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St. Anne's School  
ALDERNEY

## CULTURAL ENRICHMENT FUNDS POLICY

# Policy Directive and Guidelines

### *Document Control & History*

Version	Date	Author	Reviewer	Summary of Changes/Notes	Issue Date
1.0	03/22	Dir Ops (Ed.)		States of Guernsey Review date December 2023	03/22
1.1	03/22		S Parrilla	Formatting amendment in St Anne's School Colours	

*This policy will be reviewed in accordance with the States of Guernsey document control policy - original on [ConnectEd Intranet](#)*

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## 1.0 Introduction

### 1.1 Policy Statement

Following the States' approval of the 'Building a Better Future: Children's Health & Education' Policy Letter in August 2020, changes to Family Allowance provide an annual sum of £150,000 to be used by primary schools for cultural enrichment activities.<sup>2</sup> This policy is in place from January 2022.

This funding has been introduced as it is recognised that the routine curriculum-based activities provided for learners during the normal school day form only part of the overall education experience. The provision of enrichment activities is of significant benefit to primary-aged learners, particularly if it exposes them to new experiences that they might not otherwise be able to access. However, access is not universal and not all children have equal opportunities to participate. This funding will ensure that meaningful cultural enrichment activities will be provided to all learners, including some of the most disadvantaged students, during the school day as part of their educational development.

### 1.2 Policy Objectives

This policy seeks to provide guidance on how settings can use the funding that is allocated to them for cultural enrichment activities.

Specifically, this policy sets out to:

- Outline how the money will be allocated to each setting, and the arrangements for 2022
- Outline the budgetary arrangements and the purchasing/financial reporting process
- Provide examples and guidance to settings as to what the funds can be spent on
- Inform settings as to how they will be expected to report on the use and monitor the impact of the funds, so that they are used in the most effective way.

### 1.3 Policy Application

This policy applies to any States-maintained educational setting in Guernsey and Alderney which has primary age learners.

Throughout this policy directive, 'Headteacher' refers to Heads of Service and the College of Further Education Principal, and 'school' refers to any education establishment.

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<sup>2</sup> [Building a Better Future: Children's Health & Education - States of Guernsey \(gov.gg\)](https://www.gov.gg/Building-a-Better-Future-Childrens-Health-amp-Education-States-of-Guernsey)

### 1.4 Accountabilities

The Director of Education has overall responsibility for the policy, however they may wish to delegate responsibility to the Head of Primary Leadership and Development, for example in respect of developing and reviewing activity plans, monitoring the use of funds and their impact and reporting back to the States.

The Director of Education, or by delegating responsibility to the Head of Primary Leadership and Development, will have responsibility for the budget. Staff within the Education Office may be asked to support the Director of Education and Head of Primary Leadership and Development where necessary in terms of developing plans for use of the funds and assisting with the monitoring and reporting.

The Headteacher is accountable for:

- Providing input into a plan outlining the intended use of the funds for the forthcoming year across settings
- Delivering the cultural enrichment activities as part of the activity plan
- Monitoring and reporting back to the Education Office the impact of the funding within their setting
- Ensuring that the policy is communicated to and understood by staff in their settings

### 1.5 Education Strategy alignment

This Policy links to the following Education Strategy commitments:

#### **Meeting the Needs of our Community**

- Ensuring that our education system equips learners with the right balance of knowledge and skills so they are able to succeed wherever they are, either within or beyond the Bailiwick, now and in the future
- Making the most efficient and effective use of public resources to provide learning environments that promote excellence and facilitate individual creativity and prosperity

#### **Equity, Safety & Inclusivity**

- Embedding whole-setting cultures and practices which promote inclusivity, challenge inequity, support well-being and remove barriers to personal ambition
- Ensuring that our curriculum at all phases reflects the needs of all learners and is appropriately broad, diverse and ambitious

#### **High Quality Learning & Excellent Outcomes**

- Championing early intervention approaches in all phases and building on excellent foundations to provide the best outcomes for our learners

#### **Outstanding Leadership & Governance**

- Reporting regularly, accurately and meaningfully on the quality of education across the Bailiwick

## 2.0 Principles of using the funding

### 2.1 The importance of cultural enrichment activities

The States resolved that the funding would be provided specifically to use for cultural enrichment activities. Examples of what this includes are given in section 5.

Enrichment activities focusing on ‘cultural capital’ help to prepare children for future success, with evidence suggesting that it helps children do better in school through the acquisition of knowledge and skills, whilst also impacting their aspirations throughout their educational involvement.

It will allow learners to deepen their understanding of the world around them and provide fresh insight into their studies, particularly where it exposes them to experiences that are different to those normally found in smaller communities such as Guernsey and Alderney.

### 2.2 Universality of access

Given the benefits that access to cultural enrichment activities can provide to learners, a core principle in using the funding is that activities must be universally accessible.

Whilst all settings in Guernsey and Alderney currently offer additional activities to children outside of formal lesson time, these are normally offered during the lunch break and after school. However, access is not universal, as attendance at such activities often relies on transport (either school buses or parental support) or is constrained by financial and time considerations. This is exacerbated where activities do not take place on the school site. This means that often learners who stand to gain the most from involvement in extra-curricular activities are those most likely to have barriers preventing or compromising participation.

To ensure that access is universal, cultural enrichment activities should therefore take place during the current school day. This helps to overcome some of the logistical problems associated with activity outside school hours that are outlined above.

### 2.3 Funding for primary age learners

This funding is available for use for primary age learners only. Cultural enrichment activities can have a significant impact when introduced at a young age, and it is well understood that the strength and breadth of the educational foundations laid down in the primary phase has life-long implications for the student.

It is intended that learners of secondary education age will in future have access to such activities, to be provided through efficiency savings from the reforms to secondary education.

### 3.0 Funding arrangements

The £150,000 set aside for cultural enrichment activities will be held in a central pool. This is due to the significant efficiencies that can be obtained in working with one larger budget compared with multiple smaller ones. A plan will be developed at the start of each calendar year detailing the activities to take place across all settings with primary age learners.

Primary Head Teachers will be asked for input into this plan.

The exception to this is St. Anne's which, because of the logistical difficulties from being on a separate island, will be provided a portion of the money based on the number of primary aged learners it has (equating to roughly £37 per pupil). The November census will be used to provide pupil numbers and the calculation used to determine the allocation is provided below.

$$\frac{\text{£150,000}}{\text{Total number of primary school age children in Guernsey and Alderney}} \times \text{The number of primary school age children in one setting}$$

St. Anne's will therefore receive £3286.85 for 2022.

This approach will be taken for 2022, however if a setting would prefer, they can request that they receive an allocation of the funding for their own use based on the above calculation from 2023.

It is worth noting that the funding is available to all primary age pupils. This includes primary age pupils who are at settings which go across phases, such as St. Anne's or Les Voies, or at schools which also support pre-school age children, such as Amherst. However the funding must be used for primary age pupils only

### 4.0 Accessing the funds

These funds must be ring-fenced for their intended use only. Purchases towards cultural enrichment activities will be made centrally in line with the activity plan, unless otherwise agreed (for example in the case of St. Anne's).

Purchases will be tracked and accounted for by the Education Finance team to enable the Director of Education/Head of Primary Leadership and Development to monitor what the funding is spent on. This is needed as the Committee for Education, Sport & Culture is under States' Resolution to publish evidence of the impact of the funding two years after its introduction.

The relevant cost centre code is ES4724 and should be applied to any purchase made using these funds, whether done by purchase order, non-purchase order or purchase card. Where the purchase involves hiring of support staff the provider should be asked to send an invoice to be processed as a non-pay expense.

### 5.0 Using the funds

Use of the funds should be in accordance with the principles set out in section 2.

Examples of cultural enrichment activities include:

- Bringing established authors, musicians, artists, actors and sports people to the island to run workshops for students
- Enhanced outdoor adventure learning
- Creating 'pop up' museums and galleries in schools
- Showcasing students' work through formal publication
- Running STEM workshops
- Off-island visits to museums, sporting events and places of historic or cultural significance
- Gifting students high-quality books focused on expanding their knowledge
- Employing additional teaching staff to expand the curriculum offer, for example by hiring French teachers.

Settings will be consulted in the development of an activity plan for the calendar year. A degree of autonomy and flexibility is granted in how funding is used, as long as it remains ring-fenced for its intended purpose and is for the equal benefit of students. This allows for creativity in securing cost-effective opportunities, for example:

- By varying the activities on offer from one year group to another e.g. providing extra French teaching to year 6 but bringing in a visiting author for year 2 (though each year group should have access to some form of activity for it to be universal).
- Offering activities across year groups.

Examples of how this might work can be found at Appendix 1.

The amount spent does not need to be the same for each year group, as long as what is offered for each year group is kept constant to ensure that all students receive the same benefits over their primary school age lives. For this reason, it is important that as much of the £150,000 is spent each year to prevent disparity in what activities learners may access over their school lives.

### 5.1 School activity plans

To assist in monitoring the programme and ensuring that funds are appropriately used, an activity plan will be developed by the Director of Education/Head of Primary Leadership and Development for each calendar year. Settings will be asked to provide input around what activities they would wish to pursue.

The plan should include the following information:

- A summary of what the activity is
- The estimated cost of providing the activity
- A rough timeframe of when in the school year the activity will be provided
- The year group and school(s) that the activity will be provided to, and the number of learners that will therefore be offered the activity
- Reasoning as to why this activity has been chosen
- Which of the activities will be subject to impact monitoring as set out in section 6.2

A school activity plan will also be required for those settings who are not part of the central funding pool but have their own allocation.

For the first year of the funding being made available, this plan will be developed in the second half of the Spring term and implemented as soon as practical. Thereafter the plan will be developed in Autumn 2 for implementation at the start of the following calendar year, noting that the activities provided should be similar year on year to maintain equal access to opportunities.

## 6.0 Recording and monitoring impact

### 6.1 Financial reporting

The Finance Team will be able to track purchases and produce a list outlining how the money has been spent, as outlined in Section 4.0. This information will be compiled and analysed to form part of the wider report that the Director of Education/Head of Primary Leadership and Development and the Education Office is required to publish.

### 6.2 Impact reporting

Settings are also asked to report and monitor the activities to indicate whether they are having the desired impact, namely to improve learners' knowledge and skills and to broaden their cultural horizons.

Settings will need to report how many learners, and of what ages, are affected by any cultural enrichment activity that takes place. This will display that the funding has been used for activities that are universal and were accessible to all learners. This should match what is

included in the activity plan. Where a learner misses an activity, for example due to absence, they can still be included as activities provided are an 'offer' rather than an 'entitlement'.

Settings will also be asked to carry out a pupil voice survey for a minimum of three activities that they carry out across the year. The surveys will indicate what learners have learnt from participating in the activity, whether it is a new opportunity that they might not otherwise have accessed, and if this experience has led to them wanting to do it again or learn more about it. The activities that will be surveyed will be determined by the Head of Primary Leadership and Development and this will be noted in the activity plan.

In order to ensure consistency across settings, a template survey has been attached at Appendix 2 and is also available as a separate word document. Schools may wish to remove the free text questions or otherwise adapt them for learners in the younger year groups.

Once the surveys have been completed, they should be sent to the Director of Education/Head of Primary Leadership and Development with a covering email noting which of the activities on the plan it relates to.

## APPENDIX 1: Examples of cultural enrichment activities

### Example 1: Cultural Activities

- Visiting author from the UK visit every class in a year group over 3 days
- Subsidise a weeklong camping trip for one year group
- Buy every child their own copy of a high-quality book to keep
- Guernsey based artist in residence working with one year group across schools

This approach would:

- Enrich the English and art curriculum
- Ensure that every learner can access a camping trip during their primary school life
- Provide every learner with at least 7 high quality books at home by the time they left the school.

### Example 2: Lunchtime play

- Employ part time play leaders to work across schools
- Provide research-based, high quality training to playtime staff
- Install storage sheds and purchase play equipment

This approach would:

- Lead to higher levels of physical activity across schools
- Improve behaviour and social skills
- Reduce workload on senior staff who currently have to do lunch duty

### Example 3: Teaching provision

- Hire two specialist French teachers to work across the schools and to teach an hour a week to each KS2 child

This approach would:

- Improve the quality of teaching in French
- Allow class teachers to have an hour a week where they could work 1:1 with children who need extra support

## APPENDIX 2: Pupil Voice Survey Template

### Cultural Enrichment Pupil Voice Survey

School:

Year Group:

Activity:

Name: \_\_\_\_\_

Please tick one box to show how much you agree with each statement

	Definitely	Mostly	A bit	Not at all
I enjoyed this activity				
I thought the activity was interesting				
I understand why we did this activity				
This was a new activity for me				
I want to do a similar activity again				
I have learnt new things from doing this activity				
I think the things I have learnt are really useful				
I want to find out more about the things I learnt				

The most interesting thing I learnt from doing this activity is:

I really enjoyed doing this activity because:

One thing I am going to do differently after doing this activity is: