**Background**

Providing additional school funding to help underperforming schools and students from disadvantaged backgrounds has been a primary focus of school funding policy in recent years. But existing studies have provided inconsistent findings, often driven by the existing school funding system. Hosung Sohn, Heeran Park, and Haeil Jung analyze the effect of providing extra school funding on student achievement under the homogenous school funding system in South Korea. Their work is published in vol. 18 issue 1 of *EFP*.

**Findings**

The authors find that a 20 percent increase in per pupil funding for underperforming schools reduced the percentage of below-average students in mathematics, English, social studies, and science by 19 percent, 17 percent, 16 percent, and 18 percent, respectively, compared with schools that did not receive additional funding.

The authors also analyze how the additional school funding is used, finding that the schools used it for operating summer and after-school programs, as well as for utilizing outside resources such as hiring college students as tutors.

The findings suggest that additional funding for underperforming schools to promote equity would improve students’ academic outcomes if the funding is distributed directly to underperforming schools and used to provide new academic programs to students.

For more details:

- View the [full issue](#).
- See the [full article in *Education Finance and Policy*](#).
- Sign up here to receive future *EFP* Takeaways.
- Summary of:

![Panel A: Math Achievement (Before Treated)](image1)

![Panel B: Math Achievement (After Treated)](image2)