach his or her full potential.....Extended Schools programmes have succeeded in making this vision a reality.</i></p> <p style="text-align: right;"><i>St Columba's Primary School, Clady</i></p>

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- During monitoring visits to extended schools in 2017-18 EA officers reported that schools are making clear connections between Extended Schools and the school development process.

*A main priority of the school development in 2017/18 has been to target underachievement and low achievement in order to raise the standards and attainment of pupils in literacy and numeracy. The development has also planned to include parents in the work of their children as much as possible so as to maximise the potential impact of the specific targeting. To this extent the plan has had a significant impact. Pupil attendance at both breakfast club and learning support has been very high. Parental participation is up from last year and the response has been extremely positive. We have yet to see the impact on data from standardised end of year tests.*

**Euston St PS, Belfast**

*The programme has had a great impact on the SDP. A major area of development was problem solving in Numeracy. Data Analysis has shown that pupils who attended Numeracy clubs improved their Stanine average in PTM. Problem solving resources have been used in these clubs and children have commented on how much they enjoy them in their end of session questionnaires.*

**St Peter's and St Paul's PS, Dungiven**

*The ethos of the school is underpinned by our motto, 'Growing Together, Learning Forever'. In other words we wish to see social cohesion and educational advancement for all pupils. Extended School funding allows us to fulfil these joint aims. We have been concentrating on raising standards in Literacy and Numeracy over the past number of years as part of our SDP. This has required significant long-term and daily effort from senior management, co-coordinators, teachers, classroom assistants, pupils and parents. The results over the past 4 years are impressive. As of May 2017 following PTE and PTM testing we have achieved the following results. In Literacy those children below target has dropped from 28% to 16%, a 43% decrease; on target has risen from 57% to 65%, a 14% increase; above target has risen from 15% to 19%, a 27% increase. In Numeracy those children below target has fallen from 45% to 16%, a 64% decrease; on target has risen from 51% to 61%, a 20% increase; above target has risen from 3% to 23%, a 667% increase! As previously stated these advances are attributable to hard work from the school community. Extended schools has enabled us to complement the work being carried out in the school day, to provide pupils and parents with strategies to assist their learning out of school in Literacy and Numeracy, which inevitably transfers into the school day. As previously stated, social cohesion is an important factor in ensuring children learn to their fullest potential. Again, Extended School funding allows the school to develop pastoral activities to aid this.*

**St Mary's PS, Newcastle**

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"> <li>In 2017-2018 99% of schools participating in the programme entered into a cluster arrangement.</li> </ul>	<p><i>The cluster provision remains strong, with all schools working together to share resources. These shared resources include the Parent support officer; Counselling services and the Mercy College Transition Programme. There are many advantages to this shared approach; Schools coordinate well with each other when timetabling and when booking activities and promoting parent-events in each other's schools.</i></p> <p style="text-align: right;"><b>Mercy PS, Belfast</b></p>
<ul style="list-style-type: none"> <li>Schools have reported that working with other schools has improved relationships and has led to partnership working in other programmes such as the Shared Education Programme and CPD.</li> </ul>	<p><i>We have clustered the schools where possible to encourage building friendships across communities and also to learn from others involved. e.g. STEM Programme involved parents initially, then each school worked for 6 weeks on their individual projects before all schools attending a celebration event where they all shared their ideas. This was a very successful example of building and developing the skills of all children involved.</i></p> <p style="text-align: right;"><b>Bessbrook Area Cluster</b></p> <p><i>The 3 schools in this cluster group work and communicate well with one another. Communication outside the extended schools programme has now started to develop through a more extensive shared education programme.</i></p> <p style="text-align: right;"><b>Dunmurry Cluster</b></p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>The identified need was children's mental health. All schools in the cluster feel that more and more children are presenting with social, emotional and behavioural difficulties. These difficulties are obstructing their learning and in some cases impact on other pupils in the class. The need for counselling has been recognised by all schools involved in the cluster. Children who have attended counselling have often become calmer; more thoughtful and importantly more engaged in their learning.</i></p> <p style="text-align: right;"><b>TRIAX 1 (Primary Cluster)</b></p> <p><i>The programme maximises access to services such as, East Belfast Hub for extended family support, Oasis for adult learning and family activities, Ravenhill Presbyterian Church for uses of buses, Ulster Temple for food banks, Laganvillage Hall for use of venue, School of Music for tuition and school itself for family and fitness sessions for parents. Extended schools has made this possible and strong links have been formed.</i></p> <p style="text-align: right;"><b>Nettlefield PS, Belfast</b></p>

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

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>In one year, the school is now seen as leading centre in the world for innovative learning and teaching. The school has received numerous awards and staff have been invited to schools around the world to share good practice on the development of the use of technology in class and in clubs.</i>  <b>St Peter's &amp; St Paul's Primary School</b></p> <p><i>Improved links and relationships with Youth services has been one of the most successful aspects of our whole programme. Previously we made only scant use of youth services however now we have programmes in place such as Youth Leadership, which is an OCN accredited course which will have an impact on the quality of leadership and on the community. 100% pass rate for Level 1 OCN Youth Leadership. Transport has been a contentious issue this year with the change in legislation and has proved costly for schools to fully address. All sections of the community are now benefiting from the use of the premises- e.g. Local Rugby club.</i>  <b>St Benedict's College, Randalstown</b></p> <p><i>The scheme has two elements, reading and football. As a reward for reaching their word count target, pupils involved in the scheme get to partake in a weekly football coaching session with Linfield captain, Jamie Mulgrew. The idea behind the incentivised programme is to get boys engaged in reading with a view of addressing the on-going problem in Northern Ireland of boys' underachievement in literacy. Within the programme we have currently 93% of pupils having met their specified reading targets.</i>  <b>Millisle PS</b></p>

**4. Develops teaching and non-teaching staff.**

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> <li>Annual Reports provided evidence that staff have improved skills and knowledge as a result of the Extended Schools Programme.</li> </ul>	<p><i>Our school works very closely with the other three schools in our cluster. We have an excellent relationship and share good practice. Our pupils take part in celebratory events when we have completed an activity. It is also an opportunity for the principals, teachers, and classroom assistants of all four schools to work together in our area and support one another. The cluster extended schools' participation has been an excellent addition to our school and learning and teaching have been greatly enhanced.</i>  <b>St Columba's PS, Clady</b></p>



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<ul style="list-style-type: none"> <li>▪ Clusters have been able to avail of staff training for the purposes of delivering an extended school programme.</li> </ul>	<p><i>We work very closely with our local primary schools by meeting, planning and exchanging ideas supporting each other. We also have excellent working relationship with our local Post primary school and we use their gym to host some of our larger events e.g. Stem science. It is a great advantage for teachers to work with other teachers in their Key Stage Group. This year we had Professional development in Numeracy and Literacy together.</i></p> <p style="text-align: right;"><b>Belleek No 2 PS</b></p>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>The ES coordinator will develop a detailed 3 year development plan for the Extended Schools Programme and meet with the Principal to ensure correlation with other whole school needs. In line with this the ES Coordinator gives several presentations to the Core leadership Team (of which the ES coordinator is now on) highlighting key success areas of the programme and how these meet the whole School Development Plans needs and targets as set out. This further ensures that all parties involved in the key decision making process of school development are fully informed and aware of the programme and the targets it meets and assists to facilitate whole school development.</i></p> <p style="text-align: right;"><b>Ashfield Boys' High, Belfast</b></p>

### 5. Improves the Learning Environment.

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> <li>▪ 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"> <li>– Purchase and sharing of learning resources;</li> <li>– IT resources for use after school/evening</li> <li>– outdoor classroom for early years;</li> <li>– Parent facilities</li> </ul> </li> </ul>	<p><i>The school's learning environment continues to improve with new resources; staff acquisition of new skills and training opportunities; utilisation of staff/parent skills and talents; greater links developed with our community and parent base which promotes our team approach to education.</i></p> <p style="text-align: right;"><b>Clonalig PS, Newry</b></p> <p><i>The outdoor space continues to be developed with the much appreciated work of parents; community; staff and children. We have a wonderful outdoor classroom that is even more inviting for exploring and learning and physical development. Plus a beautiful area for being quiet.</i></p> <p style="text-align: right;"><b>Millington Nursery School, Portadown</b></p>
<ul style="list-style-type: none"> <li>▪ In best practice schools are able to articulate clearly how this investment contributes to a longer term school development priority.</li> </ul>	<p><i>Reading is part of our School Development Plan. With a range of pupil profiles this involves a wide variation in experiences required. Extended schools has enabled us to train staff with the adequate skills, knowledge and understanding to deliver a varied program. It has also enabled us to purchase resources to match the training. This has ensured training is placed to use immediately and monitoring can commence. We have developed in parental partnership with an increase in Parents attending. Parents</i></p>

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	<p><i>have been keen to develop and promote Reading in the home setting. They have grown in confidence to transfer the learning experiences to school to the home environment. This has provided a more consistent approach to learning. Pupils have become more excited and engaged to learn with individual reading programs tailored to suit needs. This has helped promote achievement in what is a challenging area of learning for our pupils.</i></p> <p style="text-align: right;"><b>Clifton School, Bangor</b></p>
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### 7.4 Benefits/Outcomes for Communities

#### 1. Schools recognise the importance of involving the community in the life of the school and the positive impact this has on pupils.

EVIDENCE	ANNUAL REPORT STATEMENT
<ul style="list-style-type: none"> <li>▪ 22% of programmes/services delivered in 2017-2018 focused on the high level outcome “Contributing Positively to Community”.</li> </ul>	<p><i>Our Gaeilge sa Chlós programme has supported our children in becoming confident; independent; responsible and active contributors to society. It has helped them to develop social competence through learning new games and making decisions together. The older children in the school are empowered to mentor and help the younger children but also to impress upon them the importance of fluency in Gaelic. They are central to the programme and to its development. By incorporating Assessment for Learning into our Gaeilge sa Chlós programme; we are preparing children for the life of work. They are aware of the success criteria that they have to fulfil to be successful. This training will benefit them in later employment. Our Independent Reading programme ensures progression in English literacy; both in reading and in comprehension; which helps to enhance the children's thinking skills and their employability</i></p> <p style="text-align: right;"><b>Gaelscoil an Chaistil, Ballycastle</b></p> <p><i><b>Youth Intervention Programme:</b> The large numbers of participants and positive feedback from participants, parents and community representatives proved that the programme was successful. Furthermore data from PSNI illustrates an ongoing reduction in incidents of ASB at hot-spot times. Approx. 400 young people accessed various sporting and non-sporting activities during holiday times.</i></p> <p style="text-align: right;"><b>Strabane 5 SMAC Strabane Melmount Area Cluster</b></p>
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><i>We meet regularly with all other groups in the area to ensure that there is no duplication of services and that they all work together for most effective use of money. The excellent communication network we have established enables knowledge about community events and services that we may access hence utilising every available and appropriate opportunity</i></p> <p style="text-align: right;"><b>Arellian NS, Belfast</b></p>

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	<p><i>5 community organisations are actively involved in the Cluster - Whiterock Children's Centre, SVDP, Job Assist, Surestart and Springhill. There have been local initiatives from art and gardening projects which have been delivered in conjunction with schools and community thus augmenting existing local provision and Cluster participation.</i></p> <p style="text-align: right;"><i>Upper Springfield Cluster</i></p>
<p><b>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.</b></p>	
<b>EVIDENCE</b>	<b>ANNUAL REPORT STATEMENT</b>
<ul style="list-style-type: none"> <li>▪ 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 e.g. Speech and language.</li> </ul>	<p><i>The area of Speech and Language delay had been identified as an area of concern on the School Development plan. It has been noted by staff that more children are coming to Nursery with poor communication skills and this was going to be a barrier to attaining well at school. It was therefore suggested by the Principal (in consultation with staff) and approved by the Board of Governors that a significant amount of the extended schools budget be allocated to the employment of a SALT. The employment of a SALT one day a week has had a significant impact on improving S&amp;L skills. In October 2017 15 children had significant speech and language delays (scoring red on Wellcomm assessment) a further 18 had moderate delays. The SALT along with the staff worked with small groups of children to address these deficits. In April 2018 the children were re-screened with only 5 scoring red (significant delay) Two of these children have been referred to a specialist language unit and a further 2 have been referred to ASD services.</i></p> <p style="text-align: right;"><i>Trench Road Nursery School</i></p>
<b>AREAS FOR DEVELOPMENT</b>	
<ul style="list-style-type: none"> <li>▪ Any review of the Extended Schools Programme should recognise the benefits brought about by collaboration and should explore how ES Clusters can link more closely with other strategic partnership approaches to improve integration of service delivery. Examples of this include Community Planning, Area Learning Communities and Shared Education.</li> </ul>	

### 8. SUMMARY OF AREAS FOR DEVELOPMENT/RECOMMENDATIONS

**Analysis of the 2017/18 Extended Schools Programme has identified the need for:**

#### **A review of the Extended Schools Programme.**

Extended Schools is linked to a number of current and emerging school and community programmes and policies. A review of the programme, led by the Department of Education, should explore how the programme can more closely integrate with current education and community policies and programmes such as Community Planning, Neighbourhood Renewal and Shared Education. This will ensure that the programme will continue to deliver positive outcomes in the long term through a more cohesive and collaborative approach placing appropriate emphasis on the potential of Extended Schools clustering.

#### **Further alignment with the School Development Planning process.**

In the short term any changes to the format of ES documentation (action plans, evaluation reports etc.) should ensure consistency with what schools are already doing. These changes are restricted however by the flexibility of the current IT platform for recording ES information (NIESIS).

In the medium/long term any review of the Extended Schools Programme should also identify how this alignment could be progressed further. For example, alignment of funding for Extended Schools along the School Development Planning cycle (3 years) would assist schools with planning.

#### **Continued review and refinement of the new Delivery Model introduced in 2017/18.**

The current Delivery Model provides a balance between responding to requests from schools to reduce the administrative demands of the ES programme and the need to retain the required levels of accountability for a budget totalling £8.636m. Reducing staff capacity within EA School Development Service must also be considered.

Specific recommended actions include:

- Continued consultation with schools including reconvening principals focus group
- Review of action plan format included updating categories as noted on page 12.
- Further review and refinement of the monitoring and evaluation process

#### **The Education Authority to continue to support schools to develop their practices in the following delivery areas:**

- I. Developing an effective and well-structured cluster;
- II. Effective action planning including the need to focus on showing how evidence of outcomes has changed a clearly defined baseline need; and
- III. Sustained and meaningful parental engagement.

As this report demonstrates there is already a wide range of good practice happening. Sharing this practice across schools and clusters should be at the centre of development support for Extended Schools. As per the principles of the new delivery model for Extended Schools, EA officers will provide support to schools on a risk based approach where a need in one or more of the above areas has been identified. Support will also be provided for new schools and newly appointed principals/co-ordinators.

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**The Education Authority to ensure internal cross directorate links are developed further to ensure Extended Schools programmes and services maximise outcomes.**

Specific areas where there is scope to support integrated service delivery include provision of Speech and Language services, Mental Health and Well-Being and Youth Services and community use of school facilities.

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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<b>DE Ref.</b>	<b>School eligible for ES funding 2017-18</b>	<b>Local Government District</b>	<b>Core Amount</b>	<b>15% Clustering</b>	<b>15% Parenting Strand</b>	<b>Total ES Entitlement 2017-18</b>
1010063	CURRIE PRIMARY SCHOOL	BELFAST	£12,043	£1,806	£1,806	£15,655
1010146	EUSTON STREET PRIMARY SCHOOL	BELFAST	£17,151	£2,573	£2,573	£22,297
1010205	FORTH RIVER PRIMARY SCHOOL	BELFAST	£13,417	£2,013	£2,013	£17,443
1010221	SPRINGFIELD PRIMARY SCHOOL	BELFAST	£12,043	£1,806	£1,806	£15,655
1010232	HARDING MEMORIAL PRIMARY SCHOOL	BELFAST	£13,547	£2,032	£2,032	£17,611
1010255	ELMGROVE PRIMARY SCHOOL	BELFAST	£21,009	£3,151	£3,151	£27,311
1010266	SEAVIEW PRIMARY SCHOOL, BELFAST	BELFAST	£18,800	£2,820	£2,820	£24,440
1010267	NETTLEFIELD PRIMARY SCHOOL	BELFAST	£17,798	£2,670	£2,670	£23,138
1010282	CARR'S GLEN PRIMARY SCHOOL	BELFAST	£17,863	£2,679	£2,679	£23,221
1010301	TAUGHMONAGH PRIMARY SCHOOL	BELFAST	£14,742	£2,211	£2,211	£19,164
1010307	SPRINGHILL PRIMARY SCHOOL	BELFAST	£10,831	£1,625	£1,625	£14,081
1010323	EDENBROOKE PRIMARY SCHOOL	BELFAST	£16,488	£2,473	£2,473	£21,434
1010325	LIGONIEL PRIMARY SCHOOL	BELFAST	£12,528	£1,879	£1,879	£16,286
1010831	CAVEHILL PRIMARY SCHOOL	BELFAST	£18,299	£2,745	£2,745	£23,789
1013018	KNOCKNAGONEY PRIMARY SCHOOL	BELFAST	£15,616	£2,342	£2,342	£20,300
1016059	BLACKMOUNTAIN PRIMARY SCHOOL	BELFAST	£11,607	£1,741	£1,741	£15,089
1016060	DONEGALL ROAD PRIMARY SCHOOL	BELFAST	£14,936	£2,240	£2,240	£19,416
1016076	BALLYSILLAN PRIMARY SCHOOL	BELFAST	£12,043	£1,806	£1,806	£15,655
1016205	FANE STREET PRIMARY SCHOOL	BELFAST	£14,549	£2,182	£2,182	£18,913
1016207	BLYTHEFIELD PRIMARY SCHOOL	BELFAST	£8,552	£1,283	£1,283	£11,118
1016242	DUNDELA INFANTS SCHOOL	BELFAST	£16,198	£2,430	£2,430	£21,058
1016485	GLENWOOD PRIMARY SCHOOL	BELFAST	£19,961	£2,994	£2,994	£25,949
1016498	MALVERN PRIMARY SCHOOL	BELFAST	£8,648	£1,297	£1,297	£11,242
1016499	BOTANIC PRIMARY SCHOOL	BELFAST	£13,837	£2,076	£2,076	£17,989
1016532	WHEATFIELD PRIMARY SCHOOL	BELFAST	£11,267	£1,690	£1,690	£14,647
1016537	LOWWOOD PRIMARY SCHOOL	BELFAST	£14,678	£2,202	£2,202	£19,082
1016604	HARMONY PRIMARY SCHOOL, BELFAST	BELFAST	£14,936	£2,240	£2,240	£19,416

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1016647	BUNSCOIL MHIC REACHTAIN	BELFAST	£7,889	£1,183	£1,183	<b>£10,255</b>
1016655	VICTORIA PARK PRIMARY SCHOOL	BELFAST	£18,024	£2,704	£2,704	<b>£23,432</b>
1030194	HOLY CROSS BOYS' PRIMARY SCHOOL, BELFAST	BELFAST	£18,832	£2,825	£2,825	<b>£24,482</b>
1030326	OUR LADY'S PRIMARY SCHOOL, BELFAST	BELFAST	£17,879	£2,682	£2,682	<b>£23,243</b>
1030327	HOLY ROSARY PRIMARY SCHOOL	BELFAST	£19,560	£2,934	£2,934	<b>£25,428</b>
1030331	HOLY CROSS GIRLS' PRIMARY SCHOOL, BELFAST	BELFAST	£12,673	£1,901	£1,901	<b>£16,475</b>
1036041	MERCY PRIMARY SCHOOL	BELFAST	£13,708	£2,056	£2,056	<b>£17,820</b>
1036042	ST VINCENT DE PAUL PRIMARY SCHOOL	BELFAST	£15,810	£2,371	£2,371	<b>£20,552</b>
1036048	ST MARY'S STAR OF THE SEA PRIMARY SCHOOL	BELFAST	£10,588	£1,588	£1,588	<b>£13,764</b>
1036132	ST THERESE OF LISIEUX PRIMARY SCHOOL	BELFAST	£18,751	£2,813	£2,813	<b>£24,377</b>
1036388	ST MARY'S PRIMARY SCHOOL, DIVIS ST	BELFAST	£9,958	£1,494	£1,494	<b>£12,946</b>
1036466	ST MALACHY'S PRIMARY SCHOOL, BELFAST	BELFAST	£17,798	£2,670	£2,670	<b>£23,138</b>
1036471	SACRED HEART PRIMARY SCHOOL, BELFAST	BELFAST	£10,782	£1,617	£1,617	<b>£14,016</b>
1036505	ST MATTHEW'S PRIMARY SCHOOL, BELFAST	BELFAST	£16,505	£2,476	£2,476	<b>£21,457</b>
1036565	ST KEVIN'S PRIMARY SCHOOL	BELFAST	£20,394	£3,059	£3,059	<b>£26,512</b>
1036566	HOLY FAMILY PRIMARY SCHOOL, BELFAST	BELFAST	£19,392	£2,909	£2,909	<b>£25,210</b>
1036576	HOLY CHILD PRIMARY SCHOOL, BELFAST	BELFAST	£20,420	£3,063	£3,063	<b>£26,546</b>
1036589	ST TERESA'S PRIMARY SCHOOL, BELFAST	BELFAST	£19,638	£2,946	£2,946	<b>£25,530</b>
1036602	ST OLIVER PLUNKETT PRIMARY SCHOOL, BELFAST	BELFAST	£20,776	£3,116	£3,116	<b>£27,008</b>
1036620	ST PETER'S PRIMARY SCHOOL, BELFAST	BELFAST	£16,893	£2,534	£2,534	<b>£21,961</b>
1036621	ST JOSEPH'S PRIMARY SCHOOL, SLATE STREET	BELFAST	£14,161	£2,124	£2,124	<b>£18,409</b>
1036623	HOLY TRINITY PRIMARY SCHOOL, BELFAST	BELFAST	£20,808	£3,121	£3,121	<b>£27,050</b>
1036624	ST PAUL'S PRIMARY SCHOOL, BELFAST	BELFAST	£17,168	£2,575	£2,575	<b>£22,318</b>
1036630	ST CLARE'S PRIMARY SCHOOL, BELFAST	BELFAST	£19,172	£2,876	£2,876	<b>£24,924</b>
1036688	ST JOHN THE BAPTIST PRIMARY SCHOOL, BELFAST	BELFAST	£17,975	£2,696	£2,696	<b>£23,367</b>
1036697	JOHN PAUL II PRIMARY SCHOOL	BELFAST	£15,939	£2,391	£2,391	<b>£20,721</b>
1036698	ST PATRICK'S PRIMARY SCHOOL, CHURCHILL ST	BELFAST	£20,155	£3,023	£3,023	<b>£26,201</b>

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1046501	BUNSCOIL PHOBAL FEIRSTE	BELFAST	£17,118	£2,568	£2,568	<b>£22,254</b>
1046571	GAELSCOIL NA BHFAL	BELFAST	£12,965	£1,945	£1,945	<b>£16,855</b>
1046593	BUNSCOIL AN TSLEIBHE DHUIBH	BELFAST	£12,819	£1,923	£1,923	<b>£16,665</b>
1046596	BUNSCOIL BHEANN MHADAGAIN	BELFAST	£11,219	£1,683	£1,683	<b>£14,585</b>
1046641	SCOIL AN DROICHID	BELFAST	£11,558	£1,734	£1,734	<b>£15,026</b>
1046671	GAELSCOIL NA MONA	BELFAST	£9,036	£1,355	£1,355	<b>£11,746</b>
1046672	GAELSCOIL AN LONNAIN	BELFAST	£5,819	£873	£873	<b>£7,565</b>
1056483	CLIFTONVILLE INTEGRATED PRIMARY SCHOOL	BELFAST	£17,006	£2,551	£2,551	<b>£22,108</b>
1066531	HAZELWOOD PRIMARY SCHOOL	BELFAST	£19,030	£2,854	£2,854	<b>£24,738</b>
1066580	CRANMORE INTEGRATED PRIMARY SCHOOL	BELFAST	£13,449	£2,017	£2,017	<b>£17,483</b>
1110001	ARELLIAN NURSERY SCHOOL	BELFAST	£5,819	£873	£873	<b>£7,565</b>
1110002	MCARTHUR NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1110003	EDENDERRY NURSERY SCHOOL, BELFAST	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1110007	GLENBANK NURSERY SCHOOL	BELFAST	£3,880	£582	£582	<b>£5,044</b>
1110025	TUDOR LODGE NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1110028	BREFNE NURSERY SCHOOL	BELFAST	£3,621	£543	£543	<b>£4,707</b>
1110036	NEW LODGE NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1110038	SHAFTESBURY NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1116011	VICTORIA NURSERY SCHOOL	BELFAST	£3,621	£543	£543	<b>£4,707</b>
1116155	HOPE NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1116157	STANHOPE STREET NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1116158	RAVENSROFT NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1116159	OLDPARK NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1116160	SANDBROOK NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1136106	ST MARTIN'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1136228	ST BERNADETTE'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1136229	ST MARY'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1136251	OUR LADY'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1136289	HOLY ROSARY NURSERY SCHOOL	BELFAST	£5,302	£795	£795	<b>£6,892</b>
1136314	ST TERESA'S NURSERY SCHOOL	BELFAST	£5,367	£805	£805	<b>£6,977</b>



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1136315	ST MICHAEL'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1136316	HOLY CHILD NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1136340	ST PETER'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1136349	MATT TALBOT NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1136353	ST MARIA GORETTI NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1136360	HOLY CROSS NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1136383	ST OLIVER PLUNKETT NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1136603	THE CATHEDRAL NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
1210014	ASHFIELD GIRLS' HIGH SCHOOL	BELFAST	£21,151	£3,173	£3,173	£27,497
1210015	ASHFIELD BOYS' HIGH SCHOOL	BELFAST	£21,358	£3,204	£3,204	£27,766
1210021	BELFAST MODEL SCHOOL FOR GIRLS	BELFAST	£22,819	£3,423	£3,423	£29,665
1210022	BELFAST BOYS' MODEL SCHOOL	BELFAST	£23,058	£3,459	£3,459	£29,976
1230026	ST PATRICK'S COLLEGE, BELFAST (confirmed to close along with Little Flower Girls' School 31st Aug 17 -new school Blessed Trinity College 1230321 will open as of 1st Sept 17)	BELFAST	£8,699	£1,305	£1,305	£11,309
1230053	ST LOUISE'S COMPREHENSIVE COLLEGE	BELFAST	£25,832	£3,875	£3,875	£33,582
1230089	LITTLE FLOWER GIRLS' SCHOOL (confirmed to close along with St Patrick's College 31st Aug 17 -new school Blessed Trinity College 1230321 due to open 1st Sept 17)	BELFAST	£8,643	£1,296	£1,296	£11,235
1230104	MERCY COLLEGE	BELFAST	£18,939	£2,841	£2,841	£24,621
1230130	ST ROSE'S DOMINICAN COLLEGE	BELFAST	£14,549	£2,182	£2,182	£18,913
1230146	CHRISTIAN BROTHERS SCHOOL, BELFAST	BELFAST	£19,560	£2,934	£2,934	£25,428
1230155	ST GENEVIEVE'S HIGH SCHOOL	BELFAST	£23,497	£3,525	£3,525	£30,547
1230182	DE LA SALLE COLLEGE	BELFAST	£23,789	£3,568	£3,568	£30,925
1230262	CORPUS CHRISTI COLLEGE	BELFAST	£15,130	£2,270	£2,270	£19,670
1230275	ST JOSEPH'S COLLEGE, BELFAST	BELFAST	£20,730	£3,109	£3,109	£26,948
1230321	BLESSED TRINITY COLLEGE (amalgamation of St Patrick's College and Little Flower opening 1st Sept 17)	BELFAST	£14,566	£2,185	£2,185	£18,936
1240291	COLAISTE FEIRSTE	BELFAST	£20,827	£3,124	£3,124	£27,075

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1260269	HAZELWOOD COLLEGE	BELFAST	£22,703	£3,405	£3,405	£29,513
1260294	MALONE INTEGRATED COLLEGE	BELFAST	£20,013	£3,002	£3,002	£26,017
1310003	CEDAR LODGE SPECIAL SCHOOL	BELFAST	£13,967	£2,095	£2,095	£18,157
1310012	FLEMING FULTON SPECIAL SCHOOL	BELFAST	£9,085	£1,363	£1,363	£11,811
1310014	HARBERTON SPECIAL SCHOOL	BELFAST	£14,711	£2,207	£2,207	£19,125
1310016	MITCHELL HOUSE SPECIAL SCHOOL	BELFAST	£7,307	£1,096	£1,096	£9,499
1310017	GREENWOOD HOUSE ASSESSMENT CENTRE	BELFAST	£6,466	£970	£970	£8,406
1316500	PARK EDUCATION RESOURCE CENTRE	BELFAST	£8,276	£1,241	£1,241	£10,758
1316569	GLENVEAGH SPECIAL SCHOOL	BELFAST	£13,159	£1,974	£1,974	£17,107
1316582	OAKWOOD SCHOOL AND ASSESSMENT CENTRE	BELFAST	£8,842	£1,326	£1,326	£11,494
1316584	CLARAWOOD SPECIAL SCHOOL	BELFAST	£3,621	£543	£543	£4,707
1336548	ST GERARD'S EDUCATION RESOURCE CENTRE	BELFAST	£14,290	£2,143	£2,143	£18,576
1420021	ST MARY'S CHRISTIAN BROTHERS' GRAMMAR, BELFAST	BELFAST	£24,157	£3,624	£3,624	£31,405
1420029	ST DOMINIC'S HIGH SCHOOL, BELFAST	BELFAST	£23,336	£3,500	£3,500	£30,336
2010380	LONDONDERRY MODEL PRIMARY SCHOOL	DERRY CITY AND STRABANE	£16,699	£2,505	£2,505	£21,709
2010382	EBRINGTON CONTROLLED PRIMARY SCHOOL	DERRY CITY AND STRABANE	£18,926	£2,839	£2,839	£24,604
2011860	BELLEEK PRIMARY SCHOOL	FERMANAGH AND OMAGH	£3,783	£567	£567	£4,917
2011873	AGHADRUMSEE PRIMARY SCHOOL	FERMANAGH AND OMAGH	£4,526	£679	£679	£5,884
2011879	NEWTOWNBUTLER PRIMARY SCHOOL	FERMANAGH AND OMAGH	£5,335	£800	£800	£6,935
2012052	CULMORE PRIMARY SCHOOL	DERRY CITY AND STRABANE	£6,466	£970	£970	£8,406
2012087	BELLARENA PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£4,138	£621	£621	£5,380
2012095	BALLOUGRY PRIMARY SCHOOL	DERRY CITY AND STRABANE	£6,531	£980	£980	£8,491
2012261	NEWBUILDINGS PRIMARY SCHOOL	DERRY CITY AND STRABANE	£12,819	£1,923	£1,923	£16,665
2012298	BALLYKELLY PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£16,731	£2,510	£2,510	£21,751
2012617	ERGANAGH PRIMARY SCHOOL	DERRY CITY AND STRABANE	£4,526	£679	£679	£5,884

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2012638	EDWARDS PRIMARY SCHOOL	DERRY CITY AND STRABANE	£14,193	£2,129	£2,129	<b>£18,451</b>
2012641	KILLEN PRIMARY SCHOOL	DERRY CITY AND STRABANE	£8,891	£1,334	£1,334	<b>£11,559</b>
2012671	LANGFIELD PRIMARY SCHOOL	FERMANAGH AND OMAGH	£3,750	£563	£563	<b>£4,876</b>
2012708	STRABANE CONTROLLED PRIMARY SCHOOL	DERRY CITY AND STRABANE	£15,875	£2,381	£2,381	<b>£20,637</b>
2012711	DONEMANA PRIMARY SCHOOL	DERRY CITY AND STRABANE	£8,600	£1,290	£1,290	<b>£11,180</b>
2016003	JONES MEMORIAL PRIMARY SCHOOL	FERMANAGH AND OMAGH	£12,285	£1,843	£1,843	<b>£15,971</b>
2016071	GREENHAW PRIMARY SCHOOL	DERRY CITY AND STRABANE	£16,731	£2,510	£2,510	<b>£21,751</b>
2016089	GIBSON PRIMARY SCHOOL	FERMANAGH AND OMAGH	£16,666	£2,500	£2,500	<b>£21,666</b>
2016124	ASHLEA PRIMARY	DERRY CITY AND STRABANE	£7,307	£1,096	£1,096	<b>£9,499</b>
2016184	LACK PRIMARY SCHOOL	FERMANAGH AND OMAGH	£5,367	£805	£805	<b>£6,977</b>
2016203	LISNAGELVIN PRIMARY SCHOOL	DERRY CITY AND STRABANE	£20,517	£3,078	£3,078	<b>£26,673</b>
2016262	NEWTOWNSTEWART MODEL PRIMARY SCHOOL	DERRY CITY AND STRABANE	£5,949	£892	£892	<b>£7,733</b>
2016426	LIMAVADY CENTRAL PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£18,461	£2,769	£2,769	<b>£23,999</b>
2016442	SION MILLS PRIMARY SCHOOL	DERRY CITY AND STRABANE	£14,355	£2,153	£2,153	<b>£18,661</b>
2016564	FOUNTAIN PRIMARY SCHOOL	DERRY CITY AND STRABANE	£9,036	£1,355	£1,355	<b>£11,746</b>
2016645	BREADY JUBILEE PRIMARY SCHOOL	DERRY CITY AND STRABANE	£9,909	£1,486	£1,486	<b>£12,881</b>
2016656	DRUMRANE PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£9,958	£1,494	£1,494	<b>£12,946</b>
2016700	GAELSCOIL NEACHITAIN	CAUSEWAY COAST AND GLENS	£7,953	£1,193	£1,193	<b>£10,339</b>
2016701	ARDSTRAW JUBILEE PRIMARY SCHOOL	DERRY CITY AND STRABANE	£7,436	£1,115	£1,115	<b>£9,666</b>
2030364	ROSEMOUNT PRIMARY SCHOOL	DERRY CITY AND STRABANE	£17,232	£2,585	£2,585	<b>£22,402</b>
2030373	NAZARETH HOUSE PRIMARY SCHOOL	DERRY CITY AND STRABANE	£14,969	£2,245	£2,245	<b>£19,459</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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2030381	HOLY CHILD PRIMARY SCHOOL, LONDONDERRY	DERRY CITY AND STRABANE	£15,066	£2,260	£2,260	<b>£19,586</b>
2031869	ST MARY'S PRIMARY SCHOOL, NEWTOWNBUTLER	FERMANAGH AND OMAGH	£12,285	£1,843	£1,843	<b>£15,971</b>
2031876	ST MARY'S PRIMARY SCHOOL, BROOKEBOROUGH	FERMANAGH AND OMAGH	£5,625	£844	£844	<b>£7,313</b>
2031898	ST PAUL'S PRIMARY SCHOOL, IRVINESTOWN	FERMANAGH AND OMAGH	£13,837	£2,076	£2,076	<b>£17,989</b>
2031901	ST RONAN'S PRIMARY SCHOOL, LISNASKEA	FERMANAGH AND OMAGH	£17,006	£2,551	£2,551	<b>£22,108</b>
2032212	GLENDERMOTT PRIMARY SCHOOL	DERRY CITY AND STRABANE	£11,025	£1,654	£1,654	<b>£14,333</b>
2032263	ST CANICE'S PRIMARY SCHOOL, FEENY	CAUSEWAY COAST AND GLENS	£9,182	£1,377	£1,377	<b>£11,936</b>
2032286	ST MATTHEW'S PRIMARY SCHOOL, LIMAVADY	CAUSEWAY COAST AND GLENS	£7,307	£1,096	£1,096	<b>£9,499</b>
2032287	TERMONCANICE PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£19,586	£2,938	£2,938	<b>£25,462</b>
2032300	LISTRESS PRIMARY SCHOOL	DERRY CITY AND STRABANE	£3,427	£514	£514	<b>£4,455</b>
2032603	TUMMERY PRIMARY SCHOOL	FERMANAGH AND OMAGH	£4,785	£718	£718	<b>£6,221</b>
2032612	ST MATTHEW'S PRIMARY SCHOOL, GARVAGHEY	FERMANAGH AND OMAGH	£3,686	£553	£553	<b>£4,792</b>
2032662	ST BRIGID'S PRIMARY SCHOOL, MOUNTFIELD	FERMANAGH AND OMAGH	£4,397	£660	£660	<b>£5,717</b>
2032682	ST EUGENE'S PRIMARY SCHOOL, VICTORIA BRIDGE	DERRY CITY AND STRABANE	£5,852	£878	£878	<b>£7,608</b>
2032684	ST LAWRENCE'S PRIMARY SCHOOL	FERMANAGH AND OMAGH	£15,260	£2,289	£2,289	<b>£19,838</b>
2032685	ST BRIGID'S PRIMARY SCHOOL, CRANAGH	DERRY CITY AND STRABANE	£3,362	£504	£504	<b>£4,370</b>
2032694	ST CAIREALL'S PRIMARY SCHOOL	DERRY CITY AND STRABANE	£7,889	£1,183	£1,183	<b>£10,255</b>
2032700	ST JOSEPH'S PRIMARY SCHOOL, DRUMQUIN	FERMANAGH AND OMAGH	£10,152	£1,523	£1,523	<b>£13,198</b>
2032722	ALTISHANE PRIMARY SCHOOL	DERRY CITY AND STRABANE	£2,974	£446	£446	<b>£3,866</b>
2032724	LOUGHASH PRIMARY SCHOOL	DERRY CITY AND STRABANE	£4,332	£650	£650	<b>£5,632</b>
2032730	ST COLUMBA'S PRIMARY SCHOOL, CLADY	DERRY CITY AND STRABANE	£10,782	£1,617	£1,617	<b>£14,016</b>
2032737	ST COLUMBKILLE'S PRIMARY SCHOOL, CARRICKMORE	FERMANAGH AND OMAGH	£16,974	£2,546	£2,546	<b>£22,066</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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2033706	FAUGHANVALE PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£13,110	£1,966	£1,966	<b>£17,042</b>
2033707	MULLABUOY PRIMARY SCHOOL	DERRY CITY AND STRABANE	£7,242	£1,086	£1,086	<b>£9,414</b>
2036008	ST PATRICK'S PRIMARY SCHOOL, NEWTOWNSTEWART	DERRY CITY AND STRABANE	£9,667	£1,450	£1,450	<b>£12,567</b>
2036032	ST JOHN'S PRIMARY SCHOOL, BLIGH'S LANE	DERRY CITY AND STRABANE	£20,290	£3,044	£3,044	<b>£26,378</b>
2036045	ST CANICE'S PRIMARY SCHOOL, DUNGIVEN	CAUSEWAY COAST AND GLENS	£16,909	£2,536	£2,536	<b>£21,981</b>
2036069	ST ANNE'S PRIMARY SCHOOL, DERRY	DERRY CITY AND STRABANE	£19,573	£2,936	£2,936	<b>£25,445</b>
2036084	STEELSTOWN PRIMARY SCHOOL	DERRY CITY AND STRABANE	£17,717	£2,658	£2,658	<b>£23,033</b>
2036085	ST PETER'S & ST PAUL'S PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£4,656	£698	£698	<b>£6,052</b>
2036094	ST PATRICK'S PRIMARY SCHOOL, CASTLEDERG	DERRY CITY AND STRABANE	£16,294	£2,444	£2,444	<b>£21,182</b>
2036095	ST MARY'S PRIMARY SCHOOL, CLOUGHCOR	DERRY CITY AND STRABANE	£12,431	£1,865	£1,865	<b>£16,161</b>
2036097	ST PETER'S PRIMARY SCHOOL, PLUMBRIDGE	DERRY CITY AND STRABANE	£6,919	£1,038	£1,038	<b>£8,995</b>
2036142	ST BRIGID'S PRIMARY SCHOOL, CARNHILL	DERRY CITY AND STRABANE	£17,506	£2,626	£2,626	<b>£22,758</b>
2036143	ST OLIVER PLUNKETT PRIMARY SCHOOL, STRATHFOYLE	DERRY CITY AND STRABANE	£13,967	£2,095	£2,095	<b>£18,157</b>
2036187	ST JOHN'S PRIMARY SCHOOL, DERNAFLAW	CAUSEWAY COAST AND GLENS	£9,909	£1,486	£1,486	<b>£12,881</b>
2036227	ST PAUL'S PRIMARY SCHOOL, SLIEVEMORE	DERRY CITY AND STRABANE	£11,558	£1,734	£1,734	<b>£15,026</b>
2036258	ST DAVOG'S PRIMARY SCHOOL, BELLEEK	FERMANAGH AND OMAGH	£8,147	£1,222	£1,222	<b>£10,591</b>
2036259	SACRED HEART PRIMARY SCHOOL, TRENCH ROAD	DERRY CITY AND STRABANE	£18,057	£2,708	£2,708	<b>£23,473</b>
2036288	GOOD SHEPHERD PRIMARY SCHOOL	DERRY CITY AND STRABANE	£18,687	£2,803	£2,803	<b>£24,293</b>
2036387	ST PATRICK'S PRIMARY SCHOOL, DONEMANA	DERRY CITY AND STRABANE	£4,268	£640	£640	<b>£5,548</b>
2036449	CHRIST THE KING PRIMARY SCHOOL, OMAGH	FERMANAGH AND OMAGH	£13,320	£1,998	£1,998	<b>£17,316</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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2036458	ST MARY'S PRIMARY SCHOOL, GORTNAGHEY	CAUSEWAY COAST AND GLENS	£6,531	£980	£980	<b>£8,491</b>
2036459	ST THERESA'S PRIMARY SCHOOL, GLEBE	DERRY CITY AND STRABANE	£8,454	£1,268	£1,268	<b>£10,990</b>
2036461	ST THERESE'S PRIMARY SCHOOL, LENAMORE	DERRY CITY AND STRABANE	£17,556	£2,633	£2,633	<b>£22,822</b>
2036465	CHAPEL ROAD PRIMARY SCHOOL	DERRY CITY AND STRABANE	£13,482	£2,022	£2,022	<b>£17,526</b>
2036472	HOLY FAMILY PRIMARY SCHOOL, BALLYMAGROARTY	DERRY CITY AND STRABANE	£19,444	£2,917	£2,917	<b>£25,278</b>
2036473	ST EITHNE'S PRIMARY SCHOOL, BALLYMAGROARTY	DERRY CITY AND STRABANE	£18,396	£2,759	£2,759	<b>£23,914</b>
2036475	LONGTOWER PRIMARY SCHOOL	DERRY CITY AND STRABANE	£15,487	£2,323	£2,323	<b>£20,133</b>
2036533	HOLLYBUSH PRIMARY SCHOOL	DERRY CITY AND STRABANE	£18,493	£2,774	£2,774	<b>£24,041</b>
2036555	ST EUGENE'S PRIMARY SCHOOL, LONDONDERRY	DERRY CITY AND STRABANE	£11,461	£1,719	£1,719	<b>£14,899</b>
2036574	BUNSCOIL CHOLMCILLE	DERRY CITY AND STRABANE	£8,794	£1,319	£1,319	<b>£11,432</b>
2036581	ST PATRICK'S PRIMARY SCHOOL, PENNYBURN	DERRY CITY AND STRABANE	£22,256	£3,338	£3,338	<b>£28,932</b>
2036632	HOLY TRINITY PRIMARY SCHOOL, ENNISKILLEN	FERMANAGH AND OMAGH	£21,208	£3,181	£3,181	<b>£27,570</b>
2036696	ST MARY'S PRIMARY SCHOOL, STRABANE	DERRY CITY AND STRABANE	£21,467	£3,220	£3,220	<b>£27,907</b>
2036703	ST CATHERINE'S PRIMARY SCHOOL	DERRY CITY AND STRABANE	£19,560	£2,934	£2,934	<b>£25,428</b>
2046638	GAELSCOIL UÍ DHOCHARTAIGH	DERRY CITY AND STRABANE	£11,801	£1,770	£1,770	<b>£15,341</b>
2046646	GAELSCOIL EADAIN MHOIR	DERRY CITY AND STRABANE	£10,782	£1,617	£1,617	<b>£14,016</b>
2046669	BUNSCOIL AN TRAONAIGH	FERMANAGH AND OMAGH	£4,785	£718	£718	<b>£6,221</b>
2046677	GAELSCOIL NA GCRANN	FERMANAGH AND OMAGH	£11,170	£1,675	£1,675	<b>£14,520</b>
2046687	GAELSCOIL NA DAROIGE	DERRY CITY AND STRABANE	£6,207	£931	£931	<b>£8,069</b>
2052035	GROARTY PRIMARY SCHOOL	DERRY CITY AND STRABANE	£4,591	£689	£689	<b>£5,969</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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2066558	OAKGROVE INTEGRATED PRIMARY SCHOOL	DERRY CITY AND STRABANE	£18,541	£2,781	£2,781	£24,103
2066665	ROE VALLEY INTEGRATED PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£12,673	£1,901	£1,901	£16,475
2116023	THE ACADEMY NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,302	£795	£795	£6,892
2116232	STRATHFOYLE NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,367	£805	£805	£6,977
2116233	LISNAGELVIN NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,367	£805	£805	£6,977
2116266	BLIGH'S LANE NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,367	£805	£805	£6,977
2116267	CARNHILL NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,367	£805	£805	£6,977
2116336	GALLIAGH NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,431	£815	£815	£7,061
2116345	BELMONT NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,690	£854	£854	£7,398
2116348	TRENCH ROAD NURSERY SCHOOL	DERRY CITY AND STRABANE	£5,367	£805	£805	£6,977
2210065	CASTLEDERG HIGH SCHOOL	DERRY CITY AND STRABANE	£18,202	£2,730	£2,730	£23,662
2210302	LIMAVADY HIGH SCHOOL	CAUSEWAY COAST AND GLENS	£21,306	£3,196	£3,196	£27,698
2210306	LISNEAL COLLEGE	DERRY CITY AND STRABANE	£20,445	£3,067	£3,067	£26,579
2230077	ST MARY'S HIGH SCHOOL, LIMAVADY	CAUSEWAY COAST AND GLENS	£20,342	£3,051	£3,051	£26,444
2230081	ST MARY'S COLLEGE, LONDONDERRY	DERRY CITY AND STRABANE	£22,250	£3,338	£3,338	£28,926
2230085	ST MARY'S HIGH SCHOOL, BROLLAGH	FERMANAGH AND OMAGH	£7,371	£1,106	£1,106	£9,583
2230099	ST FANCHEA'S COLLEGE	FERMANAGH AND OMAGH	£16,941	£2,541	£2,541	£22,023
2230100	ST JOSEPH'S COLLEGE, ENNISKILLEN	FERMANAGH AND OMAGH	£14,711	£2,207	£2,207	£19,125
2230109	ST MARY'S SECONDARY SCHOOL, IRVINESTOWN	FERMANAGH AND OMAGH	£9,715	£1,457	£1,457	£12,629
2230122	ST PATRICKS & ST BRIGIDS HIGH SCHOOL	DERRY CITY AND STRABANE	£19,547	£2,932	£2,932	£25,411
2230131	ST JOSEPH'S SECONDARY SCHOOL, LONDONDERRY	DERRY CITY AND STRABANE	£21,765	£3,265	£3,265	£28,295

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2230138	DEAN MAGUIRC COLLEGE	FERMANAGH AND OMAGH	£19,677	£2,951	£2,951	<b>£25,579</b>
2230144	ST PATRICK'S COLLEGE, DUNGIVEN	CAUSEWAY COAST AND GLENS	£14,581	£2,187	£2,187	<b>£18,955</b>
2230148	ST JOHN'S COLLEGE	FERMANAGH AND OMAGH	£12,189	£1,828	£1,828	<b>£15,845</b>
2230188	ST CECILIA'S COLLEGE	DERRY CITY AND STRABANE	£21,720	£3,258	£3,258	<b>£28,236</b>
2230190	ST COMHGHAL'S COLLEGE (amalgamating with St Eugene's College (non ES) forming new school St Kevin's College 2230322 as of 1 September 17)	FERMANAGH AND OMAGH	£8,328	£1,249	£1,249	<b>£10,826</b>
2230225	ST BRIGID'S COLLEGE, CARNHILL	DERRY CITY AND STRABANE	£20,530	£3,080	£3,080	<b>£26,690</b>
2230298	SACRED HEART COLLEGE, OMAGH	FERMANAGH AND OMAGH	£21,609	£3,241	£3,241	<b>£28,091</b>
2230301	HOLY CROSS COLLEGE	DERRY CITY AND STRABANE	£26,763	£4,014	£4,014	<b>£34,791</b>
2230322	ST KEVIN'S COLLEGE (new school formed from amalgamation of St Eugene's College (non ES) and St Comhghall's as of 1st Sept 17)	FERMANAGH AND OMAGH	£11,867	£1,780	£1,780	<b>£15,427</b>
2260276	OAKGROVE INTEGRATED COLLEGE	DERRY CITY AND STRABANE	£21,739	£3,261	£3,261	<b>£28,261</b>
2260283	DRUMRAGH INTEGRATED COLLEGE	FERMANAGH AND OMAGH	£20,866	£3,130	£3,130	<b>£27,126</b>
2316528	KNOCKAVOE SCHOOL & RESOURCE CENTRE	DERRY CITY AND STRABANE	£9,182	£1,377	£1,377	<b>£11,936</b>
2316661	ARVALEE SCHOOL AND RESOURCE CENTRE	FERMANAGH AND OMAGH	£10,103	£1,516	£1,516	<b>£13,135</b>
2316662	ROSSMAR SPECIAL SCHOOL	CAUSEWAY COAST AND GLENS	£8,988	£1,348	£1,348	<b>£11,684</b>
2316694	WILLOW BRIDGE SCHOOL	FERMANAGH AND OMAGH	£10,297	£1,545	£1,545	<b>£13,387</b>
2316695	ARDNASHEE SCHOOL & COLLEGE	DERRY CITY AND STRABANE	£16,488	£2,473	£2,473	<b>£21,434</b>
2410311	STRABANE ACADEMY	DERRY CITY AND STRABANE	£20,129	£3,019	£3,019	<b>£26,167</b>
2420052	THORNHILL COLLEGE	DERRY CITY AND STRABANE	£25,690	£3,853	£3,853	<b>£33,396</b>
2420054	ST COLUMB'S COLLEGE, LONDONDERRY		£26,058	£3,909	£3,909	<b>£33,876</b>



**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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		DERRY CITY AND STRABANE				
2420229	FOYLE COLLEGE	DERRY CITY AND STRABANE	£21,907	£3,286	£3,286	£28,479
2420287	LUMEN CHRISTI COLLEGE	DERRY CITY AND STRABANE	£22,172	£3,326	£3,326	£28,824
3010466	LONGSTONE PRIMARY SCHOOL	MID AND EAST ANTRIM	£4,009	£601	£601	£5,211
3010486	LARNE AND INVER PRIMARY SCHOOL	MID AND EAST ANTRIM	£13,255	£1,988	£1,988	£17,231
3010781	HARRYVILLE PRIMARY SCHOOL	MID AND EAST ANTRIM	£9,157	£1,374	£1,374	£11,905
3010795	LANDHEAD PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£6,013	£902	£902	£7,817
3010827	WHITEHOUSE PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£19,056	£2,858	£2,858	£24,772
3010829	ANTRIM PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£20,569	£3,085	£3,085	£26,739
3010841	CARRICKFERGUS CENTRAL PRIMARY SCHOOL	MID AND EAST ANTRIM	£6,854	£1,028	£1,028	£8,910
3010842	THE WILLIAM PINKERTON MEMORIAL PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£7,824	£1,174	£1,174	£10,172
3010860	SUNNYLANDS PRIMARY SCHOOL	MID AND EAST ANTRIM	£11,655	£1,748	£1,748	£15,151
3010862	ABBOTS CROSS PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£16,731	£2,510	£2,510	£21,751
3010870	MOYLE PRIMARY SCHOOL	MID AND EAST ANTRIM	£17,798	£2,670	£2,670	£23,138
3010873	BUSHMILLS PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£8,939	£1,341	£1,341	£11,621
3010880	KINGS PARK PRIMARY SCHOOL, NEWTOWNABBEY	ANTRIM AND NEWTOWNAB BEY	£17,992	£2,699	£2,699	£23,390
3010883	LINN PRIMARY SCHOOL	MID AND EAST ANTRIM	£18,315	£2,747	£2,747	£23,809
3010892	BALLYTOBER PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£7,565	£1,135	£1,135	£9,835
3010895	RATHCOOLE PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£9,618	£1,443	£1,443	£12,504
3012237	KILLOWEN PRIMARY SCHOOL, COLERAINE	CAUSEWAY COAST AND GLENS	£13,288	£1,993	£1,993	£17,274
3012264	MILLBURN PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£17,312	£2,597	£2,597	£22,506

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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3013315	BALLYKEEL PRIMARY SCHOOL	MID AND EAST ANTRIM	£18,638	£2,796	£2,796	<b>£24,230</b>
3013322	CAMPHILL PRIMARY SCHOOL	MID AND EAST ANTRIM	£17,975	£2,696	£2,696	<b>£23,367</b>
3013325	LEANEY PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£15,906	£2,386	£2,386	<b>£20,678</b>
3013331	BALLYCRAIGY PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£10,346	£1,552	£1,552	<b>£13,450</b>
3016005	SILVERSTREAM PRIMARY SCHOOL	MID AND EAST ANTRIM	Already turned down offer of funding			<b>£0</b>
3016037	GREYSTONE PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£13,110	£1,966	£1,966	<b>£17,042</b>
3016038	HOLLYBANK PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£10,491	£1,574	£1,574	<b>£13,639</b>
3016040	ARMOY PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£7,695	£1,154	£1,154	<b>£10,003</b>
3016052	HARPURS HILL PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£13,902	£2,085	£2,085	<b>£18,072</b>
3016058	PARKHALL PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£13,320	£1,998	£1,998	<b>£17,316</b>
3016063	DUNCLUG PRIMARY SCHOOL	MID AND EAST ANTRIM	£6,272	£941	£941	<b>£8,154</b>
3016170	BALLYHENRY PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£11,267	£1,690	£1,690	<b>£14,647</b>
3016225	WOODLAWN PRIMARY SCHOOL	MID AND EAST ANTRIM	£15,422	£2,313	£2,313	<b>£20,048</b>
3016249	EARLVIEW PRIMARY	ANTRIM AND NEWTOWNAB BEY	£14,031	£2,105	£2,105	<b>£18,241</b>
3016252	BALLYSALLY PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£15,389	£2,308	£2,308	<b>£20,005</b>
3030719	ST OLCAN'S PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£7,113	£1,067	£1,067	<b>£9,247</b>
3030899	SEAVIEW PRIMARY SCHOOL, GLENARM	MID AND EAST ANTRIM	£4,526	£679	£679	<b>£5,884</b>
3030900	ST ANTHONY'S PRIMARY SCHOOL, LARNE	MID AND EAST ANTRIM	£8,454	£1,268	£1,268	<b>£10,990</b>
3032104	BALLYHACKETT PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£4,785	£718	£718	<b>£6,221</b>
3033709	ST JOHN'S PRIMARY SCHOOL, COLERAINE	CAUSEWAY COAST AND GLENS	£11,170	£1,675	£1,675	<b>£14,520</b>
3036039	ST MARY'S PRIMARY SCHOOL, GLENVIEW	MID ULSTER	£14,613	£2,192	£2,192	<b>£18,997</b>
3036050	ST JOSEPH'S PRIMARY SCHOOL, ANTRIM	ANTRIM AND NEWTOWNAB BEY	£16,747	£2,512	£2,512	<b>£21,771</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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3036559	ST PATRICK'S & ST BRIGID'S PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£17,135	£2,570	£2,570	£22,275
3036679	ST BRIGID'S PRIMARY SCHOOL, BALLYMENA	MID AND EAST ANTRIM	£18,218	£2,733	£2,733	£23,684
3042162	DESERTMARTIN PRIMARY SCHOOL	MID ULSTER	£3,233	£485	£485	£4,203
3046653	GAELSCOIL AN CHAISTIL	CAUSEWAY COAST AND GLENS	£9,036	£1,355	£1,355	£11,746
3050519	CARNLOUGH CONTROLLED INTEGRATED PRIMARY SCHOOL	MID AND EAST ANTRIM	£4,009	£601	£601	£5,211
3053333	BALLYCASTLE INTEGRATED PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	£13,320	£1,998	£1,998	£17,316
3056231	SIX MILE INTEGRATED PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£8,648	£1,297	£1,297	£11,242
3056248	ROUND TOWER INTEGRATED PRIMARY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£16,036	£2,405	£2,405	£20,846
3066551	BRAIDSIDE INTEGRATED PRIMARY SCHOOL	MID AND EAST ANTRIM	£16,505	£2,476	£2,476	£21,457
3116150	SUNNYLANDS NURSERY SCHOOL	MID AND EAST ANTRIM	£5,302	£795	£795	£6,892
3116162	MOSSLEY NURSERY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£5,302	£795	£795	£6,892
3116167	STEEPLE NURSERY SCHOOL	ANTRIM AND NEWTOWNAB BEY	£6,983	£1,047	£1,047	£9,077
3116263	BALLYSALLY NURSERY SCHOOL	CAUSEWAY COAST AND GLENS	£5,302	£795	£795	£6,892
3210038	LARNE HIGH SCHOOL	MID AND EAST ANTRIM	£19,883	£2,983	£2,983	£25,849
3210133	BALLYMONEY HIGH SCHOOL	CAUSEWAY COAST AND GLENS	£20,872	£3,131	£3,131	£27,134
3210202	GLENGORMLEY HIGH SCHOOL	ANTRIM AND NEWTOWNAB BEY	£21,500	£3,225	£3,225	£27,950
3210208	DUNCLUG COLLEGE	MID AND EAST ANTRIM	£22,263	£3,339	£3,339	£28,941
3210222	DUNLUCE HIGH SCHOOL	CAUSEWAY COAST AND GLENS	£16,618	£2,493	£2,493	£21,604
3210300	COLERAINE COLLEGE	CAUSEWAY COAST AND GLENS	£14,419	£2,163	£2,163	£18,745
3210313	ABBEY COMMUNITY COLLEGE	ANTRIM AND NEWTOWNAB BEY	£20,401	£3,060	£3,060	£26,521

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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3230075	OUR LADY OF LOURDES HIGH SCHOOL	CAUSEWAY COAST AND GLENS	£13,967	£2,095	£2,095	<b>£18,157</b>
3230084	ST PATRICK'S COLLEGE BALLYMENA	MID AND EAST ANTRIM	£19,638	£2,946	£2,946	<b>£25,530</b>
3230110	ST JOSEPH'S COLLEGE, COLERAINE	CAUSEWAY COAST AND GLENS	£15,066	£2,260	£2,260	<b>£19,586</b>
3230203	EDMUND RICE COLLEGE	ANTRIM AND NEWTOWNAB BEY	£20,329	£3,049	£3,049	<b>£26,427</b>
3230308	ST BENEDICT'S COLLEGE	ANTRIM AND NEWTOWNAB BEY	£17,750	£2,662	£2,662	<b>£23,074</b>
3250149	CRUMLIN INTEGRATED COLLEGE	ANTRIM AND NEWTOWNAB BEY	£8,406	£1,261	£1,261	<b>£10,928</b>
3250207	PARKHALL INTEGRATED COLLEGE	ANTRIM AND NEWTOWNAB BEY	£21,112	£3,167	£3,167	<b>£27,446</b>
3260290	NORTH COAST INTEGRATED COLLEGE	CAUSEWAY COAST AND GLENS	£18,800	£2,820	£2,820	<b>£24,440</b>
3310018	ROSSTULLA SPECIAL SCHOOL	ANTRIM AND NEWTOWNAB BEY	£11,655	£1,748	£1,748	<b>£15,151</b>
3316510	HILL CROFT SPECIAL SCHOOL	ANTRIM AND NEWTOWNAB BEY	£11,509	£1,726	£1,726	<b>£14,961</b>
3316512	SANDELFORD SPECIAL SCHOOL	CAUSEWAY COAST AND GLENS	£13,183	£1,977	£1,977	<b>£17,137</b>
3316514	RODDENVALE SPECIAL SCHOOL	MID AND EAST ANTRIM	£8,819	£1,323	£1,323	<b>£11,465</b>
3316547	THORNFIELD HOUSE SCHOOL	ANTRIM AND NEWTOWNAB BEY	£8,147	£1,222	£1,222	<b>£10,591</b>
3316570	KILRONAN SPECIAL SCHOOL	MID ULSTER	£9,085	£1,363	£1,363	<b>£11,811</b>
3316609	RIVERSIDE SPECIAL SCHOOL	ANTRIM AND NEWTOWNAB BEY	£5,788	£868	£868	<b>£7,524</b>
3316676	CASTLETOWER SPECIAL SCHOOL	MID AND EAST ANTRIM	£15,971	£2,396	£2,396	<b>£20,763</b>
3340002	JORDANSTOWN SPECIAL SCHOOL	ANTRIM AND NEWTOWNAB BEY	£6,983	£1,047	£1,047	<b>£9,077</b>
4010743	LARGYMORE PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£12,091	£1,814	£1,814	<b>£15,719</b>
4010807	LISBURN CENTRAL PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£13,902	£2,085	£2,085	<b>£18,072</b>
4010882	SEYMOUR HILL PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£14,419	£2,163	£2,163	<b>£18,745</b>
4010885	TONAGH PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£14,129	£2,119	£2,119	<b>£18,367</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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4011345	NEWTOWNARDS MODEL PRIMARY SCHOOL	ARDS AND NORTH DOWN	£18,267	£2,740	£2,740	<b>£23,747</b>
4011373	KIRKISTOWN PRIMARY SCHOOL	ARDS AND NORTH DOWN	£7,081	£1,062	£1,062	<b>£9,205</b>
4011488	VICTORIA PRIMARY SCHOOL, BALLYHALBERT	ARDS AND NORTH DOWN	£10,394	£1,559	£1,559	<b>£13,512</b>
4011507	PORTAVOGIE PRIMARY SCHOOL	ARDS AND NORTH DOWN	£14,387	£2,158	£2,158	<b>£18,703</b>
4011566	BALLYWALTER PRIMARY SCHOOL	ARDS AND NORTH DOWN	£11,703	£1,756	£1,756	<b>£15,215</b>
4011599	CASTLEWELLAN PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£5,237	£786	£786	<b>£6,809</b>
4011632	CREGAGH PRIMARY SCHOOL	BELFAST	£12,189	£1,828	£1,828	<b>£15,845</b>
4011670	CLANDEBOYE PRIMARY SCHOOL	ARDS AND NORTH DOWN	£16,989	£2,548	£2,548	<b>£22,085</b>
4011681	MILLISLE PRIMARY SCHOOL	ARDS AND NORTH DOWN	£14,129	£2,119	£2,119	<b>£18,367</b>
4013013	BELVOIR PARK PRIMARY SCHOOL	BELFAST	£16,359	£2,454	£2,454	<b>£21,267</b>
4013023	BLOOMFIELD PRIMARY SCHOOL	ARDS AND NORTH DOWN	£18,468	£2,770	£2,770	<b>£24,008</b>
4013038	TULLYCARNET PRIMARY SCHOOL (Closing 31 Aug 17)	BELFAST				<b>£1,229</b>
4013334	KNOCKMORE PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£12,867	£1,930	£1,930	<b>£16,727</b>
4016002	KILCOOLEY PRIMARY SCHOOL	ARDS AND NORTH DOWN	£12,189	£1,828	£1,828	<b>£15,845</b>
4016004	LONDONDERRY PRIMARY SCHOOL	ARDS AND NORTH DOWN	£18,040	£2,706	£2,706	<b>£23,452</b>
4016083	WEST WINDS PRIMARY SCHOOL	ARDS AND NORTH DOWN	£12,577	£1,887	£1,887	<b>£16,351</b>
4016144	OLD WARREN PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£11,267	£1,690	£1,690	<b>£14,647</b>
4016235	DOWNPATRICK PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£13,676	£2,051	£2,051	<b>£17,778</b>
4016503	BROOKLANDS PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£19,948	£2,992	£2,992	<b>£25,932</b>
4030573	BALLYMACWARD PRIMARY SCHOOL	LISBURN AND CASTLEREAG H	£6,207	£931	£931	<b>£8,069</b>
4031231	ST JOSEPH'S PRIMARY SCHOOL, BALLYCRUTTLE	NEWRY MOURNE AND DOWN	£5,367	£805	£805	<b>£6,977</b>
4031665	ST PATRICK'S PRIMARY SCHOOL, BALLYNAHINCH	NEWRY MOURNE AND DOWN	£15,066	£2,260	£2,260	<b>£19,586</b>
4031673	ST MARY'S PRIMARY SCHOOL, ARDGLASS	NEWRY MOURNE AND DOWN	£7,307	£1,096	£1,096	<b>£9,499</b>
4033008	ST ANNE'S PRIMARY SCHOOL, DONAGHADEE	ARDS AND NORTH DOWN	£4,720	£708	£708	<b>£6,136</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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4033036	ST MARY'S PRIMARY SCHOOL, KILLYLEAGH	NEWRY MOURNE AND DOWN	£7,436	£1,115	£1,115	£9,666
4033040	ST BRIGID'S PRIMARY SCHOOL, DOWNPATRICK	NEWRY MOURNE AND DOWN	£15,777	£2,367	£2,367	£20,511
4033306	ST ALOYSIUS PRIMARY SCHOOL	LISBURN AND CASTLEREAGH	£18,816	£2,822	£2,822	£24,460
4036016	ST JOSEPH'S PRIMARY SCHOOL, KILLOUGH	NEWRY MOURNE AND DOWN	£5,755	£863	£863	£7,481
4036113	ST NICHOLAS' PRIMARY SCHOOL, ARDGLASS	NEWRY MOURNE AND DOWN	£9,521	£1,428	£1,428	£12,377
4036133	SACRED HEART PRIMARY SCHOOL, DUNDRUM	NEWRY MOURNE AND DOWN	£4,720	£708	£708	£6,136
4036148	ST MALACHY'S PRIMARY SCHOOL, BANGOR	ARDS AND NORTH DOWN	£18,169	£2,725	£2,725	£23,619
4036182	ST COLMCILLE'S PRIMARY SCHOOL, DOWNPATRICK	NEWRY MOURNE AND DOWN	£13,708	£2,056	£2,056	£17,820
4036285	THE GOOD SHEPHERD PRIMARY SCHOOL	BELFAST	£16,666	£2,500	£2,500	£21,666
4036480	ST KIERAN'S PRIMARY SCHOOL	BELFAST	£18,218	£2,733	£2,733	£23,684
4036591	OUR LADY QUEEN OF PEACE PRIMARY SCHOOL	BELFAST	£17,814	£2,672	£2,672	£23,158
4036618	CHRIST THE REDEEMER PRIMARY SCHOOL	BELFAST	£21,040	£3,156	£3,156	£27,352
4036635	ST MARY'S PRIMARY SCHOOL, NEWCASTLE	NEWRY MOURNE AND DOWN	£17,871	£2,681	£2,681	£23,233
4036693	OUR LADY AND ST PATRICK PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£19,120	£2,868	£2,868	£24,856
4036702	HOLY EVANGELIST PRIMARY SCHOOL	BELFAST	£20,433	£3,065	£3,065	£26,563
4046600	SCOIL NA FUISEOIGE	BELFAST	£9,958	£1,494	£1,494	£12,946
4051569	KIRCUBBIN INTEGRATED PRIMARY SCHOOL	ARDS AND NORTH DOWN	£13,385	£2,008	£2,008	£17,401
4051601	PORTAFERRY INTEGRATED PRIMARY SCHOOL	ARDS AND NORTH DOWN	£6,013	£902	£902	£7,817
4053009	ANNSBOROUGH PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£4,462	£669	£669	£5,800
4053308	FORT HILL INTEGRATED PRIMARY SCHOOL	LISBURN AND CASTLEREAGH	£14,258	£2,139	£2,139	£18,536
4056709	KILLYLEAGH PRIMARY SCHOOL (school has changed status from controlled to controlled integrated i.e different ref no.)	NEWRY MOURNE AND DOWN	£8,341	£1,251	£1,251	£10,843
4110035	NEWTOWNARDS NURSERY SCHOOL	ARDS AND NORTH DOWN	£5,367	£805	£805	£6,977

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4116018	BARBOUR NURSERY SCHOOL	LISBURN AND CASTLEREAG H	£5,302	£795	£795	£6,892
4116176	DOWNPATRICK NURSERY SCHOOL	NEWRY MOURNE AND DOWN	£3,880	£582	£582	£5,044
4136211	ST COLMCILLE'S NURSERY SCHOOL	NEWRY MOURNE AND DOWN	£5,367	£805	£805	£6,977
4136212	CONVENT OF MERCY NURSERY SCHOOL	NEWRY MOURNE AND DOWN	£5,431	£815	£815	£7,061
4136286	GOOD SHEPHERD NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
4136368	ST LUKE'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
4136481	ST KIERAN'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
4136606	ST THERESE'S NURSERY SCHOOL	BELFAST	£5,302	£795	£795	£6,892
4210012	MOVILLA HIGH SCHOOL	ARDS AND NORTH DOWN	£12,819	£1,923	£1,923	£16,665
4210045	NENDRUM COLLEGE	ARDS AND NORTH DOWN	£18,282	£2,742	£2,742	£23,766
4210046	GLASTRY COLLEGE	ARDS AND NORTH DOWN	£20,601	£3,090	£3,090	£26,781
4210051	LISNAGARVEY HIGH SCHOOL	LISBURN AND CASTLEREAG H	£19,780	£2,967	£2,967	£25,714
4210262	DUNDONALD HIGH SCHOOL	LISBURN AND CASTLEREAG H	£17,135	£2,570	£2,570	£22,275
4210316	BREDA ACADEMY	LISBURN AND CASTLEREAG H	£21,997	£3,300	£3,300	£28,597
4230023	ST MARY'S HIGH SCHOOL, DOWNPATRICK	NEWRY MOURNE AND DOWN	£18,363	£2,755	£2,755	£23,873
4230211	ST MALACHY'S HIGH SCHOOL, CASTLEWELLAN	NEWRY MOURNE AND DOWN	£22,644	£3,397	£3,397	£29,438
4230223	ST COLM'S HIGH SCHOOL, BELFAST	BELFAST	£17,975	£2,696	£2,696	£23,367
4230224	DE LA SALLE HIGH SCHOOL	NEWRY MOURNE AND DOWN	£17,394	£2,609	£2,609	£22,612
4250024	PRIORY COLLEGE	ARDS AND NORTH DOWN	£20,549	£3,082	£3,082	£26,713
4260309	BLACKWATER INTEGRATED COLLEGE	NEWRY MOURNE AND DOWN	£13,643	£2,046	£2,046	£17,735
4310008	BEECHLAWN SPECIAL SCHOOL	LISBURN AND CASTLEREAG H	£13,255	£1,988	£1,988	£17,231
4310013	KILLARD HOUSE SPECIAL SCHOOL	ARDS AND NORTH DOWN	£13,255	£1,988	£1,988	£17,231
4310019	ARDMORE HOUSE SPECIAL SCHOOL	NEWRY MOURNE AND DOWN	£2,069	£310	£310	£2,689

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4316022	BROOKFIELD SPECIAL SCHOOL	LISBURN AND CASTLEREAGH	£10,831	£1,625	£1,625	<b>£14,081</b>
4316273	LONGSTONE SPECIAL SCHOOL	LISBURN AND CASTLEREAGH	£11,801	£1,770	£1,770	<b>£15,341</b>
4316515	PARKVIEW SPECIAL SCHOOL	LISBURN AND CASTLEREAGH	£12,043	£1,806	£1,806	<b>£15,655</b>
4316516	KNOCKEVIN SPECIAL SCHOOL	NEWRY MOURNE AND DOWN	£10,006	£1,501	£1,501	<b>£13,008</b>
4316518	CLIFTON SPECIAL SCHOOL	ARDS AND NORTH DOWN	£11,170	£1,675	£1,675	<b>£14,520</b>
4316614	LAKEWOOD SPECIAL SCHOOL	ARDS AND NORTH DOWN	£2,069	£310	£310	<b>£2,689</b>
5010992	LURGAN MODEL PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£13,999	£2,100	£2,100	<b>£18,199</b>
5011119	DARKLEY PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£6,531	£980	£980	<b>£8,491</b>
5011127	CARRICK PRIMARY SCHOOL, LURGAN	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£19,108	£2,866	£2,866	<b>£24,840</b>
5011129	HART MEMORIAL PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£18,832	£2,825	£2,825	<b>£24,482</b>
5011137	NEWTOWNHAMILTON PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£6,305	£946	£946	<b>£8,197</b>
5011175	CORTAMLET PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£7,953	£1,193	£1,193	<b>£10,339</b>
5011179	BESSBROOK PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£8,503	£1,275	£1,275	<b>£11,053</b>
5011190	TULLYGALLY PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£12,867	£1,930	£1,930	<b>£16,727</b>
5011520	DROMORE ROAD PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£7,889	£1,183	£1,183	<b>£10,255</b>
5011596	GILFORD PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£7,824	£1,174	£1,174	<b>£10,172</b>
5011611	IVEAGH PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£15,293	£2,294	£2,294	<b>£19,881</b>



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5011649	KILKEEL PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£18,816	£2,822	£2,822	<b>£24,460</b>
5011651	MILLTOWN PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£5,690	£854	£854	<b>£7,398</b>
5011684	ANNALONG PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£11,170	£1,675	£1,675	<b>£14,520</b>
5012280	MONEYMORE PRIMARY SCHOOL	MID ULSTER	£14,290	£2,143	£2,143	<b>£18,576</b>
5012615	BALLYTREA PRIMARY SCHOOL	MID ULSTER	£6,854	£1,028	£1,028	<b>£8,910</b>
5012643	STEWARTSTOWN PRIMARY SCHOOL	MID ULSTER	£5,108	£766	£766	<b>£6,640</b>
5012720	DUNGANNON PRIMARY SCHOOL	MID ULSTER	£15,422	£2,313	£2,313	<b>£20,048</b>
5016007	MILLINGTON PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£20,937	£3,141	£3,141	<b>£27,219</b>
5016065	DICKSON PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£13,967	£2,095	£2,095	<b>£18,157</b>
5016080	DRUMGOR PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£17,006	£2,551	£2,551	<b>£22,108</b>
5016117	BALLYORAN PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£15,518	£2,328	£2,328	<b>£20,174</b>
5016200	QUEEN ELIZABETH II PRIMARY SCHOOL, POMEROY	MID ULSTER	£4,268	£640	£640	<b>£5,548</b>
5016451	WINDSOR HILL PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£14,064	£2,110	£2,110	<b>£18,284</b>
5030975	ST MALACHY'S PRIMARY SCHOOL, BALLYMOYER	NEWRY MOURNE AND DOWN	£6,401	£960	£960	<b>£8,321</b>
5031070	ST MICHAEL'S PRIMARY SCHOOL, N'HAMILTON	NEWRY MOURNE AND DOWN	£6,531	£980	£980	<b>£8,491</b>
5031086	CLONALIG PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£12,334	£1,850	£1,850	<b>£16,034</b>
5031108	CLEA PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£8,212	£1,232	£1,232	<b>£10,676</b>
5031126	MOUNT ST CATHERINE'S PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£14,129	£2,119	£2,119	<b>£18,367</b>
5031133	ST MALACHY'S PRIMARY SCHOOL, ARMAGH	ARMAGH CITY, BANBRIDGE	£13,449	£2,017	£2,017	<b>£17,483</b>

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		AND CRAIGAVON				
5031135	ST OLIVERS' PRIMARY SCHOOL, CARRICKRAVADY	NEWRY MOURNE AND DOWN	£5,367	£805	£805	£6,977
5031146	ANAMAR PRIMARY SCHOOL (Closing 31 Aug 17)	NEWRY MOURNE AND DOWN				£937
5031148	ST PATRICK'S PRIMARY SCHOOL, CROSSMAGLEN	NEWRY MOURNE AND DOWN	£18,186	£2,728	£2,728	£23,642
5031158	ST PATRICK'S PRIMARY SCHOOL, NEWRY	NEWRY MOURNE AND DOWN	£18,914	£2,837	£2,837	£24,588
5031160	ST TERESA'S PRIMARY SCHOOL, LURGAN	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£12,965	£1,945	£1,945	£16,855
5031163	ST BRIGID'S PRIMARY SCHOOL, G'DRUMMOND	NEWRY MOURNE AND DOWN	£13,207	£1,981	£1,981	£17,169
5031169	ST BRIGID'S PRIMARY SCHOOL, DRUMILLY	NEWRY MOURNE AND DOWN	£9,424	£1,414	£1,414	£12,252
5031176	ST PETER'S PRIMARY SCHOOL, CLOUGHREAGH	NEWRY MOURNE AND DOWN	£17,297	£2,595	£2,595	£22,487
5031184	ST ANTHONY'S PRIMARY SCHOOL, CRAIGAVON	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£21,105	£3,166	£3,166	£27,437
5031188	ST JOSEPH'S PRIMARY SCHOOL, MEIGH	NEWRY MOURNE AND DOWN	£12,916	£1,937	£1,937	£16,790
5031340	ST JOSEPH'S CONVENT PRIMARY SCHOOL, NEWRY	NEWRY MOURNE AND DOWN	£19,521	£2,928	£2,928	£25,377
5031669	ST JOHN'S PRIMARY SCHOOL, GILFORD	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£9,424	£1,414	£1,414	£12,252
5032463	BLESSED PATRICK O'LOUGHRAN PRIMARY SCHOOL	MID ULSTER	£7,436	£1,115	£1,115	£9,666
5032692	ST MARY'S PRIMARY SCHOOL, STEWARTSTOWN	MID ULSTER	£7,630	£1,144	£1,144	£9,918
5032699	ST MARY'S PRIMARY SCHOOL, DUNAMORE	MID ULSTER	£12,722	£1,908	£1,908	£16,538
5032703	ST PETERS' PRIMARY SCHOOL, MOORTOWN	MID ULSTER	£13,013	£1,952	£1,952	£16,917
5032713	DERRYCHRIN PRIMARY SCHOOL	MID ULSTER	£11,267	£1,690	£1,690	£14,647
5032717	ST PATRICK'S PRIMARY SCHOOL, MULLINAHOE	MID ULSTER	£14,290	£2,143	£2,143	£18,576
5033003	ST PAUL'S PRIMARY SCHOOL, CABRA	NEWRY MOURNE AND DOWN	£7,371	£1,106	£1,106	£9,583

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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5033004	ST MARY'S PRIMARY SCHOOL, RATHFRILAND	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£9,182	£1,377	£1,377	<b>£11,936</b>
5033025	ST PATRICK'S PRIMARY SCHOOL, BALLYMAGHERY	NEWRY MOURNE AND DOWN	£16,925	£2,539	£2,539	<b>£22,003</b>
5036001	ST MARY'S PRIMARY SCHOOL, GLASSDRUMMAN	NEWRY MOURNE AND DOWN	£4,203	£630	£630	<b>£5,463</b>
5036047	ST PATRICK'S PRIMARY SCHOOL, ANNAGHMORE	MID ULSTER	£14,323	£2,148	£2,148	<b>£18,619</b>
5036099	ST PATRICK'S PRIMARY SCHOOL, CULLYHANNA	NEWRY MOURNE AND DOWN	£13,999	£2,100	£2,100	<b>£18,199</b>
5036101	ST BRENDAN'S PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£19,095	£2,864	£2,864	<b>£24,823</b>
5036108	ST JOSEPH'S PRIMARY SCHOOL, KILLEENAN	MID ULSTER	£8,794	£1,319	£1,319	<b>£11,432</b>
5036110	ST JOSEPH'S PRIMARY SCHOOL, BESSBROOK	NEWRY MOURNE AND DOWN	£17,523	£2,628	£2,628	<b>£22,779</b>
5036118	ST MARY'S PRIMARY SCHOOL, POMEROY	MID ULSTER	£12,334	£1,850	£1,850	<b>£16,034</b>
5036120	ST PATRICK'S PRIMARY SCHOOL, MONEYMORE	MID ULSTER	£6,725	£1,009	£1,009	<b>£8,743</b>
5036130	ST LAURENCE O'TOOLE'S PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£5,884	£883	£883	<b>£7,650</b>
5036173	ST JOHN THE BAPTIST PRIMARY SCHOOL, PORTADOWN	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£18,816	£2,822	£2,822	<b>£24,460</b>
5036433	ST MALACHY'S PRIMARY SCHOOL, CARNAGAT	NEWRY MOURNE AND DOWN	£16,488	£2,473	£2,473	<b>£21,434</b>
5036545	ST COLMANS' PRIMARY SCHOOL, KILKEEL	NEWRY MOURNE AND DOWN	£13,999	£2,100	£2,100	<b>£18,199</b>
5036586	PRESENTATION PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£15,906	£2,386	£2,386	<b>£20,678</b>
5036590	PRIMATE DIXON PRIMARY SCHOOL	MID ULSTER	£19,825	£2,974	£2,974	<b>£25,773</b>
5036610	ST FRANCIS' OF ASSISI PRIMARY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£11,679	£1,752	£1,752	<b>£15,183</b>
5036633	ST FRANCIS' PRIMARY SCHOOL, LURGAN	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£21,907	£3,286	£3,286	<b>£28,479</b>
5036634	ST CLARE'S ABBEY PRIMARY SCHOOL, NEWRY	NEWRY MOURNE AND DOWN	£19,217	£2,883	£2,883	<b>£24,983</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
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5046241	DRELINCOURT INFANTS SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£3,621	£543	£543	<b>£4,707</b>
5046597	BUNSCOIL AN IUIR	NEWRY MOURNE AND DOWN	£7,695	£1,154	£1,154	<b>£10,003</b>
5046637	GAELSCOIL UÍ NEILL	MID ULSTER	£12,334	£1,850	£1,850	<b>£16,034</b>
5046692	GAELSCOIL NA MBEANN	NEWRY MOURNE AND DOWN	£5,431	£815	£815	<b>£7,061</b>
5056013	KILBRONEY INTEGRATED PRIMARY SCHOOL	NEWRY MOURNE AND DOWN	£11,073	£1,661	£1,661	<b>£14,395</b>
5066554	WINDMILL INTEGRATED PRIMARY SCHOOL	MID ULSTER	£14,807	£2,221	£2,221	<b>£19,249</b>
5066657	PHOENIX INTEGRATED PRIMARY SCHOOL	MID ULSTER	£13,320	£1,998	£1,998	<b>£17,316</b>
5110017	RAILWAY STREET NURSERY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£3,750	£563	£563	<b>£4,876</b>
5116189	MILLINGTON NURSERY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£6,983	£1,047	£1,047	<b>£9,077</b>
5116197	KILKEEL NURSERY SCHOOL	NEWRY MOURNE AND DOWN	£5,431	£815	£815	<b>£7,061</b>
5116256	DOWNSHIRE NURSERY SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£5,367	£805	£805	<b>£6,977</b>
5136217	ST JOHN THE BAPTIST NURSERY	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£5,302	£795	£795	<b>£6,892</b>
5136342	ST MALACHY'S NURSERY	NEWRY MOURNE AND DOWN	£5,302	£795	£795	<b>£6,892</b>
5210016	KILKEEL HIGH SCHOOL	NEWRY MOURNE AND DOWN	£21,015	£3,152	£3,152	<b>£27,319</b>
5210121	CITY ARMAGH HIGH SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£16,521	£2,478	£2,478	<b>£21,477</b>
5210186	NEWRY HIGH SCHOOL	NEWRY MOURNE AND DOWN	£17,911	£2,687	£2,687	<b>£23,285</b>
5230056	ST JOSEPH'S BOYS' HIGH SCHOOL, NEWRY	NEWRY MOURNE AND DOWN	£17,329	£2,599	£2,599	<b>£22,527</b>
5230059	ST COLUMBAN'S COLLEGE	NEWRY MOURNE AND DOWN	£10,734	£1,610	£1,610	<b>£13,954</b>
5230108	ST MARY'S HIGH SCHOOL, NEWRY	NEWRY MOURNE AND DOWN	£20,329	£3,049	£3,049	<b>£26,427</b>

**SCHOOLS ENTITLED TO FUNDING FOR THE EXTENDED SCHOOLS  
PROGRAMME IN 2017-18**

5230135	ST MARK'S HIGH SCHOOL	NEWRY MOURNE AND DOWN	£21,894	£3,284	£3,284	<b>£28,462</b>
5230157	ST PAUL'S HIGH SCHOOL, BESSBROOK	NEWRY MOURNE AND DOWN	£26,782	£4,017	£4,017	<b>£34,816</b>
5230167	ST JOSEPH'S HIGH SCHOOL, CROSSMAGLEN	NEWRY MOURNE AND DOWN	£20,523	£3,078	£3,078	<b>£26,679</b>
5230192	ST JOSEPH'S COLLEGE, COALISLAND	MID ULSTER	£17,070	£2,561	£2,561	<b>£22,192</b>
5230213	LISMORE COMPREHENSIVE SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£24,248	£3,637	£3,637	<b>£31,522</b>
5230256	DRUMCREE COLLEGE (school closing 31 Aug 17 – new school St John the Baptist College opening 1 Sept 17)	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£4,553	£683	£683	<b>£5,919</b>
5230278	HOLY TRINITY COLLEGE	MID ULSTER	£23,226	£3,484	£3,484	<b>£30,194</b>
5230293	ST PATRICK'S COLLEGE, DUNGANNON	MID ULSTER	£20,510	£3,077	£3,077	<b>£26,664</b>
5250216	BROWNLOW INT COLLEGE	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£15,163	£2,274	£2,274	<b>£19,711</b>
5230321	ST JOHN THE BAPTIST COLLEGE (new school opening on site of Drumcree College 1st Sept 17)	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£6,374	£956	£956	<b>£8,286</b>
5260286	INTEGRATED COLLEGE DUNGANNON	MID ULSTER	£20,381	£3,057	£3,057	<b>£26,495</b>
5316519	RATHORE SCHOOL	NEWRY MOURNE AND DOWN	£12,091	£1,814	£1,814	<b>£15,719</b>
5316520	DONARD SPECIAL SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£8,212	£1,232	£1,232	<b>£10,676</b>
5316521	CEARA SPECIAL SCHOOL	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	£10,200	£1,530	£1,530	<b>£13,260</b>
5316523	SPERRINVIEW SPECIAL SCHOOL	MID ULSTER	£8,648	£1,297	£1,297	<b>£11,242</b>
<b>Total</b>	<b>509</b> (as of 1 Sept 17 - excludes 1 non- participating school and takes account of closures and amalgamations taking place during the 2017-18 year)					<b>£8,541,157</b>

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2 schools –confirmed as closing during 2017-18	<b>Overall Total due to all Eligible ES 2017-18</b>		<b>£8,541,157</b>
4 existing ES involved in formation of new schools during 2017-18			
14 New Schools 2017-18 (resources iro these schools -i.e. £162k- now made available as part of revised allocation of 4 October 17)			
4 previously Buffer schools (2016-17) again fully eligible 2017-18			
2 previously exiting schools (2016-17) re-entering 2017-18 programme			
10 schools fall into Buffer Zone 2017-18	Plus Total buffer schools		<b>£68,827</b>
27 Exiting Schools 2017-18	Plus Total exiting schools		<b>£66,164</b>
31 Clusters participating in the Enhancing the Use of the Irish Language programme	Plus Total Irish Language strand		<b>£276k</b>
	Plus Administration costs		<b>£200k</b>
20 VGS/GMI Schools (includes £10k of specific Irish language funding due to Thornhill College)	Less Total GMI/VGS		<b>-£516,724</b>
	<b>Revised 2017-18 ES Allocation (rounded)</b>		<b>£8,636k</b>

## EA ES ALLOCATION 2017-18 - BUFFER SCHOOLS

DE Ref	BUFFER School	Local Government District	% 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
2012660	DENAMONA PRIMARY SCHOOL	FERMANAGH AND OMAGH	25.40	47.62	3,007	451	451	3,909
2016068	ARTIGARVAN PRIMARY SCHOOL	DERRY CITY AND STRABANE	35.57	37.58	5,088	763	763	6,614
2031895	ST MARY'S PRIMARY SCHOOL, MAGUIRESBRIDGE	FERMANAGH AND OMAGH	34.74	2.11	4,042	606	606	5,254
2036082	ST COLMCILLES PRIMARY SCHOOL, CLAUDY	DERRY CITY AND STRABANE	33.46	6.46	7,436	1,115	1,115	9,666
3016447	BALNAMORE PRIMARY SCHOOL	CAUSEWAY COAST AND GLENS	34.95	11.65	4,276	641	641	5,558
3136183	ST JOSEPH'S NURSERY SCHOOL	ANTRIM AND NEWTOWNABBEY	30.38	49.37	2,667	400	400	3,467
4031328	CHRIST THE KING PRIMARY SCHOOL, BALLYNAHINCH	NEWRY MOURNE AND DOWN	35.71	1.79	4,494	674	674	5,842
4046648	BUNSCOIL BHEANNA BOIRCHE	NEWRY MOURNE AND DOWN	35.71	17.35	4,138	621	621	5,380
4230161	ST COLMAN'S HIGH SCHOOL, BALLYNAHINCH	NEWRY MOURNE AND DOWN	34.32	29.98	9,351	1,403	1,403	12,157
5230076	ST PATRICK'S COLLEGE, BANBRIDGE	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	35.38	28.92	8,446	1,267	1,267	10,980
<b>TOTAL BUFFER</b>	<b>10</b>							<b>£68,827</b>

## EA ES ALLOCATION 2017-18 - EXITING SCHOOLS

DE Ref	Exiting School Name	Local Government District	% 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 2017
1010157	ROSETTA PRIMARY SCHOOL (end of buffer funding)	BELFAST	32.26	39.78	<b>£3,952</b>
2011789	MOAT PRIMARY SCHOOL (end of buffer funding)	FERMANAGH AND OMAGH	34.45	34.45	<b>£2,332</b>
2016127	MAGUIRESBRIDGE PRIMARY SCHOOL (end of buffer funding)	FERMANAGH AND OMAGH	26.96	1.74	<b>£2,283</b>
2031874	ST PATRICK'S PRIMARY SCHOOL, DERRYGONNELLY (end of buffer funding)	FERMANAGH AND OMAGH	31.71	0.00	<b>£2,380</b>
2033708	ST AIDAN'S PRIMARY SCHOOL MAGILLIGAN (straight out)	CAUSEWAY COAST AND GLENS	28.57	0.00	<b>£1,503</b>
2036149	ST FINLOUGH'S PRIMARY SCHOOL, SISTRAKEEL (straight out)	CAUSEWAY COAST AND GLENS	29.11	1.27	<b>£1,762</b>
2036186	ST DYMPNA'S PRIMARY SCHOOL, DROMORE (straight out)	FERMANAGH AND OMAGH	30.24	3.90	<b>£3,354</b>
2116628	LIMAVADY NURSERY SCHOOL (end of buffer funding)	CAUSEWAY COAST AND GLENS	22.67	32.00	<b>£1,301</b>
3010470	CARNALBANAGH PRIMARY SCHOOL (end of buffer funding)	MID AND EAST ANTRIM	30.77	0.00	<b>£905</b>
3012250	PORTSTEWART PRIMARY SCHOOL (end of buffer funding)	CAUSEWAY COAST AND GLENS	33.09	2.52	<b>£3,944</b>
3016260	CLOUGHMILLS PRIMARY SCHOOL (straight out)	CAUSEWAY COAST AND GLENS	30.77	0.00	<b>£1,536</b>
3050866	BALLYMONEY CONTROLLED INTEGRATED PRIMARY SCHOOL (end of buffer funding)	CAUSEWAY COAST AND GLENS	34.08	29.58	<b>£4,344</b>
3052071	CARHILL INTEGRATED PRIMARY SCHOOL (straight out)	CAUSEWAY COAST AND GLENS	29.58	4.23	<b>£1,633</b>
3116215	KYLEMORE NURSERY SCHOOL (straight out)	CAUSEWAY COAST AND GLENS	28.85	39.42	<b>£1,326</b>



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3136332	ST ANTHONY'S NURSERY SCHOOL (straight out)	MID AND EAST ANTRIM	28.85	26.92	<b>£1,326</b>
4011657	LISNASHARRAGH PRIMARY SCHOOL (end of buffer funding)	BELFAST	27.25	49.10	<b>£4,259</b>
4051680	BANGOR CENTRAL INTEGRATED PRIMARY SCHOOL (straight out)	ARDS AND NORTH DOWN	32.95	30.97	<b>£5,144</b>
4116240	CASTLEREAGH NURSERY SCHOOL (end of buffer funding)	BELFAST	17.31	46.15	<b>£1,326</b>
4116307	GLENBROOK NURSERY SCHOOL (end of buffer funding)	ARDS AND NORTH DOWN	28.30	45.28	<b>£1,342</b>
5012657	WALKER MEMORIAL PRIMARY SCHOOL (straight out)	MID ULSTER	26.87	5.97	<b>£1,568</b>
5030958	ST JOHN'S PRIMARY SCHOOL, EGLISH (end of buffer funding)	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	30.77	1.92	<b>£1,326</b>
5030972	ST OLIVER PLUNKETT'S PRIMARY SCHOOL, FORKHILL (straight out)	NEWRY MOURNE AND DOWN	32.87	20.98	<b>£2,623</b>
5031107	ST TERESA'S PRIMARY SCHOOL, TULLYHERRON (straight out)	NEWRY MOURNE AND DOWN	32.00	6.00	<b>£1,293</b>
5031110	CHRISTIAN BROTHERS' PRIMARY SCHOOL (end of buffer funding)	ARMAGH CITY, BANBRIDGE AND CRAIGAVON	31.20	45.74	<b>£4,942</b>
5032624	ST MACARTAN'S PRIMARY SCHOOL, CLOGHER (straight out )	MID ULSTER	21.31	0.00	<b>£1,471</b>
5036567	HOLY TRINITY PRIMARY SCHOOL, COOKSTOWN (straight out)	MID ULSTER	30.94	27.13	<b>£5,243</b>
5136629	SEAVIEW NURSERY SCHOOL (straight out)	NEWRY MOURNE AND DOWN	32.05	43.59	<b>£1,746</b>
<b>TOTAL EXITING</b>	<b>27</b>				<b>£66,164</b>

## Appendix A

<b>ES IM Cluster Group</b>	<b>Lead School</b>	<b>Allocation</b>
St Joseph's College	Scoil an Droichid Primary School (1046641)	£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
Strabane 1	St Patrick's PS, Newtownstewart (2036008)	£2,000
Strabane 5	Gaelscoil Ui Dhochartaigh (2046638)	£10,000
TRIAx 1	Gaelscoil Eadain Mhóir (2046646)	£9,745
TRIAx 2	St Joseph's Secondary 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	Sacred Heart Primary School, Trench Road (2036259)	£9,950
Omagh 2	St Dympna's PS, Dromore (2036186)*	£9,437
Fermanagh 1	St Kevin's College (2230322)	£10,000
Limavady 2	St Canice's PS, Feeney (2032263)	£10,000
Omagh 3	St Columbkille's Primary School (2032737)*	£10,000
Newtownabbey 2	Edmund Rice College (3230203)	£10,000
Downpatrick	Our Lady and St Patrick PS (4036693)	£4,750
TACT	Holy Evangelist PS (4036702)	£9,640
Dundonald	Dundonald High School (4210262)	£4,270
Gaelscoil Uí Neill	Gaelscoil Uí Neill (5046637)	£9,926
Armagh City	Christian Brothers' PS, Armagh (5031110)*	£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 Mary's High School, Newry (5230108)	£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
<b>Overall Total due to EA</b>		<b>£276k</b>