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Opportunity for all

A new vision for an enrichment entitlement and an extended day for all young people

Jonathan Simons

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Contents

01 Foreword – Sir Hamid Patel CBE and Simon Henderson 2

02 Introduction – a new vision for an enrichment entitlement and an extended day for all young people 4

03 What are the benefits of such an approach for young people? 8

04 What can be learned from the last time this was a universal offering in the 2000s, and what are schools doing now? 12

05 How might a new national offer work and be delivered, that supports young people without placing additional demands on schools and teachers? 27

06 What does the ecosystem of voluntary and community organisations that could support young people look like across the country? 33

07 Conclusions 36

08 Appendix - new analysis and mapping of third-party provision and cold spots 38

01 Foreword – Sir Hamid Patel CBE and Simon Henderson

When we formed the Eton Star Partnership in 2021, it was with a shared conviction that the most persistent challenges in education can only be addressed when high-quality organisations work together with purpose and humility. Although Eton College and Star Academies are different in history and structure, we are united by a deep commitment to the holistic development of young people and by the belief that education must nurture both intellect and character.

At our first Partnership Board meeting in Blackburn, we set out to identify the values that would guide our work. Foremost among them was a commitment to ensuring that enrichment - the co-curricular experiences that broaden horizons and build character - is accessible to every young person, not just to those fortunate enough to attend well-resourced schools or live in communities with strong local provision. This is why enrichment will sit at the heart of the curriculum design for the Eton Star state schools now planned for Oldham and Dudley, which enjoy cross-party support and will open later this decade.

Both Eton and Star hold a fundamental belief that education is at its best when academic excellence is complemented by opportunities that develop teamwork, resilience, persistence and a sense of belonging. We believe firmly that all young people have a right to music, sport, drama, debating, speaker events and joyful experiences beyond the classroom - and that these should be regarded not as optional extras but as a core educational entitlement. We want government, and the education sector more widely, to think seriously about how such an entitlement can be made universal. We are delighted that others have already done so much good work in this space, including partnerships such as the Enrichment for All (E4A) coalition driven by passionate leaders at Big Education Trust, the Duke of Edinburgh's Award, and Oasis.

To make enrichment a reality, we first need a clearer understanding of the nature and scale of the challenge. Where are the "cold spots" with limited access to such partners? Which communities face the greatest barriers? When Jonathan Simons approached us with a proposal for Public First to undertake a national mapping exercise to explore these

questions - particularly in disadvantaged areas - we readily agreed. This report is the result of that work.

Jonathan writes as a provocateur, and coming alongside a major education white paper that touched on this agenda, we felt it important that he be given the freedom to draw conclusions from the data that will inform debate. The Eton Star Partnership does not endorse every argument he makes, but we welcome his challenge and the urgency he brings to this conversation.

We hope you find this report as illuminating and thought-provoking as we have.

Simon Henderson

Head Master

Eton College

Sir Hamid Patel CBE

Chief Executive

Star Academies

This report has been written by Jonathan Simons of Public First on behalf of the Eton Star Partnership. All conclusions (and errors) are the author's own.

Cover photo by Jon Tyson on Unsplash.

02 Introduction – a new vision for an enrichment entitlement and an extended day for all young people

> Extending the school day has the potential to open up opportunities for children and communities to build skills, experiences, confidence and friendships - essential for all young people but especially those that face the greatest disadvantage
>
> *Baroness Anne Longfield CBE, former Children's Commissioner, Chair of the Commission on Young Lives*

This paper sets out a 10 year vision for a nationwide approach to schooling that extends the school day in order to provide an enriching offer of co-curricular opportunities for all schools and young people.

Our case builds directly on the clear intention of the government in creating opportunity for all young people, as set out in the Schools White Paper "Every Child Achieving and Thriving":

> Enrichment, which has for too long been the privilege of a few, must now become part of a common entitlement. A strong enrichment offer and revitalised arts curriculum will spark children's creativity. Access to sports, culture and nature will expand their horizons. Civic engagement will stretch their abilities beyond the classroom. Those who have been trapped in a cycle of poor outcomes and disengagement – often white working-class children, children with SEND, the children who are progressing but capable of more – have the most to gain from an ambitious, future-focused curriculum[1].

[1] *Department for Education "Every Child Achieving and Thriving" (2026), page 23*

The White Paper also sets out how such enrichment activities, while being important, are inequitably offered:

> Many schools already offer high-quality enrichment opportunities, but the offer can vary significantly between schools. There are also disparities in participation rates, with lower participation for secondary school children eligible for free school meals and children in need. Children with SEND are less likely to be involved in extracurricular sports and physical activities[2]

And so, the White Paper makes a commitment to a new Enrichment Offer, and Framework, to be published later this calendar year. This will:

> support schools and colleges to take a strategic approach to planning, delivering and monitoring their enrichment offers. It will set out benchmarks on what a good enrichment offer looks like and include case studies, self-assessment tools, and signposting to further resources…..The framework will support schools to meet the expectations we set out in the government response to the Curriculum and Assessment Review for a new core enrichment offer that every school and college, in every community, should aim to provide for all children – beyond the statutory curriculum. **At a minimum, every school should deliver an enrichment offer that provides access to civic engagement; arts and culture; nature, outdoor and adventure; sport and physical activities; and developing wider life skills** [our bold][3]

Such a plan is not simply about wider extracurricular activities. Indeed, it is in line with the government's vision for the core curriculum itself, as the Final Report of the Curriculum and Assessment Review sets out:

> We have also been mindful of the importance of the school curriculum beyond the national curriculum, and the important things that schools and colleges provide for their students every day: the enrichment activities, sports, performances, work experience and careers advice (to name a few) that provide young people with transferable skills, develop confidence, and bring their learning to life.[4]

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[2] *Ibid, page 32*

[3] *Ibid, page 32*

[4] *Department for Education, "Curriculum and Assessment Review Final Report: Building a world class curriculum for all" (2025), page 5*

> Enrichment activities (and non-qualification elements of study programmes) serve multiple purposes, including complementing learners' substantive qualifications, developing study and employability skills, and developing learners' social and cultural capital.[5]

Finally, the White Paper sets out a number of existing activities, and funding streams, which will aid schools in delivering this enrichment and curriculum reform:[6]

- As set out in the National Youth Strategy, we will work with DCMS on the investment of £22.5 million over 3 years to enable up to 400 schools in the most deprived areas of England to meet the enrichment benchmarks, including delivering the core enrichment offer set out above.
- The UK's association to the EU's Erasmus+ Programme in 2027 will also provide international enrichment opportunities. Schools will be able to bid for funding for children to take part in school trips to another country, or virtual school partnerships.
- The government is also targeting £132.5 million of funding through the 'Every Child Can' programme to support the provision of services, facilities and opportunities to meet the needs of young people, particularly those from disadvantaged and underrepresented backgrounds. Government will work with the National Lottery Community Fund and young people and youth organisations to decide how this fund is spent.
- We are continuing to invest in our national network of music hubs, as well as preparing to deliver enhanced PE and School Sport Partnerships.
- In June 2025, we announced the government's flagship TechYouth programme, which is providing £24 million to deliver high-quality extracurricular technology education to one million secondary children across the UK.

The White Paper ends – most pertinently – with a discussion about the role of third parties in supporting this delivery:[7]

[5] *Ibid, page 165*
[6] *Every Child Achieving and Thriving, op cit, page 34*
[7] *Ibid, page 34*

> Philanthropy and civil society have a unique interest and ability to innovate, mobilise quickly and reach communities in ways government alone cannot. For example, the Better Futures Fund is the world's largest social outcomes fund – backed by £500 million of government funding over the next ten years, with plans to raise up to £500 million from local government, social investors, and philanthropists. This fund will support up to 200,000 children and their families. We welcome the commitment from organisations such as the Duke of Edinburgh's Award, National Youth Theatre, Clore Duffield Foundation, Into Film, Raspberry Pi Foundation, Young Enterprise, Youth Sport Trust and Natural History Museum to bring their expertise, passion and programmes to enable schools and colleges to deliver a strong and well-rounded enrichment offer to all children. We invite further organisations to join this effort and help broaden the support.

This paper agrees entirely with this model of a civic society led approach to enrichment. Indeed, if a framework is to develop over time to a full entitlement, it is critical for it to be delivered via a network of just the types of organisations cited above.

And so, ahead of the enrichment framework, and a plan for schools, this paper sets out how such an offer might be delivered by exactly this coalition of organisations – both now, and building on it into the next decade so that it moves from an enrichment framework, to a full enrichment entitlement, delivered through an extended school day.

It seeks to address four main questions:

- What are the benefits of such an approach for young people?
- What can be learned from the last time this was a universal offering in the 2000s, and what are schools doing now?
- How might a new national offer work and be delivered, that supports young people without placing additional demands on schools and teachers?
- What does the ecosystem of voluntary and community organisations that could support young people look like across the country?

It shows why it is so important to offer the benefits of co-curricular activities for all young people, for a number of reasons: in no particular order to support academic growth; to help grow healthier, happier young people; to support childcare and early childhood development; and to boost economic growth and productivity through enabling parents to work more easily around extended school hours.

It also sets out a plan for how, over an extended period given the costs and implementation needs of such a scheme, government could work with schools and school trusts as well as Local Authorities (LAs) and a rejuvenated civil sector to deliver this opportunity for all young people.

03 What are the benefits of such an approach for young people?

> Extended schools, as presented here, would go a long way to challenging educational and social disadvantage nationwide. All children and families should have access to high quality extra and co-curricular opportunities as a regular entitlement, especially as young people have acutely felt the strains on society in recent times. We need to work together, creatively, to make this a reality.
>
> *Luke Sparkes, Chief Executive, Dixons Academies Trust*

Below, this paper summarises the case for an extended day to deliver enrichment activities, and we outline the impact of the last time such a programme was delivered nationally – and therefore why the government is right to seek to make progress on such an enrichment scheme.

The Education Endowment Foundation (EEF) finds that "*Programmes that extend school time have a positive impact on average*"[8] – though they raise concerns about cost and implementation. They are right to do so, and this is an issue which this paper covers later. Looking specifically at additional learning time through extended hours, they find that:

> Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Additional school time may be more effective if it is used for one-to-one support, in contrast to small or large group teaching…enrichment activities without a specific focus on learning can have an impact on attainment, but the effects tend to be lower, and the impact of different interventions can vary a great deal. These interventions may, however, be beneficial for their own sake outside of any attainment impacts.

[8] *Education Endowment Foundation Teaching and Learning Toolkit, "Extending school time", updated July 2021*

Other evidence from DCMS suggests that, as per the EEF above, young people who are behind academically and who engage in sporting activities also report gains in mathematics relative to those who do not[9].

The Centre for Social Justice (CSJ), in a 2021 paper, summarise the evidence around extended schools in terms of reducing negative out-of-school experiences. They find that offering wider experiences in schools, including physical activity, could improve the happiness of young people, improve behaviour, address physical health and mental health, and reduce the risk of young people being caught up in youth criminality[10].

The Social Mobility Commission published a systematic review of the evidence around the benefits of extracurricular activities for young people in 2019[11]. They conclude as follows:

> "Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of schoolwork. These more qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing.

The Social Mobility Commission (SMC) work echoes other work from the Institute of Education in 2016, which showed that among primary school children in England, sports clubs and other club participation was positively associated with attainment at age 11, when controlling for prior attainment. Participating in organised sports or physical activity was also positively linked to social, emotional and behavioural outcomes. Among disadvantaged children, participation after school clubs in general was linked to both higher KS2 attainment and prosocial skills.[12] At secondary level, an international review of

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[9] DCMS, "The Culture and Sport Evidence Programme (CASE), Understanding the drivers, impact and value of engagement in culture and sport" (2010)

[10] Taken from CSJ, "A level playing field: Why a new school enrichment guarantee would propel our post-Covid recovery and close the disadvantage gap" (2021), pp 6-9.

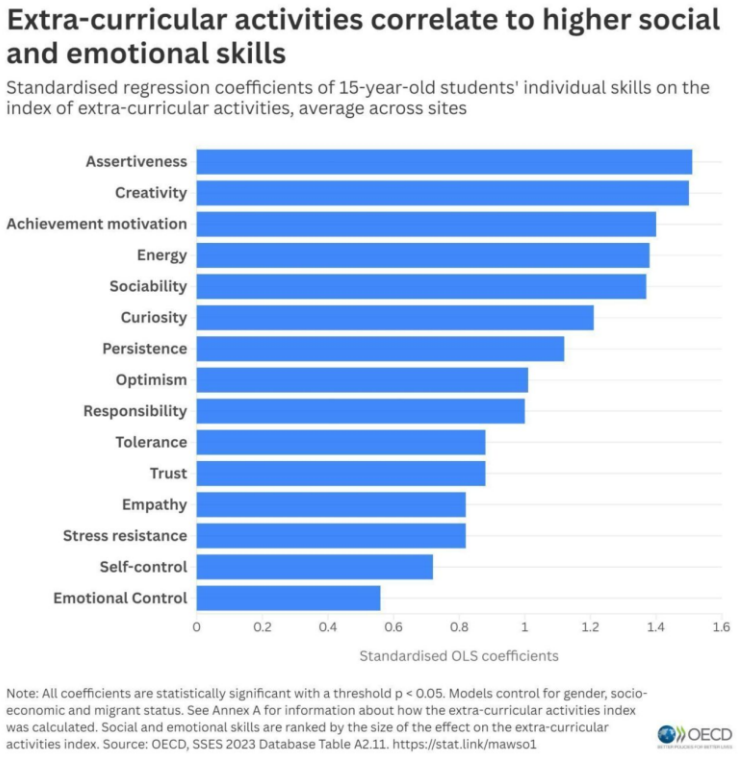
[11] Social Mobility Commission, "An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility" (2019)

[12] Chanfreau et al, "Out of school activities during primary school and Key Stage 2 attainment" (2016)

29 studies found some – but weaker – findings of attainment linked to "non-specific extracurricular activities, academic clubs and journalism, as [well as findings linking] participation in performing arts, sports and leadership activities on a range of educational outcomes"[13]

Participation in extracurricular activities delivers more than academic attainment. Work from the Child Poverty Action Group and the Family and Childcare Trust show how having reliable childcare – including through school-based provision - enables parents to increase the number of hours they work, which dramatically reduces the risk of child poverty. For example, the poverty risk in a lone-parent household triples when a parent moves from working full time to not working.[14]

And international comparative analysis from the OECD shows that engagement in extra-curricular activities is related to higher social and emotional skills for both 10 year olds and 15 year olds, especially around assertiveness, creativity, sociability and curiosity.[15]



Polls of parents and teachers demonstrate widespread appetite for a vision of education that incorporates building of these attributes beyond academic attainment alone. Polling conducted by YouGov for the Youth Sport Trust[16], asking a sample of parents of both

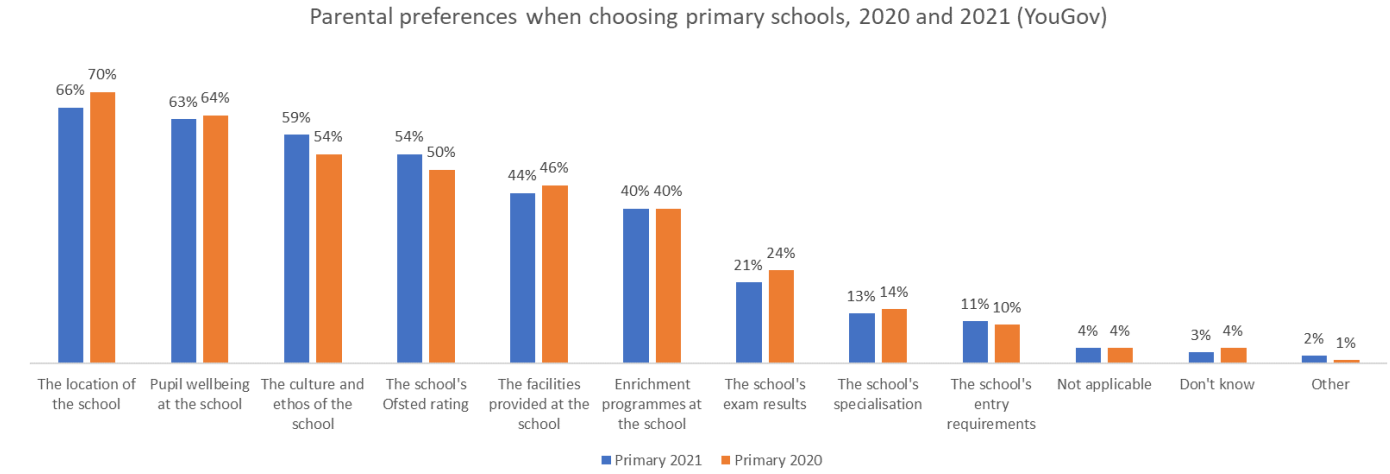
[13] *Shulruf, "Do extra-curricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature" (2010)*

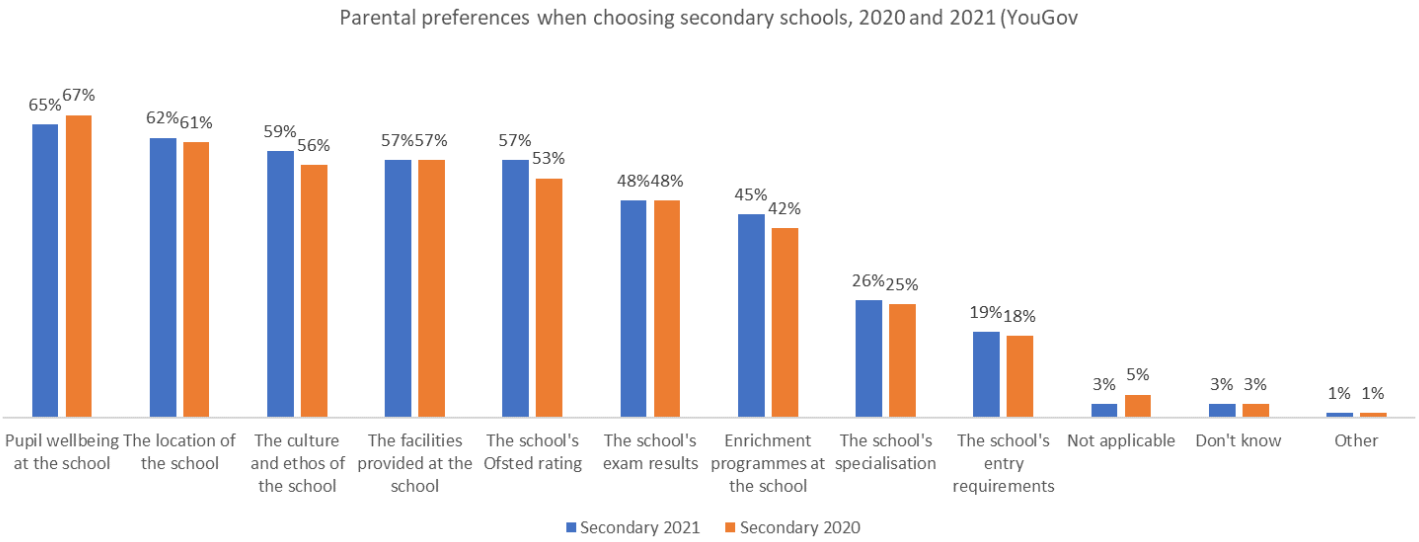
[14] *Child Poverty Action Group, "Unfinished business: where next for extended schools?" (2016)*

[15] *OECD, "Nurturing social and emotional learning across the globe: findings from the survey on social and emotional skills" (2024)*

[16] *Youth Sport Trust, "Wellbeing survey" (2021)*

primary and secondary aged children for their views on what aids their school choice, shows a focus on wellbeing and enrichment scores highly among both groups of parents:





This appetite for a broad approach to education was echoed elsewhere. In 2023, the Laidlaw Foundation commissioned Public First to understand parent and teacher attitudes towards what schools should be offering to children. They found that more than twice as many parents (62%) preferred schools to focus on areas other than preparing them for exams (29%). Of those parents whose children are currently eligible for free school meals, this number rose to 70%. Parents think schools should help children to grow up "well rounded," prioritising preparation for future employment, and promoting success outside the classroom. Parents are considerably more likely to prefer that their child goes to a school that focuses on extra-curricular activities and life skills (54%) than academic achievement and exam preparation (37%)[17].

[17] *Public First and the Laidlaw Foundation, "Building Tomorrow's Healthy, Confident and Productive Citizens" (2023)*

04 What can be learned from the last time this was a universal offering in the 2000s, and what are schools doing now?

> “ I welcome the suggestion a revival of at least part of the Extended Schools programme, and the clear acknowledgement that schools should be conveners and commissioners as opposed to direct delivery agents. There is a clear opportunity to create a networked delivery infrastructure which multiplies the impact of a range of third sector organisations.
>
> *Rebecca Boomer-Clark, Chief Executive, Lift Schools*

The importance of this approach was recognised instinctively by the Labour governments of the early 21st century, whose Extended Schools Programme had five key elements: high quality 'wraparound' childcare; a varied menu of activities; parenting support; swift and easy referral to a wide range of specialist support services; and providing wider community access to ICT, sports and arts facilities, including adult learning[18].

The evaluation of the programme – backed, importantly, by significant additional government resources over the first years of operation of around £300m a year - found the following:[19]

- Two thirds of schools were offering all five elements of the full core offer, and the remaining third were all offering at least some elements. Secondary schools were more likely than primary and special schools to be offering the full core offer.
- There was a distinct gap between the services schools were offering, and the services parents were aware of their child’s school offering, particularly with regards to holiday activities and community access to facilities.

[18] *Her Majesty’s Government, “Every Child Matters”, Command Paper (2003); Department for Education and Skills, “Extended schools: access to opportunities and services for all” (2005)*

[19] *Carpenter, Dyson et al, “Extended Services Evaluation: End of Year One Report” (2010)*

- Two thirds of schools offered extended services as part of a cluster or group of schools, and there was evidence that working in clusters helps to develop links with community organisations and avoids duplicated effort.
- Seven in ten schools were targeting specific groups of pupils or families for support with extended services. Most commonly this was economically disadvantaged families and pupils with disabilities or special educational needs. However, there was still a participation gap (in terms of hours of activities taken up) between economically disadvantaged pupils and those from 'better off' families and this seemed to relate to the cost of activities.
- Two thirds of pupils had taken part in at least one term-time activity in the previous term – most commonly sporting activities that occurred straight after school – and a third had not taken part in any activities in the previous term.
- Respondents to the survey of schools (mostly head teachers) generally had very positive views about how the provision of extended services had benefited the school and its pupils but a third agreed that they still struggled to engage disadvantaged pupils and families in extended schools' activities.
- Views were also generally positive on how extended services had helped schools to form or improve links with the community, with neighbouring schools, and with other agencies and providers of community services.
- At least seven in ten schools had seen greater parent and pupil engagement in learning and greater pupil enjoyment of school as a result of extended services, but fewer schools had observed improvements in attendance or reductions in behaviour problems or exclusions.
- In two thirds of schools the development of extended services had had at least some influence in raising attainment.
- Despite all the positive views of schools, over six in ten schools agreed that offering extended services places a significant burden on schools.

In 2011, the incoming Coalition government removed the ringfenced funding for extended schools, as part of a refocussing of schools onto the core learning and teaching agenda. Nevertheless, an ecosystem of partnership and co-curricular activities based in and around schools has still continued. Using various data sources, it is possible to paint at least a partial picture of the situation since 2010. Below is summarised a number of reports and associated data points, moving forward chronologically.

First, the Child Poverty Action Group (CPAG) and Family and Childcare Trust (FACT) carried out an extensive survey of schools in England in the 2015/2016 academic year[20]. This found that:

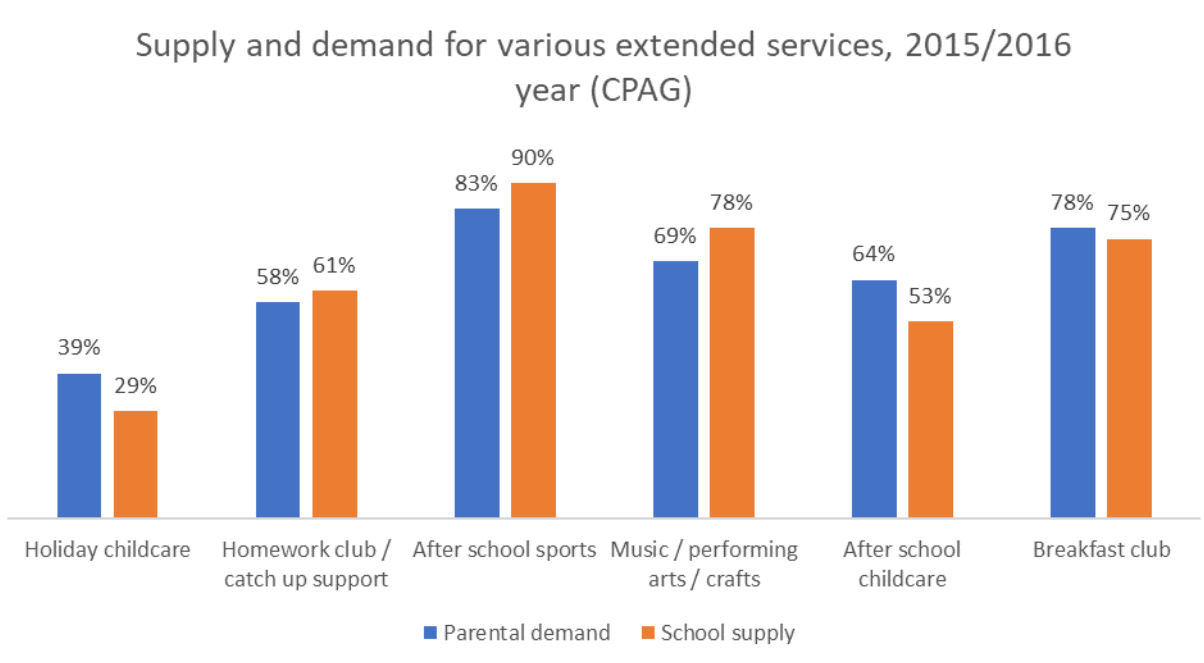
[20] *Diss and Jarvie, "Unfinished business: Where next for extended schools?" (2016)*

- Almost every school was offering some form of extended provision, with only 2% of schools reporting that they did not do anything
- The most common services were after school clubs, including sports clubs (90% of schools offering them) and music and arts clubs (78% of schools)
- 75% of schools offered some form of breakfast club
- 53% of schools offered formal after school childcare – and only 29% offered any form of childcare outside of term time

The focus of activities appears to have been tilted towards wrap around support for pupils, rather than schools as community hubs. Only 49% of schools offered their facilities for wider third parties, and 46% offered some form of adult and community learning in their facilities outside of core hours.

Perhaps unsurprisingly, provision varied between secondary and primary schools. Secondary schools were more likely to provide facilities for community use (66%, compared with 42% of primary schools). Secondary schools were also less likely to provide after-school or holiday childcare, but more likely to provide homework/revision clubs and supervised classroom facilities before school, likely reflecting changes in the needs of pupils at different ages.

CPAG and FACT also surveyed parents in the same 2015/2016 period, to see what they wanted from schools. This allowed them to compare supply and demand for various extended services. There was a particular shortfall in childcare, both out of school time and after the school day.

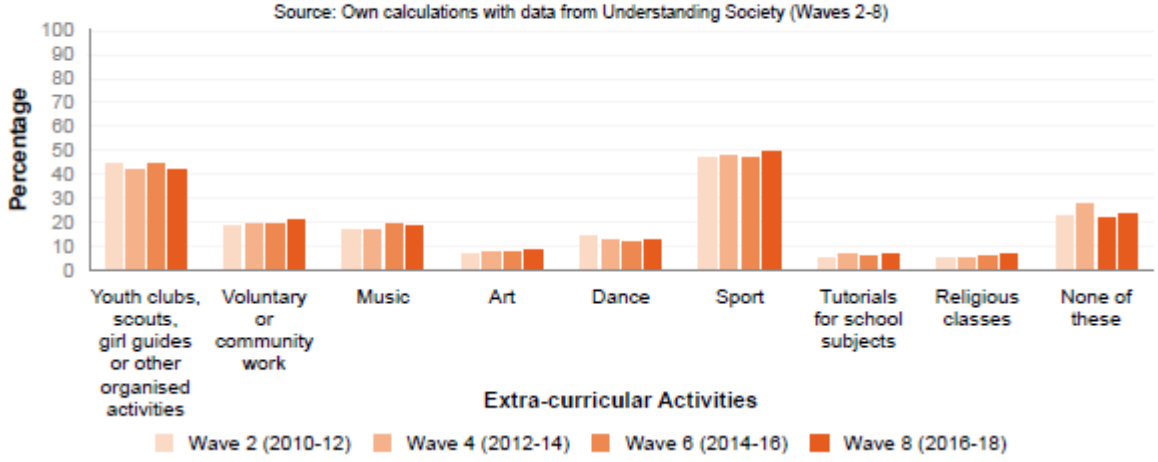


The Social Mobility Commission published work in 2019 which similarly looked at the uptake and participation in what they termed extracurricular activities.

They calculated overall participation in various activities over 4 waves of the Understanding Society/UK Household Longitudinal Study – whether these take place in school or not. This showed around half of all young people were engaging "regularly" in sporting activities, or organised activities like Scouts (though they note that young people can and often do participate in more than one activity).[21]

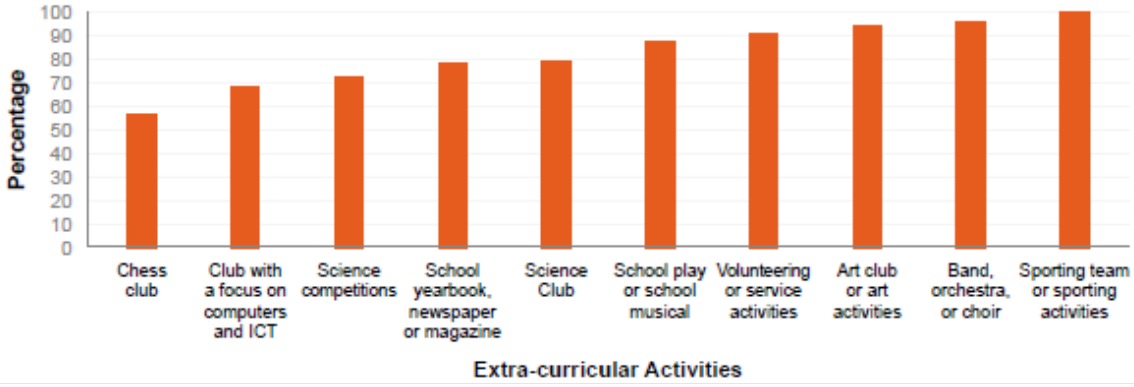
Figure 5. Percentage of youth in the UK participating in various extra-curricular activities on a regular basis

Source: Own calculations with data from Understanding Society (Waves 2-8)



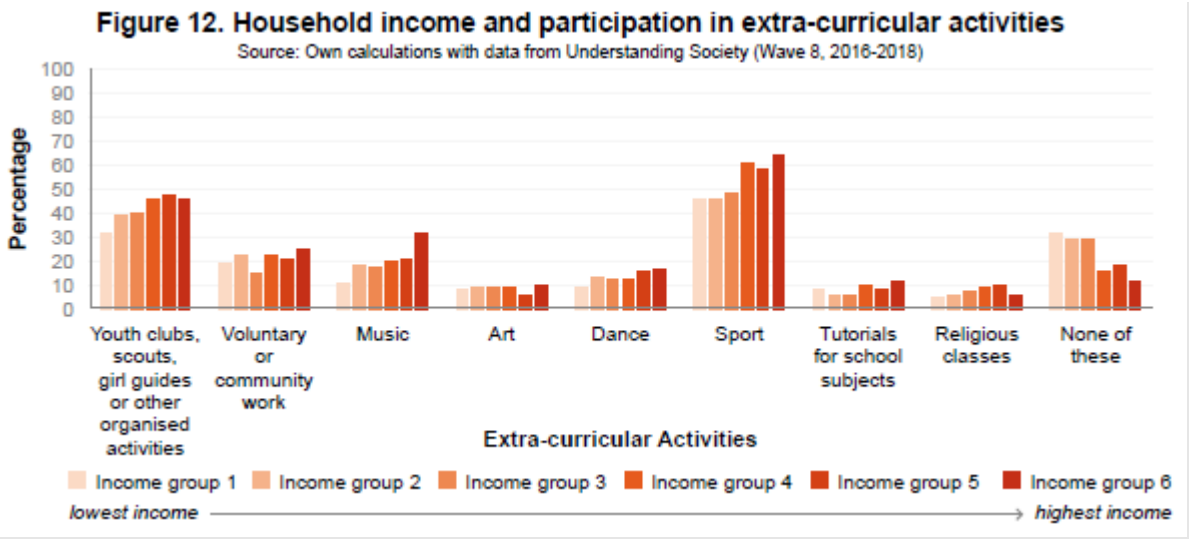
They also calculated participation and access to school-based activities. Similarly to CPAG, they found a large proportion of schools offering some form of organised clubs and extracurricular activities.

Figure 11. Extra-curricular activities offered in schools (percentage of students attending schools where the activities are offered) Source: Own calculations with data from OECD PISA 2015



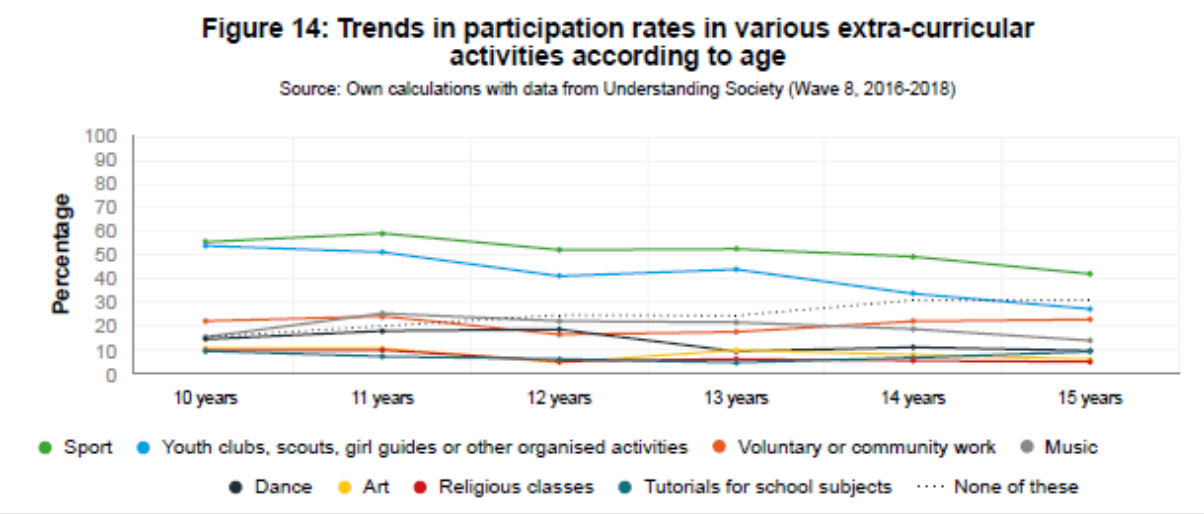
[21] *Social Mobility Commission, op cit*

They then further disaggregated participation by income groups, and found – in line with the official extended schools evaluation, and myriad other research on this topic across multiple countries – a difference in participation by income group.



Putting these last two graphs together, one can see a continuation of the pattern found in the government funded extended schools programme: activities are available at schools fairly consistently across income level of families, but participation at the pupil level varies by income, even for free activities. This could be down to a lack of transport options, other associated costs with nominally free activities, a feeling of not belonging, or other factors.

This gap by income is bigger than gaps found by the Social Mobility Commission by age (within the secondary phase):



Finally, they looked at participation by geography. At a regional level, they observe relatively few differences (looking here at participation by 10–15-year-olds only):

However, they note that "A limitation of observing patterns of participation broken down by broad geographic regions is that it can obscure differences within regions and countries. It is likely that even within towns and cities, particular areas will have differing levels of take-up or provision of activities".

In 2021, the Centre for Policy Studies commissioned Public First to undertake public opinion work around academic catch up and broader extracurricular work through the

prism of pandemic recovery.[22] This report found that there was appetite for a temporary extension of the school day to focus on catch-up, but that at the time, there was a significant preference for academic support through a longer day than wider co-curricular activities.

The report found that:

- Over two thirds (67%) of parents think children in England have been negatively affected by lockdown, and 57% of parents would support extending the school day by 30 minutes to give more time to catch up on academic subjects. The areas which are considered to have suffered the most are maths (62%), science subjects (41%) social skills (41%) and writing (38%).

- The focus groups for the project – carried out in Greater Manchester and Outer London – revealed that parents were much keener for any extra time in schools to be focused on 'the basics' rather than activities such as play, sport or drama.

- Of the options tested for delivering academic catch-up, tutoring was by far the most popular, and evidence shows it is the most effective – but it is also the most expensive.

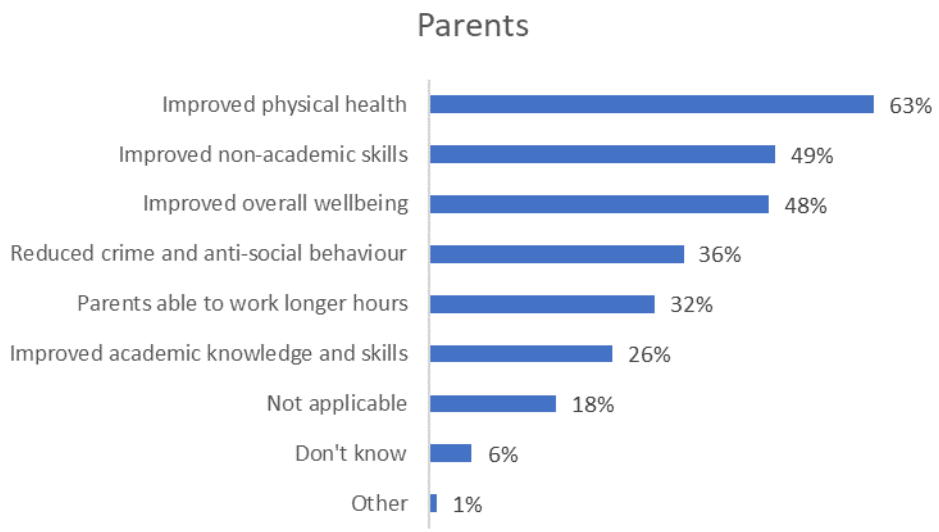
- The polling finds that a majority of parents (57%) support a longer school term and shorter school holidays as a measure to help students catch up. A big majority of parents – 65% – support free hours with private academic tutors. The evidence is that these policies are all both popular and effective, and address the most significant area of damage caused to children's education.

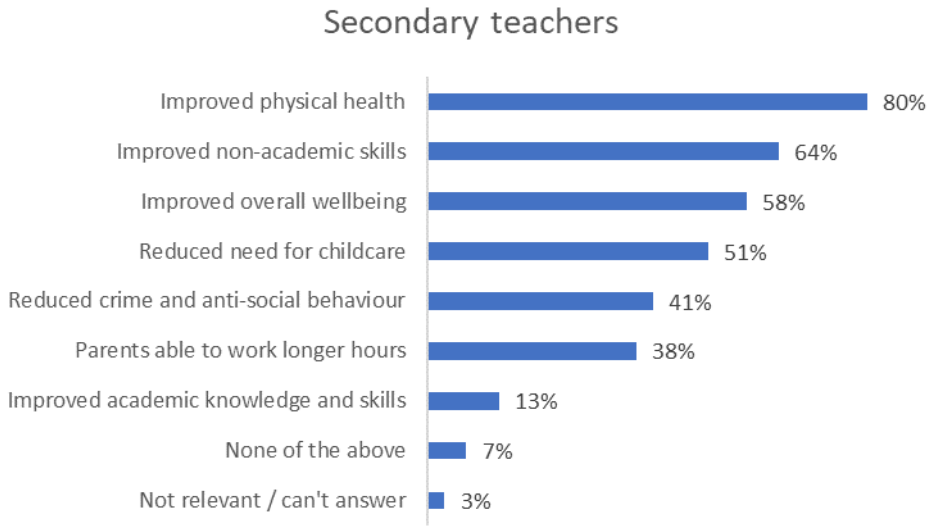
- The findings also indicate that parents say it is up to schools to make sure children catch up, with 78% of parents saying they should be primarily responsible.

Also in 2021, the Centre for Social Justice published work on the case for renewing some form of extended schooling. As part of this, they commissioned new polling from YouGov to explore the demand for, and benefits of, co-curricular provision in secondary schools.

This pointed to a desire among teachers and parents for the benefits which they felt it would bring:

[22] *Centre for Policy Studies and Public First, "Lost Learning: How children can catch up after Covid" (2021)*



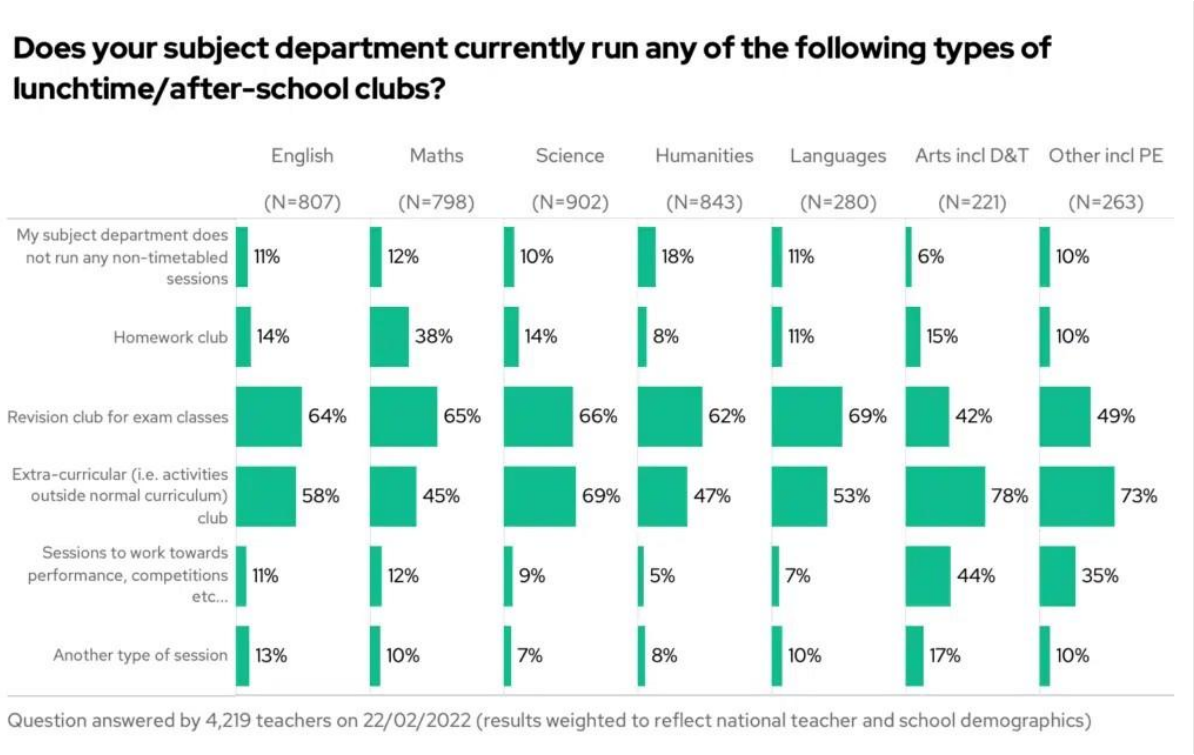


Most recently, one can see snapshots of school-based activity, drawn from Teacher Tapp polling of teachers across England. They have asked three questions in 2022 and 2023 which give a sense of provision.

In February 2022,[23] they asked classroom teachers whether, at a departmental level, their department offers any of a range of academically focused or extracurricular-focused afternoon or after-school clubs. The data shows that around two thirds of most teachers reported that they run revision clubs for exam classes, and somewhere between half and two thirds of all teachers run extracurricular clubs by their departmental topic.

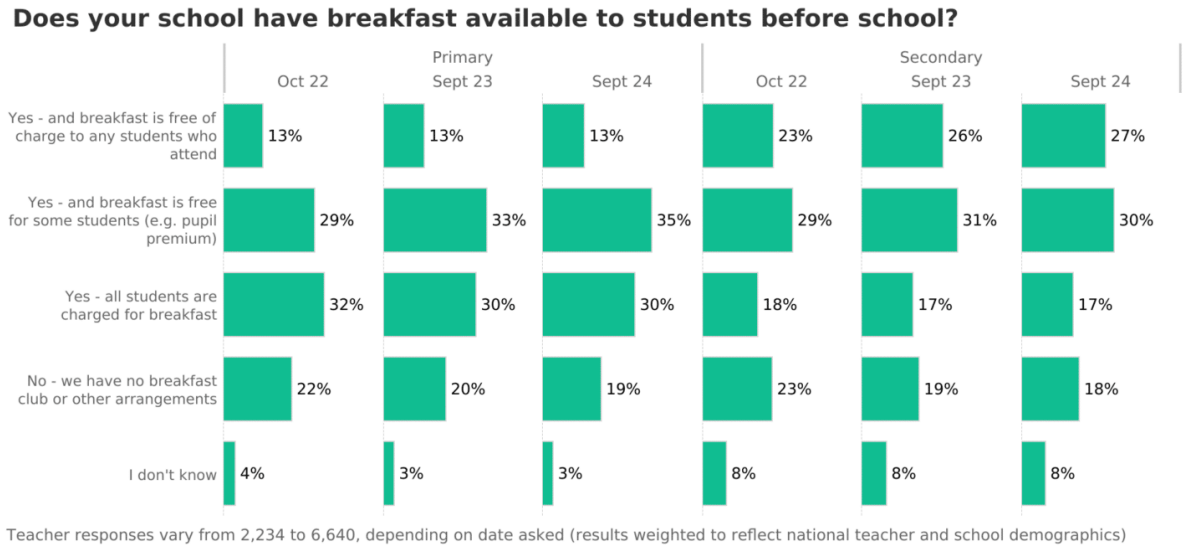
[23] *TeacherTapp, "Personal Lives, Teacher Couples, Impartiality and Who Has The Best Subject Departments?" 1st March 2022*

Perhaps unsurprisingly, departments with more formal and higher-stakes exams are more likely to run revision clubs. Arts, PE, and other departments are more likely than English, Maths, Science and Humanities Departments to run extracurricular activities based around their subject, as well as support for performance and competitions for high performing students in these subjects.



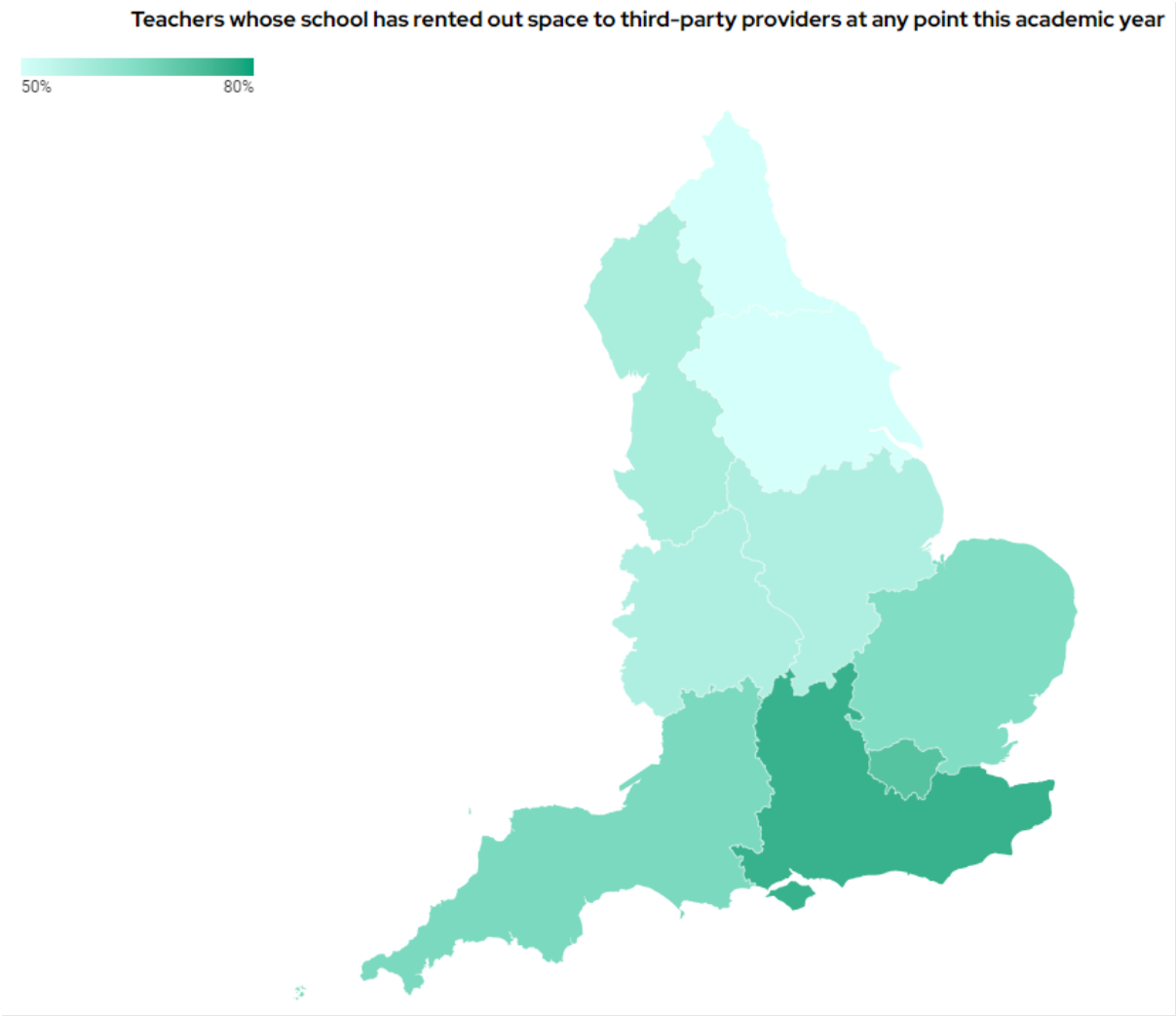
On a regular basis since 2022, TeacherTapp have also asked school teachers whether their schools run breakfast clubs. This shows a steady increase in provision being free, though overall provision has remained stable (74% saying yes in Oct 22 of which 42% give it free to at least some students, 74% saying yes in Sep 24 of which 57% give it free to at least some students).[24]

[24] *TeacherTapp, "Breakfast clubs, Apple vs Android and verbal abuse" 17th September 2024*



Finally, in July 2023,[25] they asked about the number of schools who let their buildings out to third party providers. It should be noted that this might not just be to community groups, and importantly that children may not have access to these activities, either because they are chargeable or because, for instance, they are let to adult sports teams. Nevertheless, the data shows that between 50% of schools (in the North East) and 72% (London) to 76% (South East) rent some of their facilities. It is not possible to see more localised data than this, nor is it clear whether the differences are due to lack of demand from third parties, or lack of supply of appropriate facilities. The paper touches more on issue of geography in new analysis later.

[25] *TeacherTapp, "Money's too tight to mention", 4 July 2023*



Coram Family and Childcare's annual Childcare Survey focuses on childcare in all forms, including wraparound care via before and after school clubs for 5–11-year-olds and 12–14-year-olds. This year's survey found that childcare in after school care in England for 5-11-year-olds was deemed sufficient in all areas in 14% of local authorities (down from 25% in 2023), and the same figure was 7% for 12-14-year-old after school care (down from 13% in 2023. This report also found huge variations in the pricing of school-aged childcare: an after school club in inner London had an average weekly cost of £122.93, which is more than double the lowest average cost found (£57.11, in the North West).[26]

In February 2024, the Educational Policy Institute used longitudinal survey data tracking school-age children in 2013 to young adulthood in 2021, in order to understand access to extracurriculars and their association with life outcomes. They found that vulnerable groups were much less likely to attend sports clubs and clubs for hobbies, arts, and music, including 11% less likely if they were eligible for free school meals, and 23% less

[26] *Coram Family and Childcare, Survey 2024*

likely if they were SEND. Children in local authority schools and children in regions outside the South East and South West were also far less likely to attend clubs. They also found that participating in sports clubs in secondary school increased a students' odds of being in employment or education at 21 or 22 by 42%, and those who attended clubs for hobbies, art, or music were far more likely (56%) to attend higher education.[27]

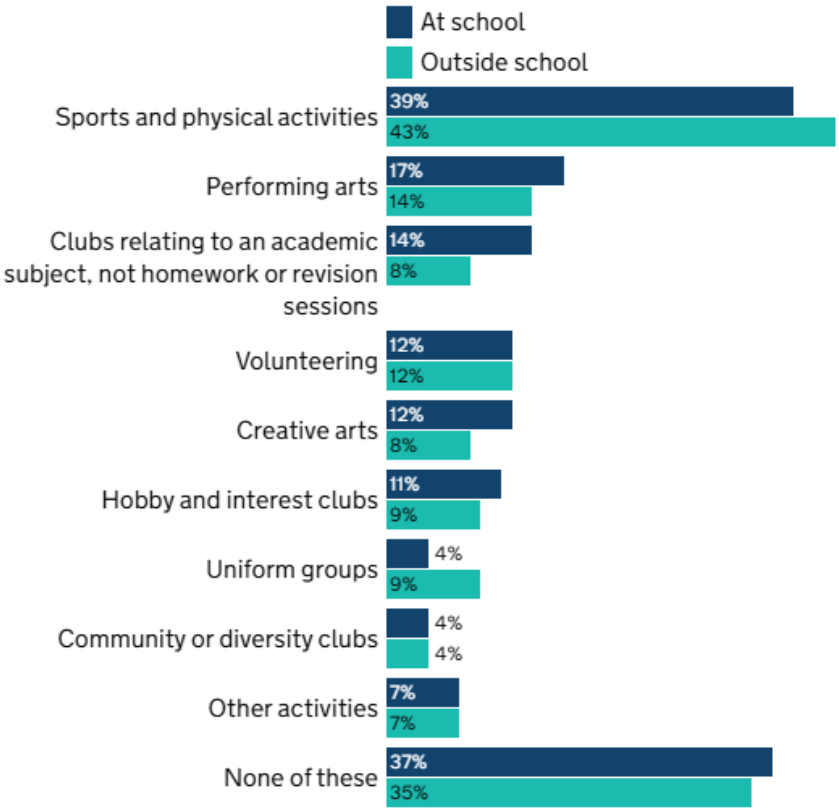
Figure 3: Students attending activity: school type and region

Most recently, work exploring parental and young people's self-reported participation in extracurricular activities showed that more than a third of secondary school pupils said they had not participated in any enrichment activities in school in the last term, and a similar proportion said they had not participated in any activities outside school on the same timescale. The same survey showed that there was lower participation for children whose parents did not attend university, children in need, and those eligible for free school meals, and that children with SEND were less likely to be involved in extracurricular sports and physical activities.[28]

[27] *Education Policy Institute "Access to extra-curricular provision and the association with outcomes" February 2024*
[28] *Department for Education, "Parent, pupil and learner voice: June 2025"*

Figure 1: Extracurricular activities pupils have taken part in this term at school or college and outside school

Change to table view



From this, the paper makes the following conclusions about the likely current pattern of co-curricular provision within schools since 2010, and demand for it:

- There remains, even in the absence of dedicated ringfenced a funding, a significant amount of co-curricular activity happening in schools – with perhaps only as few as 2% of schools not offering anything.
- The most popular activities seem to be lunchtime and after school clubs, which can be academic or co-curricular, followed by breakfast clubs.
- The biggest gap in current provision seems to be primary aged childcare (if one considers that childcare for secondary-aged students could be covered by access to broader clubs). This aspect of coverage is expensive and decreasing in availability year on year.
- Frequency and reliability is under-researched. Does a school or teacher reporting that a lunchtime maths club, or an after school club is occurring, mean that it is happening every week, at the same time?
- It seems very likely that most activity seems to be happening in term time, not holidays.

- Taking the last three points together, it seems very plausible to conclude that these services are not operating to a scale and frequency to aid parents, even if – as some of the evidence suggests – they are benefitting children.
- There remain gaps in uptake at student level by wealth, and some gaps by geography at a very local level, though these smooth out at a regional level.
- Pupils and parents express a general preference for co-curricular activities such as sport and music and arts, though academic support is considered important too, especially around tutoring, and schools focus a lot on the core subjects when running revision classes and academic support.
- The principle of schools as community hubs seems absent from discussions and evidence of activity since 2010. Although the majority of schools are renting at least some of their premises at least once a year, very little is known about the frequency, for what activities, and about whether these are used for activities which pupils and parents can also be involved in.
- There is very little data on the extended school theme of additional services based in the school. Wider work and discussions across the sector lead to a conclusion that these services are under extreme pressure and there is a desperate lack of capacity. It is possible that greater use of co-location and school and trust-based commissioning of these services could play a role.
- School finances are very tight, which places a cap on the roll out for any of this work, unless charged for or philanthropically funded (something that can also be seen with other examples of additional requirements placed on schools, such as tutoring uptake since the cancellation of the NTP).

There are also two main conclusions relating to how a new enrichment scheme might work – starting with the government's proposed enrichment framework, and in time moving beyond this.

The first is that any voluntary scheme often attracts those who wish to opt in, but not necessarily across the whole community. There is, of course is a difference between optional added activities, and a formally extended longer day that is mandatory. But this paper is inclined, in principle, to see benefits in the latter.

This then leads to a second observation, which is one of funding and workload. Many schools, school trusts and third sector organisations have superlative examples of staff going above and beyond, delivering academic support, and co-curricular activities to students. But this is not a sustainable solution for extending school hours at scale. The state cannot expect – least of all at a time of extreme teacher shortages, and very workloads – to mandate that teachers deliver additional time, whether academic or co-curricular. Instead, this paper sets out a system which uses schools and school trusts as the physical hubs, but draws from the wider expertise of civil society and third parties, working across schools and groups of schools in both the independent and the state

sector. This will, of course, require additional funding for schools to act as the commissioning hubs for these services, and this paper does not shy away from this conclusion.

05 How might a new national offer that supports young people work and be delivered without placing additional demands on schools and teachers?

> Oasis is fully supportive of this…building on how we as a Trust already operate a number of schools as anchor institutions within the community.
>
> *John Barneby, Chief Executive, Oasis Community Learning*

An enrichment framework – which is combined in this paper with a shift to an enrichment entitlement over time, and delivered via an extended school day programme - has widespread public and political support and could have considerable impact on disadvantaged young people.

Since before it came to office, the Labour government has indicated a desire for enrichment activities similar to that announced in the White Paper. Labour's manifesto and the Opportunity Mission document both commit to expanding opportunities for children of all backgrounds to engage with arts, music, and sport in schools. The manifesto sets out that:

> Labour will support children to study a creative or vocational subject until they are 16, and ensure accountability measures to reflect this. We will get more children active by protecting time for physical education, and supporting the role grassroots clubs play in expanding access to sport.

And the Opportunity Mission document[29] sets out in more detail that:

[29] *Labour Party, "Breaking down the barriers to opportunity", (2023), page 3*

> [Labour will] reform childcare and early years support so children have the best start in life Children's earliest years are crucial to their development and their life chances. By the time they start school, children eligible for free school meals are already five months behind their peers. By ensuring families have the early support they need, we can provide every child a firm foundation that sets them up for life.

> Deliver a broader education and the highest standards in schools, Too many children are being let down, leaving school without essential reading, writing or maths skills. Too many are denied the opportunity to participate in arts, digital and sports subjects that develop life skills, like communication, teamwork, and digital skills, which are essential for their futures.

Further down the document, they expanded on this:

> Childcare as education: For Labour, childcare must be more than just a facility that allows parents to work more hours. It is about providing every child with the best start in life; an early years education which sets them up for school and supports child development. Extensive evidence shows the positive impact of high-quality early education on long-term educational, behavioural and social outcomes, and on closing the gap for children in low-income households.[30]

> Breakfast clubs in every primary school: For children, school life is about much more than the grades they leave with. It's about the friends they make, the skills they develop and how they are supported to develop as people. Evidence shows breakfast clubs improve children's learning and development, boosting performance in maths and reading, alongside improving behaviour and attendance. This network of services and support is crucial to enabling schools to provide the best start for every child.[31]

> Expanding experiences: The closure of libraries, leisure centres, youth services and sports clubs has stripped opportunities away from our children… High standards for every child means an experience-rich education as well as one which delivers an excellent foundation in our core subjects, in maths and English, whilst building young people's confidence, teamwork and problem-solving skills.[32]

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[30] *Ibid, page 6*
[31] *Ibid, page 12*
[32] *Ibid, page 16*

There has also been significant progress on this agenda in the government's first year in office even before the White Paper and the Curriculum and Assessment Review, notwithstanding fiscal constraints. In February 2025, the government identified 750 schools which have begun to deliver breakfast clubs from April 2025[33] - and in September, identified a further 2,000 schools which will run them from April 2026.[34] They have also announced the rollout of the Best Start programme and early years reforms, on way to a commitment to have a record proportion of children school ready by 2028.[35]

So how can this be translated from the framework committed to by government, into a broader approach?

This paper endorses, and welcomes, the proposed enrichment framework that the White Paper sets out. It also makes the case for placing this within a multiyear settlement to fully extend the school day and make enrichment a core part of every young person's education, via a national programme.

Such a scheme would come at a cost, and this will be hard to achieve. This paper argues for a multistage process - over ten years – with a vision to move from an enrichment *framework* to towards a universally available offer of extended schools and an enrichment *entitlement,* delivered as part of a longer school day– which could start in primary schools, but which ideally in time would also be available in secondary schools.

To make this work, schools and other delivery partners would need to be confident of a multi-year funding guarantee, with a pledge for steady escalation over a number of years, and covering more than one Spending Review period.

This paper argues for this commitment to be made at the beginning of the next Spending Review period (which would cover from 2028 / 2029 onwards), or in any party's manifesto in the next General Election – with a goal for a universal service by 2040 at the latest.

When fully implemented, this paper estimates that there would be a total additional cost annually of £2-4bn for primary schools and a further £3-6bn for secondary schools (all in current prices.)[36] That is to say, around a 10%-15% increase in the Dedicated Schools Grant against a baseline of funding for September 2025,[37] if universal coverage across primary and secondary is achieved.

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[33] *Department for Education, "First schools confirmed for landmark free breakfast clubs", 23 February 2025*

[34] *Schools Week, "DfE wants breakfast clubs extended to 2,000 schools from April 2026", 27 September 2025*

[35] *Department for Education, "Giving every child the best start in life" (2025), op cit*

[36] *This paper bases its calculation on total headcount for mainstream primary and secondary pupils. We assume an average of 5 hours of extended services being taken up by primary pupils and 10 hours by secondary pupils (recognising that not everyone will want services every day), over a 39-week school year. The figures above are derived from a costed average of around £4.60 an hour (using the hourly rate paid by the state for early years childcare in 2023 prices), and assuming take up of between 50% to 100% of eligible students.*

[37] *Spending is allocated as £48.7bn for the 25/26 year for mainstream schools.*

While this is a significant cash sum, by setting out a 10 year trajectory, with a commitment to scale as public finances allow – and potentially operating only at primary level – this would be achievable, over multiple spending settlements, and as the public finances improve. This is akin to how major infrastructure projects or capital investments take place and over a similar timescale, and an investment in educational provision on the scale and in the way mapped out here deserves to be taken just as seriously as road or rail expansion. This ought to be the rock upon which the government – and indeed, any political party wishing to form a government - could sets its strategy and spending priorities for children (alongside, it is acknowledged, many other cost pressures).

Importantly, this paper also argues for building upon a network of third sector organisations – charities, voluntary organisations, businesses, clubs and societies – who can and should be at the heart of delivering this offer. The role of the school is to be the hub of activity – the physical space, and a location that is known and trusted by young people. And the school should be the commissioner of activities to the third sector, to come into schools – whether the activities are free, or chargeable, to the young people and their families who use them. But the school, and teachers themselves, ought not (in most cases) be the direct delivery system. This paper does not mean for this scheme to add to teacher or school workload, nor to distract teachers from their core job of teaching.

But in placing schools at the centre of this offer – being the physical location and the commissioner of services, just not through teachers – this paper draws heavily on a belief of schools being hubs in their community, and "civic anchors". Civic anchors are institutions which have strong ties to the community/ies in which they are based; that tend to receive or are stewards of large sums of public money in these communities; who feel a need and responsibility to deliver activity for their community beyond their immediate beneficiaries, and who therefore play a significant role in a locality beyond those beneficiaries by making a strategic contribution to the greater social good, prioritising support for those experiencing disadvantage.

Under this approach, it is the school, or school trust, which works as the civic anchor to commission and host activities by third parties, open to young people across the community. This offer could equally be delivered by school trusts, or schools within Local Authority oversight - the key element is the school community leadership, not their legal structure. This is entirely in line with the proposals made in the Children's Wellbeing and Schools Bill, which places a focus on a consistent offer for all children regardless of school structure.

There are plenty of examples of Academies and LA schools having led this convening power locally in the 2000s – Specialist Schools Partnerships, School Sport Partnerships, and others similarly. Therefore, while this paper does not underestimate the financial and

human resourcing for doing so, it sees an opportunity to re-establish this capability and offering from schools.

Therefore, this paper proposes the following model of commissioning, funding and implementation for an enrichment entitlement, delivered through an extended school day programme:

Element 1: The new entitlement should be flexible, with no core offer, though there are likely to be elements of consistency. In an era when schools prize autonomy, it should be up to schools to decide their offer based on pupil need, community appetite and available provision – though government and the sector is likely to coalesce around some elements which are most commonly offered.

Element 2: It should be for all pupils, primary and secondary, and operate from 8am to 6pm across all of term time (39 weeks a year), with holiday provision as needed. Although this will be a considerable effort, consistency of what provision looks like is of huge benefit to parents. It will be up to schools, Trusts and Local Authorities to determine holiday provision.

Element 3: Commissioning power, and associated funding, for delivering the entitlement should rest with schools, and Trusts, rather than local government or any other body – but should align with a greater Best Start duty for wider local services being delivered by Local Authorities. With the possible exception of clinical and specialist services, this paper argues that schools and Trusts are best placed to judge what their communities need, and should hold commissioning power accordingly. But they should do so in close co-operation with their Local Authorities who will be designing Best Start plans -especially for primary schools.

Element 4: Schools can if they wish deliver services directly, but should not be required to. In the pre-2010 incarnation of the extended school day, both individual school and cluster models of enrichment provision existed. There is room for both of these options under this plan; the National Tutoring Programme could act as a blueprint for such a mixed model.

Element 5: Schools should be the physical hubs of provision wherever possible, and questions of transport need to be centre stage where they are not. While delivering services away from school sites adds logistical barriers to delivery, it may be necessary for primary schools, or secondaries particularly those who are standalone, or LA schools in smaller LAs. Cluster arrangements, particularly in primary settings, should be mindful of transport as a potential difficulty. Physical and capital regeneration of schools over the next decade (whether new schools, capital upgrading, or changing of empty primary school space into nurseries) should include design guidance to seek how that can be used for community access during the day, while protecting safeguarding duties of schools.

Element 6: Some schools could and should also be service providers, and hosts, where useful. Pragmatic decisions should be made on a local basis about the settings that have the capacity to both host and deliver provision, including for other schools. This could include larger secondary schools (in both the state and independent sector).

Element 7: While schools should be allowed to charge, the presumption should be that they should not. Since wraparound care is not a formal part of the school day, it would be unfair to rule out charging for provision, but the dampening effect that charging even nominal fees has on demand means that charging should be avoided wherever possible. Government funding should be sufficiently generous to support this ambition.

Element 8: This programme has a decade long rollout, growing as public finances allow. Schools and other delivery partners would need to be confident of a multi-year funding guarantee, likely escalating over a number of years. The paper estimates the annual cost in steady state in 2024 prices to be around £2bn to £4bn for primary schools, and £3bn to £6bn for secondary schools.

Element 9: Additional supply support should be targeted towards cold spot areas. This could be delivered either through top-up funding in cold-spot areas or competitive grants for civil society organisations moving to these areas.

Element 10: Schools and school Trusts will play a strong quality assurance and demand side role. One of the main roles of schools and school trusts – and not for government – will be to constantly evaluate and review the quality of support available from third parties, and to help drive high standards on the supply side of organisations.

06 What does the ecosystem of voluntary and community organisations that could support young people look like across the country?

Finally, this paper considers the ability of the third sector to meet this new demand from schools and school trusts for a full enrichment entitlement. The sector is vibrant in sheer volume – using new methodology for this report, this paper identifies over 50,000 civil society organisations (CSOs, such as scout and guide groups, sports clubs, nurseries and playgroups) present within England who could, theoretically, enter into relationships with schools and trusts to provide services for young people and their families.

But the analysis also shows that this sector is not distributed evenly across the country. When looking at the distribution of these organisations around the country, it finds that many areas of the country are well served by a flourishing civil society, but that there are a number of cold spots. Most concerningly, with the exception of London Local Authorities, it finds a strong link between more deprived areas of the country and a paucity of third sector organisations who may be able to help the young people who need it the most.

This analysis confirms earlier analysis as to where civil society is. 2020 analysis for New Philanthropy Capital, using a similar methodology to this paper, shows that *"the available data suggests that deprived areas in general, and many of the 'left behind' places in particular, suffer from a lack of charities, compounding their economic hardship with a lack of social capital".* They show that charity density is not even across the old nine government regions, with more deprived areas having less density; that further to that, certain towns within those regions are also underserved by charities; that less social activity including volunteering occurs in these places; and that charities have a shorter lifespan in such areas.[38] The full analysis, and geographic spread, is covered in the Appendix.

[38] *New Philanthropy Capital, "Where are England's charities? Are they in the right places and what can we do if they are not?" (2020)*

From this new analysis, this paper draws a number of conclusions:

- **Many schools, and Local Authorities, are well served by potential third sector partners.** Our data and modelling show a rich and potentially vibrant third sector in this country – notwithstanding wider issues, which have been well covered elsewhere, around the funding and other challenges which such organisations face. Using the NCVO categorisation, this paper identifies over 50,000 organisations who could, in principle, work alongside schools to support children and young people.
- **Nevertheless, there are a number of cold spots in the country.** Such organisations are not spread evenly around the country – as indeed, schools and pupils are not spread evenly. But even accounting for differential populations, this paper shows a variance between lower tier local authorities in terms of their potential partners. This ranges from Westminster, with almost nine potential partner organisations per school, down to East Yorkshire, with just over half an organisation per school.
- **Leaving London aside, these cold spots more or less track to deprivation**. London provides an outlier; as a city in which many boroughs have high levels of deprivation, but also are a base for many civil society organisations. But if one leaves those thirty boroughs aside, this analysis shows a clear relationship: the least deprived quartile of LAs have an average of just over 2 civil society organisations per school; the most deprived (including London), have less than 1.4[39]
- **An organisation being based in an LA does not necessarily mean it would only (or at all) provide services in that LA.** One of the likely reasons that London boroughs are highly supplied with civil society organisations is that a number of larger organisations will be headquartered in London (especially in Westminster, Camden, Islington, Hackney). These organisations – especially if they have any form of regional or federated structure – would obviously be able to partner with schools across the country. Similarly, a civil society organisation based in an LA may not be able, for a variety of reasons, to work with a school even if it is located very close to it.
- **While it is reasonable to expect some market effect, the inequity in starting points mean that this may not be sufficient on its own**. Charities and civil society organisations will often respond to financial incentives in the same way as other organisations – that is to say that they may change behaviour in respond to grants and contract possibilities. In the proposal whereby schools gained greater commissioning power and funding, one would expect some civil society response to this – for example scaling up services, bringing on more staff and volunteers, and other activity which may make them more able to respond to commissioning decisions. However, if there is very little existing activity in an area, simply giving

[39] Most deprived quartile 1.38 civil society orgs per school; second most deprived 1.48; third most deprived 1.76; and the least deprived 2.04

schools commissioning power is unlikely on its own to drive supply in response to the demand. Similar inequity in provision, for example, has occurred in place based activities run by the DfE in the past. There might well be the necessity for targeted efforts by government, schools, trusts, local authorities and other to “pump prime” supply of organisations into an area, to provide support for schools.

07 Conclusions

The Government vision for an enrichment framework for young people is exciting. The White Paper correctly identifies the need for greater focus on enrichment, and the way in which it can be delivered. This paper welcomes the commitment and looks forward to supporting it as it rolls out.

But the paper also calls for government to go further over time, and for placing this focus on enrichment within a multiyear settlement to fully extend the school day and make enrichment a core part of every young person's education, via a national programme.

This paper argues for a multistage process - over ten years – with a vision to move from an enrichment *framework* to towards a universally available offer of extended schools and an enrichment *entitlement,* delivered as part of a longer school day– which could start in primary schools, but which ideally in time would also be available in secondary schools.

To make this work, schools and other delivery partners would need to be confident of a multi-year funding guarantee, with a pledge for steady escalation over a number of years, and spreading across more than one Spending Review period.

This paper argues for this commitment to be made at the beginning of the next Spending Review period (which would cover from 2028 / 2029 onwards), or in any party's manifesto in the next General Election – with a goal for a universal service by 2040 at the latest.

At full state, this paper estimates that this would be a total additional cost annually of between £2-4bn for primary schools and a further £3-6bn for secondary schools (all in current prices). That is to say, around a 10%-15% increase in the Dedicated Schools Grant against a baseline of funding for September 2025, if universal coverage across primary and secondary is achieved. While this is a significant cash sum, by setting out a 10 year trajectory, with a commitment to scale as public finances allow – and potentially operating only at primary level – this would be achievable, over multiple spending settlements, and as the public finances improve. This is akin to how major infrastructure projects or capital investments take place and over a similar timescale, and an investment in educational provision on the scale and in the way mapped out here deserves to be taken just as seriously as road or rail expansion. This ought to be the rock upon which the

government – and indeed, any political party wishing to form a government - sets its strategy and spending priorities for children.

In the past, a fully funded extended day programme has been considered too great a logistical, financial and bureaucratic outlay to deliver, regardless of funding. But this paper presents an alternative vision of an extended school day to deliver an enrichment entitlement: instead of seeing the barriers that could block the rollout of such a programme, this paper argues for the potential for widespread support of a carefully delivered extended school day programme.

A fully-funded extended school day – and, as argued above, the current financial and workload constraints present in school make a full funding settlement imperative – would touch on debates surrounding access to culture and sport, community healthcare and support, child nutrition, and, of course, childcare. As well as this, an extended school programme could cement the economic benefits stemming from parents accessing work settings for longer periods. This approach is fully deliverable by both LA schools and Academies, and builds on the approach in the Children's Wellbeing Bill around a common entitlement for all children across different legal structures, as well as the Best Start approach of a common plan for wrap around services being designed in concert between schools, Trusts and Local Authorities.

To make a plan deliverable, this paper proposes leveraging England's unique and rich array of civil society organisations. These groups are sources of both capacity and expertise from which the school system stands to benefit; there is a profound role for the state in removing the coordination difficulties between civil society and the education sector, particularly when it comes to settings and transport that might facilitate delivery. It concludes that there are more than 50,000 organisations across England who could be enlisted to help in this new movement of opportunity for young people. This paper is not blind to the geographical asymmetries in provision, but it would be possible to encourage the movement of organisations to cold spot areas through appropriate market interventions. By doing this, the extended school day stands a better chance of avoiding the opt-out problems that have affected similar schemes in the past. Any new programme should also ask schools to carefully monitor engagement from these groups, and provide opportunities to generate evidence about how pupils and families can be better engaged

08 Appendix - new analysis and mapping of third-party provision and cold spots

This analysis draws heavily on the UK Civil Society Almanac, published annually by the NCVO. This is the definitive reference publication for anybody interested in the voluntary sector, and its role in civil society. Widely cited by the media, it is used extensively by policy makers and sector leaders.

Importantly for these purposes, it provides both a taxonomy for civil society, and a breakdown of the total number of CSOs captured in the dataset, by host LA.

However, the analysis faces two initial categorisation and sizing challenges.

The first is that not all CSOs would be appropriate for delivering such activities with schools – because their charitable remit and purpose do not focus on children and young people. For example, the almanac includes grant-making foundations, health bodies, village halls, services for the elderly and social care, and international NGOs – none of which are appropriate for these purposes.

Therefore, for this work, this paper takes the NCVO classification, and rates it as described below, for an estimate as to whether organisations in principle are wholly, partly, or unlikely to be in scope.

Subsector	Types of organisations included	Rationale
Culture and recreation	Arts and architecture, historical and humanistic societies, sports clubs	Fully included within scope
Development	Economic, social and community development within UK communities (e.g. credit and savings associations, organisations that aim to improve public wellbeing)	Could be within scope for wider family and adult services, as well as general social and community organisations categorised within here are likely to be within scope
Education	Vocational/technical schools, adult/continuing education	This is likely to include schools themselves, as well as colleges, within the numbers, who we wish to exclude. But it will include educational organisations (supplementary schools, tutoring organisations, charities providing adult education and specific subject support e.g. maths clubs) which we want to include, so this category is partially included
Employment and training	Job training programmes, vocational counselling and guidance	Some elements of those could be included for principally secondary focussed support, but a lot is likely to not be relevant, so we mark this as partly included
Environment	Animal protection and welfare, natural resources conservation, wildlife preservation and protection	A small element of this sector will be educationally focussed and could operate as school focussed activity and we include it, but the majority of activity here would be out of scope
Grant-making foundations	Charitable foundations or trusts	These are not delivery organisations directly
Health	Hospitals, public health and wellness education, rehabilitation services	These are either not direct delivery organisations, or they are insufficiently children, young people and family services to be included. But we recognise a very small number might be able to deliver things like family health, sexual health and wellbeing support, school nurses etc, so an estimated subset is included

Housing	Organisations providing shelter or short-term accommodation, working in homelessness	They may be signposted by schools, but they are unlikely to be direct deliverers of school-based services, so are excluded
International	International development organisations, international human rights and peace organisations, exchange/friendship/cultural programmes	Highly likely to be entirely out of scope (though will have a very small UK education focussed element to some of them, which we ignore because we cannot size it and believe it to be very small)
Law and advocacy	Advocacy organisations, civil rights associations	As above, likely to be entirely out of scope, notwithstanding there will be a very small element of education advocacy, but we exclude this because we cannot accurately size it, and we believe it to be small
Parent-teacher associations		Obviously deeply involved in schools! But we exclude them, for the most part, as direct deliverers of services (though some could, for example, run informal breakfast / after school clubs, and we include a small estimate for this)
Playgroups and nurseries		Almost all of these will be the institutions directly, but we see a role for them to be contracted to deliver via school premises, so we include them all as potential service deliverers
Religion		We exclude likely organisations here (churches, mosques etc) but we recognise a role for some form of activity or outreach delivered by these bodies
Research	Medical research, science and technology, social sciences and policy	As with several other categories, we see an education role here for a subset of these organisations, but we exclude them from our analysis
Scout groups and youth clubs		Wholly in scope

Social Services	Family services, services for the elderly, temporary shelters, refugee assistance, income support and maintenance	In the international definition, this category includes youth services; in the UK, these are counted separately above, but we think a small element of these organisations could be in scope as family services and targeted support
Umbrella bodies	National, subsector and local infrastructure bodies (including councils for voluntary services (CVSs)), umbrella bodies	Not direct deliverers, so excluded
Village halls		Almost all of these organisations exist solely to maintain the premises – which itself is a base for lots of community activity supporting children and young people – but the charity itself is not likely to be a deliverer of commissioned services within a school

In total, the paper identifies 165,757 organisations present within England, from the NCVO almanac.

Using this categorisation of in and out of scope – which of course, is a judgement call – the paper further identifies 53,542 organisations which in principle, could be commissioned to deliver services in schools along the lines discussed above. This represents 32% of all CSOs identified by NCVO.

Secondly, the paper creates an estimate for the geographical location of these organisations.

Although the NCVO almanac provides a very helpful lower-tier LA by LA breakdown of all the registered CSOs, it does not break these down by subcategory. In other words, while it is known that there are a total of 651 CSOs based in South Oxfordshire, and 1,746 in Cornwall, the analysis does not show the types of organisations that they are. The analysis also needs to match the organisations from the lower-tier LAs where they are categorised by NCVO, to the upper-tier LAs which is the basis for school oversight.

This paper therefore matches lower-tier LAs to upper-tier LAs, using existing postcode lookups, in order to create a total number of CSOs in each of the 152 upper-tier LAs. It then applies an – admittedly crude – 32% weighting to each of these numbers, to create an estimate for how many of these organisations might be in scope for schools within that LA.

One notes, immediately, a number of limitations with this analysis. First, it is unlikely that within each LA, the number of organisations matches the national distribution between categories. Secondly, it takes no account of cross-LA switching – whether organisations based in one LA could service schools in another. This is particularly the case for larger charities and CSOs, which from the analysis within the dataset are predominantly based in London. And thirdly – which is discussed more below – this takes no account of the quality of the organisation and their ability to deliver high-quality services to schools. The paper discusses below what more needs to be done in relation to this issue.

However, in the absence of more granular data, this is used as a best-case estimate for an approximate number of organisations within each LA.

This is then matched against the number of state schools in each LA, at both the primary and secondary level. For ease, the paper assumes any organisation could deliver services to either school level. It excludes special schools from this analysis, as they are likely to require a more specialist set of civil society partners. Organisations are also matched against the number of children and young people registered within the schools to account for different sizes of institution.

This allows an estimate for the relative density of potential commissioning partners across every LA and mainstream state school in the country.

Table 1 presents the results. The paper lists all LAs, ranked by the highest estimated number of CSOs based in that LA, which could potentially be commissioned by schools. It also shows the number of schools, number of school-aged children, the number of students per CSO (which accounts for LAs with larger schools, and slightly changes the rank order of LAs best and worst serviced), and an IDACI ranking of LAs.

It then shows two different ways of graphing and analysing these results. Firstly, Chart 1 shows all the LAs, ranked by the ratio of CSOs to schools, with the best-served LAs on the left-hand side down to

the worst-served LAs on the right-hand side. It also colour codes all LAs by IDACI quartile, with the most deprived LAs in red, followed by amber, followed by yellow, and with the least deprived quartile of LAs in green.

Finally, in Chart 2, it shows the same data presented in a scatter graph, showing total relevant number of CSOs on the Y axis, the ratio of CSOs to schools on the X axis, and the IDACI quartile by colour dot. The greater the number of CSOs in absolute terms, and the higher the ratio of CSOs to schools (that is, the better the school is theoretically served by CSOs that it can commission), the further the dot will be on the Y and X axes, respectively.

Table 1

LAs in England, number of schools and pupils, and estimated number of CSOs; raw numbers and ranked								
LA	*Estimated* civil society orgs (CSOs) in scope	No of state schools (5-19, mainstream only)	5-19 population	Ratio of CSOs to schools	*Ranking of CSOs to schools (1=most CSOs)*	Number of students per CSO	*Ranking of students per CSO (1=fewest students per CSO)*	IDACI ranking (1= most children in deprivation)
Westminster	812	91	21,648	8.93	*1*	26.6	*1*	78
Camden	571	90	21,775	6.35	*2*	38.1	*2*	62
Islington	409	75	23,938	5.45	*3*	58.5	*5*	4
East Sussex	974	218	68,349	4.47	*4*	70.2	*6*	129
Hackney	425	111	33,877	3.83	*5*	79.7	*7*	14
Kensington and Chelsea	248	74	13,487	3.35	*6*	54.5	*4*	130
Barnet	540	166	62,481	3.25	*7*	115.7	*15*	115
Dorset	546	181	48,420	3.02	*8*	88.7	*8*	117
York	197	68	25,724	2.90	*9*	130.5	*22*	141
North Northamptonshire	434	151	83,127	2.87	*10*	191.5	*46*	125
Oxfordshire	1021	359	100,654	2.84	*11*	98.6	*10*	139
Lambeth	285	101	36,601	2.83	*12*	128.2	*19*	21
Harrow	197	74	39,279	2.66	*13*	199.3	*49*	109
Southwark	314	121	42,864	2.59	*14*	136.7	*26*	16
Bristol, City of	418	167	63,975	2.50	*15*	153.1	*33*	63
Tower Hamlets	275	110	46,185	2.50	*16*	168.2	*42*	1
Isle of Wight	124	51	16,831	2.42	*17*	136.3	*25*	61

Herefordshire, County of	263	109	23,828	2.41	*18*	90.7	*9*	111
Brighton and Hove	202	84	31,475	2.40	*19*	155.9	*35*	100
Richmond upon Thames	196	82	28,980	2.39	*20*	147.7	*28*	147
Cambridge	694	301	91,508	2.31	*21*	131.9	*23*	128
Devon	950	413	101,362	2.30	*22*	106.7	*11*	112
Buckinghamshire	599	269	89,595	2.23	*23*	149.6	*30*	144
Wiltshire	585	263	70,702	2.22	*24*	120.9	*17*	134
Kent	1516	687	250,389	2.21	*25*	165.2	*39*	93
Gloucestershire	725	332	92,117	2.18	*26*	127.1	*18*	120
Bath and North East Somerset	197	91	27,503	2.17	*27*	139.3	*27*	136
Surrey	1100	509	163,678	2.16	*28*	148.8	*29*	145
Somerset	634	299	72,603	2.12	*29*	114.5	*14*	103
West Sussex	691	331	118,747	2.09	*30*	171.8	*43*	127
Norfolk	929	454	119,236	2.05	*31*	128.3	*20*	92
Hampshire	1187	589	184,219	2.02	*32*	155.2	*34*	138
Hammersmith and Fulham	159	79	20,375	2.01	*33*	128.4	*21*	70
Shropshire	359	182	39,997	1.97	*34*	111.5	*12*	119
Rutland	55	28	6,105	1.95	*35*	111.6	*13*	146
Brent	199	103	48,583	1.93	*36*	244.5	*63*	52
Leicestershire	611	318	100,953	1.92	*37*	165.2	*40*	131
Cornwall	559	291	74,577	1.92	*38*	133.5	*24*	76
North Somerset	161	84	56,356	1.91	*39*	350.8	*102*	81
North Yorkshire	728	386	31,560	1.89	*40*	43.4	*3*	104
West Berkshire	180	96	27,118	1.87	*41*	150.8	*31*	143
Haringey	185	99	38,337	1.87	*42*	207.3	*54*	47

Worcestershire	496	269	82,664	1.84	*43*	166.7	*41*	105
Ealing	212	117	55,012	1.81	*44*	259.3	*71*	75
Bedford	152	85	31,415	1.79	*45*	206.2	*53*	89
Cumbria	603	339	70,789	1.78	*46*	117.4	*16*	113
Hertfordshire	1039	585	202,105	1.78	*47*	194.5	*47*	126
Windsor and Maidenhead	150	85	22,905	1.77	*48*	152.3	*32*	148
Kingston upon Thames	111	63	27,287	1.77	*49*	245.0	*64*	135
Suffolk	633	361	104,491	1.75	*50*	165.1	*38*	106
Wandsworth	202	116	33,255	1.74	*51*	165.0	*37*	96
Newcastle upon Tyne	185	108	42,560	1.71	*52*	230.5	*60*	40
Torbay	80	47	20,314	1.71	*53*	252.9	*69*	30
Northumberland	289	173	45,449	1.67	*54*	157.3	*36*	90
Redbridge	158	95	58,439	1.66	*55*	370.4	*109*	97
Essex	997	603	221,844	1.65	*56*	222.5	*56*	101
Cheshire East	286	173	57,167	1.65	*57*	200.1	*50*	137
Central Bedfordshire	223	135	48,036	1.65	*58*	215.7	*55*	124
Bromley	193	118	53,229	1.64	*59*	275.9	*74*	122
Staffordshire	716	440	125,041	1.63	*60*	174.6	*44*	114
Lewisham	156	96	38,254	1.62	*61*	246.0	*65*	18
Merton	121	75	28,050	1.62	*62*	231.3	*61*	110
Sheffield	306	189	85,194	1.62	*63*	278.8	*77*	57
Lincolnshire	624	387	109,347	1.61	*64*	175.2	*45*	85
Wokingham	131	82	29,785	1.60	*65*	227.0	*59*	150
Hounslow	144	90	45,967	1.60	*66*	319.9	*95*	66
Warwickshire	437	275	88,998	1.59	*67*	203.7	*52*	123

Newham	176	113	64,675	1.56	*68*	367.5	*107*	29
Reading	109	71	24,719	1.54	*69*	226.5	*58*	86
Liverpool	295	192	77,791	1.54	*70*	263.7	*73*	8
Leicester	195	127	60,375	1.53	*71*	310.3	*91*	22
South Gloucestershire	184	120	41,088	1.53	*72*	223.7	*57*	132
Manchester	315	206	93,199	1.53	*73*	296.0	*84*	3
Enfield	166	109	56,269	1.53	*74*	338.2	*100*	24
Greenwich	155	102	45,184	1.52	*75*	291.1	*82*	28
Southend-on-Sea	88	58	31,337	1.51	*76*	357.4	*104*	73
Sutton	105	70	41,334	1.50	*77*	392.6	*112*	118
Cheshire West and Chester	257	173	51,906	1.49	*78*	202.0	*51*	107
Milton Keynes	178	121	51,169	1.47	*79*	287.1	*80*	94
Solihull	127	87	40,480	1.46	*80*	317.8	*94*	116
Nottingham	169	116	48,970	1.46	*81*	289.8	*81*	2
Waltham Forest	120	84	42,562	1.42	*82*	355.6	*103*	42
Croydon	210	151	58,285	1.39	*83*	277.2	*75*	58
Portsmouth	90	65	27,642	1.39	*84*	306.3	*89*	53
Nottinghamshire	496	360	127,678	1.38	*85*	257.4	*70*	98
Southampton	114	83	33,935	1.38	*86*	297.1	*85*	49
Trafford	141	103	43,709	1.37	*87*	310.0	*90*	133
Bracknell Forest	62	46	18,830	1.36	*88*	301.8	*87*	142
Plymouth	138	102	39,371	1.35	*89*	286.1	*79*	59
Leeds	395	294	131,358	1.34	*90*	332.9	*98*	72
Hillingdon	143	108	53,270	1.32	*91*	372.4	*110*	80
Wirral	168	131	51,193	1.28	*92*	305.3	*88*	68
Swindon	113	89	37,064	1.27	*93*	327.2	*97*	102
Dudley	143	113	48,051	1.26	*94*	336.7	*99*	55

Salford	160	127	38,532	1.26	*95*	240.8	*62*	35
Derbyshire	562	448	109,404	1.25	*96*	194.7	*48*	99
Peterborough	108	86	40,894	1.25	*97*	379.2	*111*	41
Kirklees	243	194	67,372	1.25	*98*	277.4	*76*	74
Bradford	282	227	101,309	1.24	*99*	358.9	*105*	32
Bury	111	91	29,344	1.22	*100*	263.5	*72*	88
Gateshead	115	95	28,940	1.21	*101*	252.6	*68*	51
Sefton	130	108	40,672	1.20	*102*	313.1	*93*	77
North Tyneside	98	82	31,524	1.19	*103*	321.9	*96*	140
Warrington	107	90	33,286	1.19	*104*	310.5	*92*	121
Luton	91	77	40,733	1.18	*105*	446.6	*128*	46
Coventry	145	125	60,135	1.16	*106*	415.8	*119*	44
Havering	100	88	42,224	1.13	*107*	424.3	*121*	82
Birmingham	563	502	207,174	1.12	*108*	368.3	*108*	10
Stockport	147	132	43,893	1.12	*109*	298.2	*86*	108
County Durham	298	272	74,330	1.10	*110*	249.2	*66*	38
Calderdale	124	114	36,534	1.09	*111*	294.2	*83*	65
Medway	121	112	49,642	1.08	*112*	409.3	*117*	64
Kingston upon Hull	107	100	43,163	1.07	*113*	405.1	*116*	13
Lancashire	717	686	179,116	1.05	*114*	249.8	*67*	87
Barking+Dagenham	68	65	45,468	1.04	*115*	673.4	*148*	11
Thurrock	58	56	31,613	1.04	*116*	545.1	*140*	60
North Lincolnshire	88	86	24,640	1.02	*117*	281.0	*78*	71
Darlington	46	46	16,231	1.01	*118*	349.8	*101*	69
Derby	114	113	45,238	1.01	*119*	398.2	*114*	54
Bexley	89	89	43,662	1.00	*120*	490.8	*134*	83
Telford and Wrekin	81	83	32,082	0.97	*121*	397.8	*113*	50
Barnsley	85	93	35,247	0.92	*122*	414.1	*118*	33
Hartlepool	35	39	15,141	0.89	*123*	434.1	*123*	20

Blackburn +Darwen	78	87	28,125	0.89	*124*	361.7	*106*	34
Middlesbrough	53	60	25,858	0.89	*125*	483.9	*131*	7
Bolton	123	142	53,667	0.87	*126*	436.7	*124*	48
Bournemouth	96	113	52,915	0.85	*127*	549.4	*142*	95
Rochdale	83	97	38,048	0.85	*128*	460.9	*129*	23
Doncaster	113	133	48,075	0.85	*129*	425.6	*122*	37
Blackpool	41	48	19,955	0.85	*130*	491.0	*135*	6
Slough	49	58	34,056	0.84	*131*	695.6	*150*	79
Redcar and Cleveland	53	64	21,330	0.83	*132*	404.0	*115*	36
Sunderland	99	120	41,652	0.82	*133*	422.6	*120*	26
St. Helens	61	75	27,279	0.82	*134*	444.0	*127*	43
North East Lincs	55	68	24,220	0.81	*135*	437.5	*125*	27
Stockton-on-Tees	67	86	32,359	0.77	*136*	486.2	*133*	67
Wolverhampton	90	117	49,696	0.77	*137*	554.6	*143*	9
Wakefield	117	156	55,037	0.75	*138*	469.9	*130*	56
Rotherham	94	126	45,533	0.75	*139*	484.0	*132*	45
Stoke-on-Trent	77	104	41,196	0.74	*140*	532.0	*138*	17
South Tyneside	46	62	23,012	0.74	*141*	502.9	*136*	15
Sandwell	93	129	62,558	0.72	*142*	674.1	*149*	5
Oldham	82	118	45,986	0.70	*143*	559.2	*144*	25
Tameside	71	105	37,586	0.68	*144*	529.1	*137*	31
Walsall	86	129	54,123	0.67	*145*	626.4	*146*	19
Wigan	88	137	48,253	0.64	*146*	546.3	*141*	84
Halton	43	68	19,052	0.64	*147*	441.0	*126*	39
Knowsley	40	63	21,452	0.63	*148*	536.3	*139*	12
West Suffolk	104	203	67,893	0.51	*149*	650.8	*147*	149
East Yorkshire	79	154	46,084	0.51	*150*	583.0	*145*	91

Chart 1

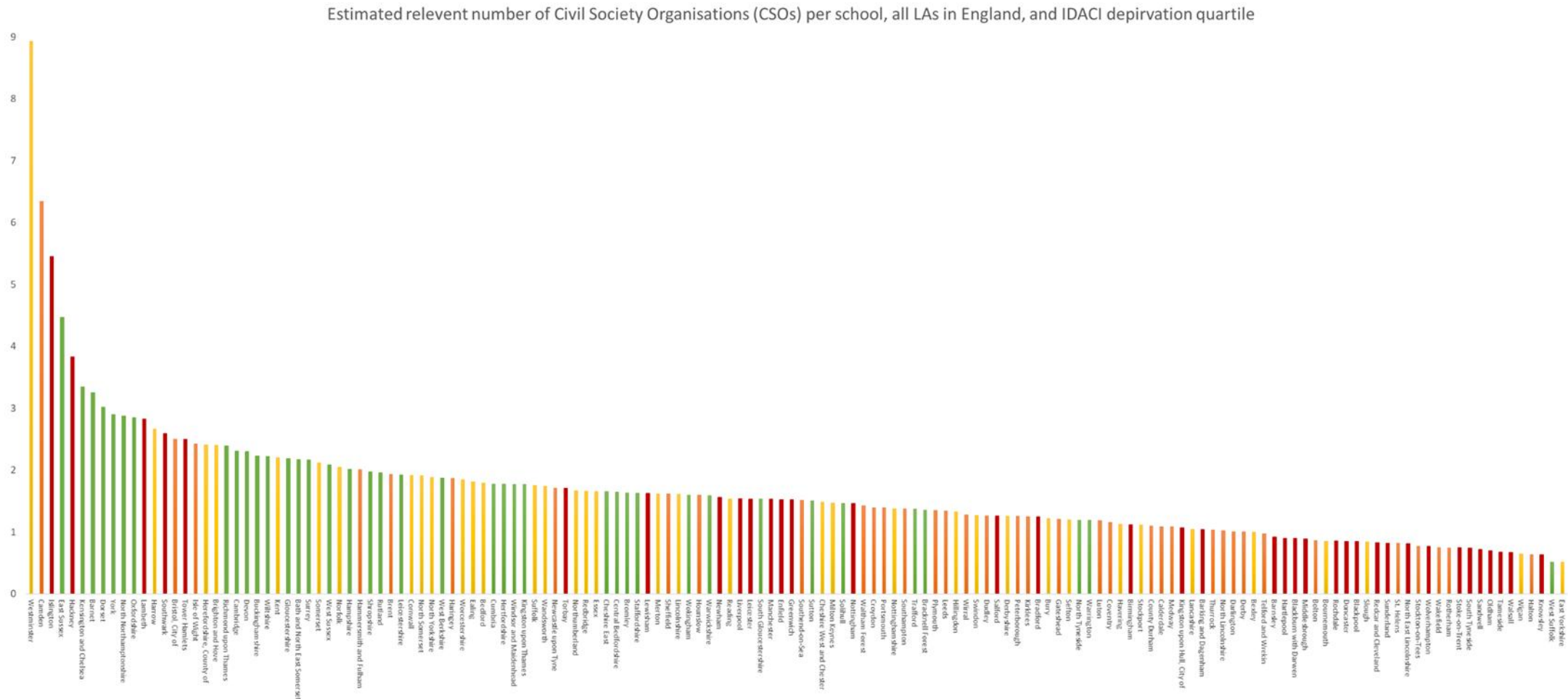
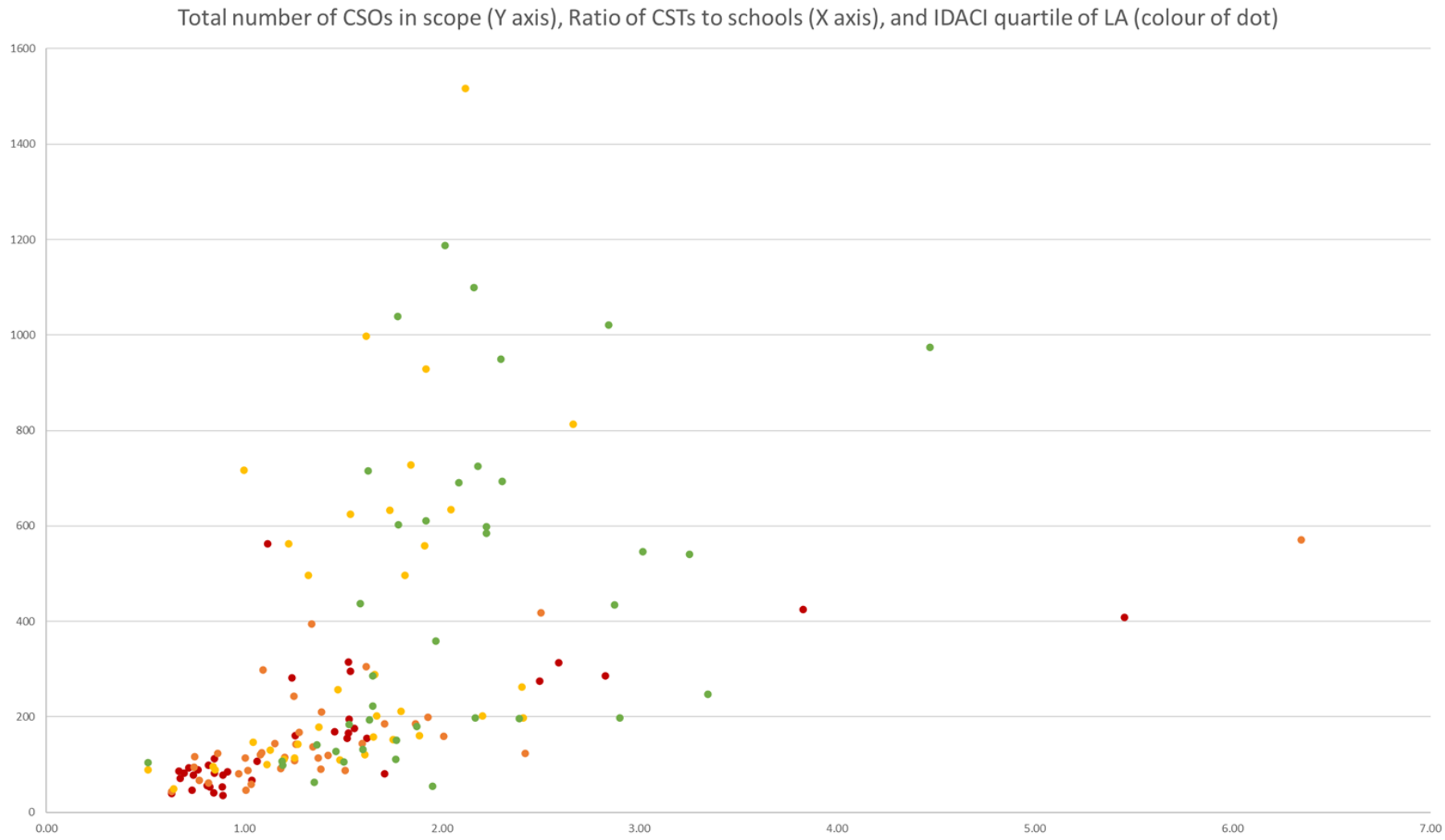

Estimated relevent number of Civil Society Organisations (CSOs) per school, all LAs in England, and IDACI depirvation quartile
9
8
7
6
5
4
3
2
1
0
Westminster
Camden
Islington
East Sussex
Hackney
Kensington and Chelsea
Barnet
Dorset
York
North Northamptonshire
Oxfordshire
Lambeth
Harrow
Southwark
Bristol, City of
Tower Hamlets
Isle of Wight
Herefordshire, County of
Brighton and Hove
Richmond upon Thames
Cambridge
Devon
Buckinghamshire
Wiltshire
Kent
Gloucestershire
Bath and North East Somerset
Surrey
Somerset
West Sussex
Norfolk
Hampshire
Hammersmith and Fulham
Shropshire
Rutland
Brent
Leicestershire
Cornwall
North Somerset
North Yorkshire
West Berkshire
Hartlepool
Worcestershire
Ealing
Bedford
Cumbria
Hertfordshire
Windsor and Maidenhead
Kingston upon Thames
Suffolk
Wandsworth
Newcastle upon Tyne
Torbay
Northumberland
Redbridge
Essex
Cheshire East
Central Bedfordshire
Bromley
Staffordshire
Lewisham
Merton
Sheffield
Lincolnshire
Wokingham
Hounslow
Warwickshire
Newham
Reading
Liverpool
Leicester
South Gloucestershire
Manchester
Enfield
Greenwich
Southend-on-Sea
Sutton
Cheshire West and Chester
Milton Keynes
Solihull
Nottingham
Waltham Forest
Croydon
Portsmouth
Nottinghamshire
Southampton
Trafford
Bracknell Forest
Plymouth
Leeds
Hillingdon
Wirral
Swindon
Dudley
Salford
Derbyshire
Peterborough
Kirklees
Bradford
Bury
Gateshead
Sefton
Warrington
North Tyneside
Luton
Coventry
Havering
Birmingham
Stockport
County Durham
Calderdale
Medway
Lancashire
Kingston upon Hull, City of
Barking and Dagenham
Thurrock
North Lincolnshire
Darlington
Derby
Bexley
Barnsley
Telford and Wrekin
Hartlepool
Middlesbrough
Blackburn with Darwen
Bolton
Bournemouth
Rochdale
Doncaster
Blackpool
Slough
Redcar and Cleveland
Sunderland
St. Helens
North East Lincolnshire
Stockton-on-Tees
Wakefield
Wolverhampton
Rotherham
Stoke-on-Trent
South Tyneside
Sandwell
Oldham
Tameside
Walsall
Wigan
Halton
Knowsley
West Suffolk
East Yorkshire

Chart 2


Total number of CSOs in scope (Y axis), Ratio of CSTs to schools (X axis), and IDACI quartile of LA (colour of dot)
1600
1400
1200
1000
800
600
400
200
0
0.00
1.00
2.00
3.00
4.00
5.00
6.00
7.00

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