

**Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chweched Senedd](#)**

**This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)**

**CYPE SP 15**

**Ymateb gan: Eithne Hughes, Cyfarwyddwr, Cymdeithas Arweinwyr Ysgolion a Cholegau (Cymru)**

**Response from: Eithne Hughes, Director, Association of School and College Leaders Cymru**

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Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chweched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

**Thema 1: Addysg oedran ysgol | Theme 1: School-age education**

ASCL Cymru would like to see the committee prioritise:

- Improved school funding and scrutiny as to the progress or otherwise of the recommendations outlined in Luke Sibieta's report, part of which states:

"There is now a strong evidence base showing significant benefits from higher school spending. Across a range of contexts and countries, a 10% increase in spending has been found to improve educational and later life earnings by about 7-10%. These effects are larger for disadvantaged learners."

Given the evidence base for increasing school funding and the positive effects on disadvantaged learners' future outcomes, this is a vital area for WG to deliver on. Clearly the pandemic makes this an even more urgent issue.

- Child poverty in Wales, is currently the highest of all the UK nations at 31% and a huge challenge for WG. While child poverty has been exacerbated during the pandemic, this issue has been significant over a number of years. ASCL Cymru



would ask that a deep dive into the causes, effects and possible solutions be under-taken.

- The disparity between the child poverty figure of 31% and those eligible for fsm (22.8%) needs to be tested. The eligibility criteria clearly leaves some children without access to a hot meal in the day.
- The effects of food -poverty on attainment and well-being. UCL reports the following:

“In the UK and Portugal, poverty and food poverty are a result of low pay and low social security benefits, compounded by governments’ austerity measures that hit the poorest families hardest. Mothers everywhere sought to protect their children from the worst direct effects of food poverty by cutting back on their own food intake and were often reluctant to admit their children were going without adequate food. Still, children in about one quarter of the families in each country mentioned going without enough to eat at times. A majority reported fruit or vegetable consumption below the national average. For their part, children moderated their needs and helped their parents by cooking or hunting for bargains. But they also mentioned difficulties in concentrating at school, being excluded from social activities and feeling different from their peers. Particularly in the highly unequal and consumerised UK, children mentioned being embarrassed by poverty and frustrated about the injustices of social inequality.”

- Qualifications and assessments to support the CfW while ensuring that the system is reliable, inclusive and engaging for learners. ASCL Cymru would like to see all learners to be able to access a breadth of qualifications with assessments reaching beyond the memory tests, which disadvantage so many and leave learners ill-equipped and sometimes in a state of high anxiety.
- The impact of the renew and recovery programme on outcomes, learner well-being and the plan’s stated intentions and significantly “ensuring equity”.
- Explore pastoral support, mental health and well-being support services for vulnerable learners.
- On-line exploitation of learners of all ages and the support available for schools to deal with issues as they come to light.

## **Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education**

ASCL Cymru would like the following to be explored:



(See above also)

- Recruitment and retention rates post-Covid by gender, ethnicity and socio-economic profile following the pandemic.
- Mental health support for all learners both proactively and reactively. What is the provision, resource and entitlement? How is FE being supported to allocate resource to this area.

**Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)**

See also above

- What resources and how effective is the support available for children and young people where there are identified mental health needs? What are the access arrangements, thresholds for responses and response times? What evaluations are carried out to determine the effectiveness of deployment? What is the Educational Psychology provision available as specialist support to help children and young people?

**Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people**

See above.

