

ENFIELD GRAMMAR SCHOOL



16 to19 Bursary Fund Policy

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COMMITTEE	Resources and Management
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1. Aims

Our school aims to:

- Have clear and transparent processes for the use and allocation of 16 to 19 bursary funds
- Make clear to parents and students the type of support which is available and the means of applying for it
- Make clear to parents and students the attendance and behaviour conditions for receiving the funds

2. Guidance

This policy is based on advice from the Education and Skills Funding Agency (ESFA) on the <https://www.gov.uk/government/publications/16-to-19-bursary-fund-guide-2023-to-2024-academic-year/16-to-19-bursary-fund-guide-2023-to-2024-academic-year>

This policy complies with our funding agreement and articles of association.

3. Definitions

- 'In care' is defined as: children looked after by a local authority on a voluntary basis (section 20 of the Children Act 1989) or under a care order (section 31 of the Children Act 1989)
- 'Looked after child' is defined as: a child in the care of a local authority or who is provided with accommodation by the authority in the exercise of any functions for more than 24 hours (section 22 of the Children Act 1989)
- 'Care leaver' is defined as:
 - A young person aged 16 and 17 who was previously looked after for a period of 13 weeks consecutively (or periods amounting to 13 weeks), which began after the age of 14 and ended after the age of 16, or
 - A young person aged 18 or above who was looked after prior to becoming 18 for a period of 13 weeks consecutively (or periods amounting to 13 weeks), which began after the age of 14 and ended after the age of 16

4. Roles and responsibilities

4.1 The governing body

The governing body has overall responsibility for approving this 16 to 19 bursary fund policy, but can delegate this to a committee, an individual governor or the headteacher.

The governing board also has overall responsibility for monitoring the implementation of this policy.

The responsibility for approving, monitoring and implementation of this policy has been delegated to the Resources and Management Committee.

4.2 The Headteacher

The Headteacher is responsible for ensuring staff are familiar with this 16 to 19 bursary fund policy, and that it is being applied consistently.

4.3 Staff

Our staff are responsible for implementing this 16 to 19 bursary fund policy consistently.

The senior leadership team will provide staff with appropriate training in relation to this policy and its implementation.

4.4 Parents

Parents are expected to notify staff or the headteacher of any concerns or queries regarding this 16 to 19 bursary fund policy.

5. How we use the bursary fund

Financial support is available to eligible students from the 16 to 19 bursary fund. See section 6 below for details of our eligibility criteria.

The fund is intended to support students aged 16 to 19 in overcoming specific financial barriers to participation so they can remain in education.

There are two types of 16 to 19 bursaries:

- Bursaries for defined vulnerable groups; and
- Discretionary bursaries

Examples of what we use the fund for include (but are not restricted to):

- Travel to School
- Books and Revision Guides to support learning
- Stationery and Equipment
- School Meals
- Field trips and other course-related costs
- The costs of attending university interviews and open days or work placements

6. Eligibility criteria for the 16 to 19 bursaries

6.1 Age

To be eligible for either bursary in the 2023 to 2024 academic year, students must be at least 16 years old but under 19 years old on 31 August 2023

Students aged 19 or over are eligible only for a discretionary bursary if they:

- Are continuing on a study programme or course which they began when they were aged 16 to 18 years old, or
- Have an education, health and care (EHC) plan

Students aged 19 or over are not eligible for bursaries for defined vulnerable groups.

6.2 Eligible education provision

Students must be participating in provision that is subject to inspection by a public body that assures quality (e.g. Ofsted). The provision must also fall into one of these groups:

- Be funded directly by ESFA or by ESFA via a local authority;
- Be funded or co-financed by the European Social Fund;

- Be otherwise publicly funded and lead to a qualification (up to and including level 3) that is accredited by Ofqual or is on the ESFA's list of qualifications approved for funding 14 to 19; or
- Be a 16 to 19 traineeship programme

Non-employed students aged 16 to 19 who are participating in a Prince's Trust Team Programme are also eligible to receive a bursary in the same way as any other student participating in an eligible, publicly funded course.

Students are not eligible if:

- They are on an apprenticeship programme; or
- Are on any waged training

Students who are studying via distance learning are eligible for either 16 to 19 bursary but are likely to require financial help on a more infrequent basis (e.g. travel to exams). If this is the case, we will provide support in-kind, such as a travel pass, details of which shall be decided on a case by case basis.

6.3 Residency

Students must meet the residency criteria in the [ESFA funding regulations for post-16 provision](#).

6.4 Asylum seekers

Accompanied asylum seekers under 18 with an adult relative or partner and asylum seekers aged 18 and above are entitled to education but are not entitled to public funds. If necessary, they can apply to the Home Office for suitable housing and cash for essentials.

We will provide in-kind support such as books, equipment and a travel pass to asylum seekers who have not had asylum refused.

Unaccompanied asylum seeking children:

- Are the responsibility of the local authority;
- Are to be treated as 'looked after' children; and
- Are eligible for a bursary for vulnerable groups, where they have a financial need

When these students reach 18 years old, we will consider their immigration status. They will still be eligible for a bursary as a student from a defined vulnerable group if the asylum claim is in their favour and will be treated as a 'care leaver' until they reach the upper age limit.

6.5 Bursaries for young people in defined vulnerable groups

Students with a financial need, who meet one of the following 4 criteria below, in addition to the criteria outlined in sections 6.1, 6.2 and 6.3 above, can apply for a bursary for vulnerable groups.

The defined vulnerable groups are students who are:

- In care (NB: those who are privately fostered are not classed as looked after);
- Care leavers;
- Receiving Income Support (IS), or Universal Credit (UC) because they are financially supporting themselves or financially supporting themselves and someone who is dependent on them and

living with them such as a child or partner; or

- Receiving Disability Living Allowance (DLA) or Personal Independence Payments (PIPs) in their own right as well as Employment and Support Allowance (ESA) or UC in their own right

Students who meet the criteria for a bursary for vulnerable groups are not automatically entitled to a bursary. Students will not receive the bursary if they do not have any actual financial need (for example, because their financial needs are met from other sources and/or because they have no relevant costs).

Where a bursary is provided, the funds will generally be up to £1,200 per year for study programmes lasting 30 weeks or more. When calculating the amount, we will look at cases individually and base the outcome on a particular student's needs. Students will only receive the amount they actually need to participate and will not automatically receive £1,200 if they do not need the full amount.

We can use our discretion, on a case by case basis, and provide more than £1,200 per year if such would be necessary in all the circumstances for the student to remain in education. Any such additional payment will be paid either from our discretionary bursary allocation or our own funds. If a student's study programme lasts for less than 30 weeks, they will be paid a pro-rata amount. We will also consider the number of hours involved in a student's study programme when deciding whether a pro-rata payment is more appropriate.

We will review the student's eligibility position each academic year. Students will only continue to receive a bursary for vulnerable groups if they continue to satisfy the criteria.

6.6 Discretionary bursaries

In addition to the criteria outlined in sections 6.1, 6.2 and 6.3 above, students can apply for a discretionary bursary if they satisfy one or more of the following criteria:

- In receipt of Free School Meals and still have entitlement
- Low Income Families (Level 1) – Families in receipt of benefits with an annual gross income of not more than £16,190.
- Low Income Families (Level 2) – Annual household income is more than £16,190 but less than £26,000
- Low Income Families (Level 3) – Annual household income is more than £26,000 but less than £32,000

Students who do not satisfy any of the criteria listed in this section, but who are able to demonstrate financial hardship arising from other reasons, may also apply for a discretionary bursary.

In assessing any application for a discretionary bursary, we will consider:

- Level of household income
- Cost of travel between the student's home and the School
- The number of dependent children in the student's household
- The requirements of their study programme
- Whether the student has additional responsibilities that may mean they need extra help

There is no set limit for the amount of discretionary bursary that can be awarded to students. We will base all decisions around which students receive a discretionary bursary, and how much bursary they receive, on each student's individual circumstances and their actual financial need.

We will review the student's eligibility position each academic year. Students will only continue to receive a discretionary bursary if they continue to satisfy the criteria.

6.7 Evidence

All applications for 16 to 19 bursaries must be supported by appropriate evidence. Examples of acceptable evidence we may request are:

- Tax Credits Award confirmation (Tax Year 23-24)
- Written confirmation of a benefit award or tax credit notice, in the name of the student (for either bursary) or the parent (for the discretionary bursary) e.g. child tax credit
- Previous 3 to 6 months' worth of payslips
- 3 most recent monthly universal credit awards
- P60 (Tax Year 22-23) for all income earners where tax credits award is not available
- Written confirmation of a vulnerable student's current or previous looked-after status from the relevant local authority

7. Application and payment process

7.1 Applications

Applications should ideally be submitted by the first week of October to allow enough time for our school to assess the overall level of demand and make discretionary awards on a fair basis. The deadline for applications will be clearly communicated to the cohort.

However, we acknowledge that students' circumstances may change and therefore the application process will remain open for the whole school year.

Applicants will be notified by email whether their application has been successful, together with the amount of funding awarded. If a student wishes to appeal the outcome of their application for a bursary, they must follow the school's complaints procedure.

7.2 Payment process

Reimbursements will be made half termly in arrears via BACS transfer direct to the student's bank account.

Bursaries can also be paid in-kind. Students can complete an online request for the School to purchase items on their behalf. This can be done at any point during the school year.

7.3 Conditions for the receipt of bursary payments

Payments of the bursary are conditional on students meeting the following conditions in relation to their standards of attendance and behaviour:

- Good attendance (96%)
- Compliance with the Sixth Form Agreement (Appendix 1)

All students are required to declare they agree to these conditions as part of the application process.

Students who fail to meet these conditions may have their payment withheld, but we will always take students' individual circumstances into consideration. This includes considering the impact on attendance that might be caused by illness, caring responsibilities or other exceptional circumstances.

We will refuse to make payments where students have been absent for a period of 4 continuous weeks or more (excluding holidays) and where students have decided to withdraw from a study programme.

We reserve the right to take back money from students where it is not spent for the reasons it was awarded.

We will consider the impact of such an action on the individual student before taking a final decision to do so, and any decision will be confirmed to the student in writing.

8. Change in circumstances

If there are changes in circumstances which may affect eligibility for a bursary, applicants and/or parents/carers must notify the school without delay.

9. Record keeping

All applications and associated evidence will be held securely and kept in accordance with the school's data retention policy.

10. Monitoring arrangements

This policy will be reviewed by the Head of Sixth form every year.

At every review, the policy will be approved by the Resources and Management committee.



APPENDIX 1

ENFIELD GRAMMAR SCHOOL HOME SCHOOL AGREEMENT – SIXTH FORM

At Enfield Grammar School Sixth Form, we believe that a happy and successful school is one that values the partnership between school and home. We therefore ask parents and SIXTH FORM students to read the following ways in which they can ensure that maximum benefit is obtained from the education at EGS and sign below to show agreement. In recognition of the school's obligation to parents and students, the Headteacher has signed this agreement to which the staff are required to adhere. The school looks to parents for cooperation and support in ensuring our high standards are maintained. This agreement reflects our school motto 'Tant Que Je Puis' (As Much As I Can) and through it we aim to demonstrate our commitment to value all students, staff and parents. At EGS, our aim is to equip students for a life in their community, Modern Britain and wider society. This agreement forms the foundation of a positive three-way partnership and the promotion of the good reputation of EGS in the community.

Student Name: **Tutor Group:**

As a parent/carer I will:

As a student I will:

As a school we will:

1. Behaviour for Learning	<ul style="list-style-type: none"> a) Encourage my son to behave well at all times in relation to all aspects of life in the sixth form including attendance, dress and fulfilment of learning obligations. b) Understand and support the school sanctions for behaviour and work together with staff to find solutions if behaviour falls below the expected high standard. c) Ensure my son uses social media wisely and respectfully. 	<ul style="list-style-type: none"> a) Behave well at all times including between lessons, when travelling to and from school and on school trips. b) Follow the school code of conduct. c) Not use social networking sites or mobile phones to post inflammatory messages or to engage in cyberbullying including out of school hours. d) Engage with all staff in a respectful, polite and courteous manner. e) Set a good example to younger students. 	<ul style="list-style-type: none"> a) Provide a code of conduct that supports a well-ordered school community that is ready for learning. b) Reward high standards of behaviour and inform parents of any concerns or successes. c) Inform parents if the use of social networking sites and other media impact negatively on learning or other students.
2. Attendance and Punctuality	<ul style="list-style-type: none"> a) Ensure my son maintains a high level of attendance and punctuality – over 95%. b) Inform the school promptly about any absence and the reason. (See the Sixth Form Attendance Policy). c) Adhere to the holiday dates as published on the website and only request leave of absence in exceptional circumstances. 	<ul style="list-style-type: none"> a) Maintain high levels of attendance and punctuality every day, including lessons at ECS where appropriate. b) Minimum of 95% attendance. c) Arrive promptly to all lessons and school events. 	<ul style="list-style-type: none"> a) Monitor absence and punctuality. b) Recognise and reward good attendance. c) Intervene when levels of attendance and punctuality fall below an acceptable level. d) Support families to improve their son's attendance.
3. Being ready for school	<ul style="list-style-type: none"> a) Support the school in ensuring my son adheres to the sixth form dress code and is equipped for learning. b) Understanding that my son may be sent home if he is not dressed correctly. 	<ul style="list-style-type: none"> a) Adhere to the sixth form dress code in its entirety and bring the correct equipment each day. 	<ul style="list-style-type: none"> a) Expect and maintain high standards of dress for all students.
4. Teaching and Learning	<ul style="list-style-type: none"> c) Take an interest in my son's learning, support them and respond to the school's advice in this respect. 	<ul style="list-style-type: none"> b) Work hard to achieve my targets. c) Help other students by allowing every teacher to teach and every learner to 	<ul style="list-style-type: none"> b) Provide a safe and supportive environment for your son in which he is challenged and motivated.

	<ul style="list-style-type: none"> d) Praise effort and good work. e) Be aware of the course requirements and demands. 	<ul style="list-style-type: none"> learn. d) Use course notes, text and specifications to support my learning. 	<ul style="list-style-type: none"> c) Regularly monitor and review academic progress to ensure your son is 'on target'.
5. Homework	<ul style="list-style-type: none"> a) Provide the right conditions for my son to complete homework successfully and communicate with the school if any problems arise. b) Ensure my son uses private study time effectively and develops mature study routines. 	<ul style="list-style-type: none"> a) Meet all deadlines for handing in homework and assignments and complete them to the highest standard. b) Develop good independent study habits and seek support if struggling. 	<ul style="list-style-type: none"> a) Regularly set appropriate homework that reinforces and extends lesson objectives. b) Ensure homework is regularly marked as per the school policy.
6. Communication	<ul style="list-style-type: none"> a) Inform the school about anything that may affect my son & raise concerns promptly and directly with the school. b) Attend Parents' Evenings and discussions about my son's progress. c) Communicate politely and appropriately at all times. d) Read electronic communications from the school. 	<ul style="list-style-type: none"> a) Talk to parents and teachers about any concerns in school. b) Communicate in a polite and appropriate manner directly with the school. c) Read electronic communications from the school. 	<ul style="list-style-type: none"> a) Hold Parents' Evenings to discuss your son's progress. b) Provide a full written report at least once in each academic year. c) Model high standards of courtesy and respect at all times to all stakeholders.
7. Technology	<ul style="list-style-type: none"> a) Model responsible use of technology to my son including appropriate engagement with social media. b) Endeavour to engage in online safety education for parents as provided by the school. 	<ul style="list-style-type: none"> a) Engage positively with technology. b) Use social media and all networking sites responsibly and in an age appropriate manner. 	<ul style="list-style-type: none"> a) Model responsible use of technology. b) Engage in online safety education as both teachers and learners. c) Provide professional advice on online safety for parents and students.
8. Wellbeing	<ul style="list-style-type: none"> a) Take a holistic approach to my son's learning and personal development. b) Encourage my son to engage in wider interests such as volunteering, exercise and hobbies. c) Support my son to make good choices for their physical and mental health d) Address wellbeing challenges and help reduce stigma around Mental Health. 	<ul style="list-style-type: none"> a) Take responsibility for my own wellbeing. b) Get involved with volunteering, sport and other wider interests. c) Build positive friendships and be kind to all including myself. d) Seek support when any wellbeing issues arise either at home or from school. 	<ul style="list-style-type: none"> a) Promote a holistic approach to mental health and wellbeing. b) Provide appropriate support and education to increase resilience and teach tools to prevent mental health challenges. c) Reduce the stigma surrounding mental health through education.
9. Ethos	<ul style="list-style-type: none"> a) Support school events and encourage participation in extracurricular activities. b) Support the school's ethos of 'Tant Que Je Puis', its vision and values. 	<ul style="list-style-type: none"> a) Find out what opportunities are available to me and participate where possible. b) Fulfil the school ethos of 'Tant Que Je Puis' in all aspects of school life to bring pride to the school community. 	<ul style="list-style-type: none"> a) Offer your son opportunities to become involved in the life of the school and inform them of events and activities. b) Promote the EGS ethos of 'Tant Que Je Puis' at all times.

Signatures:

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Parent/Carer

.....

Student

Mr. Chris Lamb
Headteacher (on behalf of the EGS Sixth Form)