



Implementation of Education Reforms

Evidence paper for the Children, Young People and Education Committee

23/10/2025

Summary

This paper provides written evidence to the Senedd's Children, Young People and Education Committee to inform the inquiry into the progress in Educational Reforms for Additional Learning Needs and the Curriculum for Wales.

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1. Additional Learning Needs (ALN)

The implementation phase of the ALN reforms concluded at the end of August 2025. The ALN system is now the sole statutory framework for supporting children and young people with ALN in Wales. In January 2025, there were 32,127 pupils with IDPs under the ALN system in maintained schools ([Pupil Level Annual School Census \(PLASC\)](#)).

These reforms represent one of the most significant changes to the education system in a generation, introducing new duties, new ways of working, and a cultural shift across pre and post 16 education and health. Delivering change on this scale has been challenging, and the commitment of practitioners, local authorities, and delivery partners in reaching this point deserves recognition.

Funding and Infrastructure

This year we increased the local government settlement by £262m in 2025-26, which recognises the powerful points that local authority partners and our schools have made around pressures to deliver upon the statutory responsibility for ALN and wider education provision.

The Welsh Government is investing heavily in ALN reform. Since 2020, over £150 million in additional revenue has been provided through the hypothecated Local Authority Education Grant (LAEG) grant to support ALN implementation. We maintained the £10 million uplift in the 2025-26 budget, providing £32 million to local authorities this year.

Alongside this, over the past 5 years, the Sustainable Communities for Learning Programme has invested more than £170 million of capital funding to improve facilities for learners with ALN. This includes investment in special schools, specialist resource bases and in mainstream to ensure local authorities can best meet the needs of learners. This is in addition to £80 million capital allocated directly to local authorities over the last four years (£20m per annum) to support smaller-scale improvements through our ALN Capital Grant, and a further £5 million announced for 2025-26 for FEI's. The Sustainable Communities for Learning Programme will continue to invest in ALN provision with a proposed £750 million of projects planned over the next nine years to expand specialist provision.

Support to the Sector

A refresh of Initial Teacher Education accreditation criteria has strengthened expectations around ALN. The national ALN professional learning pathway is available to all teachers

supporting learners with ALN, with a strategic focus on Additional Learning Needs Co-ordinators (ALNCos).

From September 2025, the new National Professional Learning and Leadership Body is established to provide a high-quality, nationally consistent approach to professional learning across Wales. It will support practitioners at every stage of their career, with a strong focus on literacy, numeracy, wellbeing, and inclusive education, including ALN.

The ALNCo role is key to ALN reform success. We are taking forward work to implement the recommendations of the Independent Welsh Pay Review Body related to ALNCo pay, including providing an extra £5m to invest in our ALNCo workforce last financial year.

We are strengthening national support for ALN by appointing professional advisers, who will drive quality and delivery improvements through the sharing of effective practice, sector collaboration, and the development of shared solutions to common challenges. Each adviser will bring specialist expertise in key areas such as Welsh language provision, multi-agency collaboration, post-16 education, early years, healthcare needs, and quality assurance. Together, they form a vital national support network that will drive the effective implementation of statutory reforms under the ALN Act and the outcomes and actions of the ALN legislative framework review. Through a professional, coordinated approach, these advisers will strengthen sector capacity and foster strong partnerships to improve consistency, quality, and impact across all settings.

Oversight and Accountability

We have strengthened national oversight of the ALN system to drive continuous improvement. A new ALN Delivery and Improvement Board has been established to provide strategic leadership and accountability, and the Cabinet Secretary for Education chaired its first meeting last month. We have also launched a consultation on proposed changes to the ALN data to support effective provision for learners and ensure local authorities and the Welsh Government have robust and timely information to underpin strategic planning, system oversight and accountability.

Please see attached link to live consultation. <https://www.gov.wales/data-monitor-additional-learning-needs-aln-system>

A comprehensive programme to monitor and evaluate the progress of ALN reforms has been in place over the course of the implementation period.

As part of the [Evaluation of the Additional Learning Needs system](#), in March the survey of practitioners and professionals was [published](#). The findings of a survey of parents and carers will be published 14 October.

Estyn have carried out two thematic reviews of the ALN system providing deep insights on what's going well, what needs to improve and wider system performance: [Review of the new Additional Learning Needs system - 2023](#), [Thematic report - The additional learning needs system - 2024](#).

Estyn find that the ALN system is beginning to deliver on our ambitions for improved educational experiences for learners with additional needs, particularly in settings where reform has been embraced with commitment and clarity. However, they found that implementation of ALN reform is inconsistent across Wales, with schools and local authorities interpreting legislation differently, leading to variable support for learners. This concurs with wider evidence and has been further explored through the Legislative Review.

[The Review of the Independent Living skills curriculum in FEI's](#) reflects and informs the Independent Living Skills (ILS) curricula and provides insights and recommendations on the ALN system in FEI's.

[The Welsh language Quinquennial Review](#) will review the sufficiency of Welsh ALP, to report in Autumn 2026.

ALN Legislative Review

In October 2024, the Cabinet Secretary for Education made a [written statement](#) communicating her commitment to take action to improve implementation by initiating a legislative review.

The Cabinet Secretary for Education made a [Written Statement](#) to update the Senedd in July. Work has progressed in the meantime with partners to co-produce practical solutions focussed on her five priorities.

In October 2025, the Cabinet Secretary delivered an Oral Statement on the implementation of the ALN Reforms after careful consideration of all the evidence from the ALN Legislative review to inform the Welsh Government and system wide commitment to improve delivery. In October 2025, Welsh Government published a summary of findings from the ALN legislative review and the Evaluation of the ALN system: survey of parents and carers. Education Tribunal Wales (ETW) also shared a report, drawing on appeals and judicial experience which will be published on their website.

2. Curriculum for Wales

This September marks a significant milestone as the first cohort of Curriculum for Wales pupils begin Year 10, starting work towards new Made for Wales qualifications.

Our national-level data from personalised assessments, shows encouraging progress in attainment in reading and numeracy. English Reading, in particular is showing higher levels of attainment compared to 2022/23 across all year groups. Improvements are also evident in Welsh Reading and Procedural Numeracy.

Our latest [qualitative studies](#), published in July 2025 show that the Curriculum for Wales has prompted a significant and systematic change in classroom practice. In many cases, this included changes to pedagogical practice (for example using more innovative pedagogical approaches or tailoring pedagogical approaches to be more inclusive). Increased connections with local community and contexts also emerge as a common theme across the reports. There is a growing emphasis on learner voice to secure purposeful teaching and learning that is relevant to the needs and interests of learners. The studies also evidence a shift towards more formative assessments and holistic understanding of learner progress.

These evaluations also reflect ongoing challenges in aligning the Curriculum for Wales with 14-16 qualifications, and in developing effective collaboration between schools and settings. A consistent need for further or improved professional learning and guidance was reported, which highlights the need for our national professional learning programmes being developed further. Other concerns raised included capacity, funding and the risk of variability in curriculum realisation.

Support for schools and settings

We continue to see real progress with the implementation of the Curriculum for Wales.

This year, we have invested comprehensively in this vision, with a [£44 million support package](#) that includes £20 million specifically directed to literacy and numeracy over the next 3 years - the essential foundations for all learning. This is in addition to an extra £2.5 million this year to aid local authorities to support these crucial gateway skills. The grant package includes:

- £6.6 million for Maths and numeracy
- £13.2 million for literacy, including support for Welsh-medium

- £2 million for curriculum design
- £1.6 million for international languages
- £4.2 million for Relationships and Sexuality Education
- £1.8 million for science
- £1.4 million for digital skills and computer science
- £12 million for the National Music Service
- £780k to support non-maintained nursery settings to realise the curriculum.

For further detail on grants awarded, please see **Annex 1**.

Literacy and Numeracy

The literacy and numeracy grants form part of dedicated programmes of National Support. As well as the professional learning secured through these grants, the national support includes more granular detail for progression in literacy and maths and numeracy, providing more detailed age-related expectations. The first tranche of these are being released in maths and numeracy this half term and expectations for literacy will be published for testing with schools and settings later in the autumn term. Officials have worked closely with Estyn on the development of these, and the expectations will be linked with the Personalised Assessments, to provide further detailed information to schools. Responsibility for Professional Learning for Literacy and Numeracy will transfer to Dysgu over this financial year.

Our approach to literacy specifically addresses issues around phonics. Over the last year, we have clarified our position both through statutory guidance and in our updated toolkit on Hwb, which includes practical support and case studies for practitioners. This makes very clear the importance of a systematic approach to the teaching of phonics. Our national support builds on this. It provides professional learning on the systematic teaching of phonics and the effective selection of phonics packages, as well as enhancing approaches to phonics in Welsh. We are continuing to develop broader packages to help support practitioner understanding of speech, language and communication development to ensure a coherent national approach to effective literacy development.

We continue to review the Literacy and Numeracy Frameworks, as well as the Digital Competence Framework. In speaking to schools throughout this year, they have been clear

that what the profession wants most is practical support and professional learning. This includes the more detailed expectations discussed above which are being made available this term. To give schools time and space to use support, we are extending the review period of the cross curricular frameworks. This also ensures that changes to the frameworks can build on that learning. The intention is to develop a version for consultation for the end of the spring.

Literacy and numeracy are key enablers that support learners to access the wider curriculum. Through investing in professional learning in these areas, we are supporting learners to engage with the full breadth of the curriculum, including areas such as Science and Technology. The professional learning provided through the science grant builds upon the investments made in literacy and numeracy, ensuring practitioners have the disciplinary knowledge and confidence to provide high quality teaching and learning across the sciences.

Curriculum and Assessment Design

Following the Committee's interim report in July 2024, over 200 schools have taken part in our National Support programme, which is helping practitioners and leaders develop their curriculum and assessment arrangements with confidence. This year, we will be rolling this out to a further 600 schools and all Local Authority teams. Feedback has been overwhelmingly positive with 100% of participants finding the programme clear and relevant as well as benefiting from working collaboratively with other schools. This is critical to ensuring consistency across schools. We have also developed a range of tools and templates to support schools in their curriculum and assessment design, producing a range of case studies to support schools and settings. This support is not only important in helping schools to design their curriculum but also to build accompanying assessment approaches that successfully evaluate learner progress and inform their next steps in learning.

Qualifications

Qualifications Wales have led a major programme of reform of national 14-16 qualifications. During this process they have balanced the need for the reformed qualifications to reflect the curriculum, while at the same time recognising the importance of qualifications for 16-year-old learners for their next steps in education or employment, and the associated need for these qualifications to have currency and portability beyond Wales. These new qualifications are supported by our guidance on 14-16 learning under Curriculum for Wales.

The first teaching of reformed wave 1 GCSEs started in September. The qualification specifications for the remaining, wave 2, GCSEs were published on September 30th, in readiness for first teaching from September 2026.

In preparing to deliver these new GCSEs, schools have been supported by more information, made available more frequently, and sooner than before. It is now standard practice for qualification specifications to be made available a year before first teaching, not just for GCSE qualifications in Wales, but for other qualifications in Wales and across the UK.

Supported by funding from Welsh Government, WJEC has developed a bespoke package of professional learning, guidance material and resources, to ensure practitioners are positioned to confidently teach the new qualifications. This included a comprehensive suite of online and face-to-face professional learning opportunities for teachers across Wales. Equivalent professional learning and resources will be made available to support the preparation for and delivery of wave 2 GCSEs during this academic year.

Evaluation of Progress

Our monitoring of learning and the curriculum will also ensure we have clarity about what is working through multiple approaches:

- A comprehensive formative evaluation gathering feedback from teachers, leaders, pupils and their families.
- [Personalised assessments](#) showing improvements in reading and numeracy attainment.
- International assessment through PISA, and the introduction of [TIMSS](#) and [PIRLS](#) to measure our progress globally. The PIRLS main study will take place in spring 2026, with the TIMSS main study taking place in spring 2027.
- Our ongoing work with the system including the Education Improvement Team that works closely with local authorities, and our Curriculum Policy group which gives teaching professionals an important voice in setting direction.

Estyn's inspection activity has found the majority of schools and non-maintained settings continue to develop and refine their vision for curriculum and teaching in line with the principles and aims of the curriculum.

Estyn have undertaken a thematic review into teaching the Curriculum for Wales focusing on how well primary, secondary and all age schools are implementing and embedding effective approaches to teaching in the context of the Curriculum for Wales. We welcome this report and its emphasis on high-quality teaching and learning.

Through this report we continue to see real progress with the implementation of the Curriculum for Wales. It's clear that schools are moving forward with the curriculum and there's lots of innovative and effective practice being identified. Across the system, schools are increasingly recognising the value of high-quality peer collaboration in driving improvement. We do acknowledge there are still a minority of schools who have yet to develop or embed clear expectations for the quality of teaching. This highlights the importance of our Curriculum Design support currently being rolled out.

We are also very grateful for Estyn's recently published thematic report on the teaching of mathematics and numeracy, which again highlights the importance of our national support. There is evidence of strong and effective practice in Estyn's report and the professional learning we have put in place builds on that. The report also identifies variability in the quality of teaching and the need for greater focus on the importance of teachers' subject knowledge. The £6.6m we are investing in national support for maths is aimed at addressing these points through consistent professional learning to develop subject knowledge, especially for non-specialists and to develop pedagogical approaches.

Last term, the Education Improvement Team engaged directly with all Local Authorities and their school leader representatives to discuss key local improvement priorities, especially in relation to literacy. This intelligence and feedback from the sector continues to shape our national support.

Next Steps

Feedback from professionals made very clear the importance of consistent professional learning for literacy and numeracy above any additional or changed guidance. While we have prioritised this, work continues on reviewing and updating the cross curricular skills frameworks.

In line with the recommendations of Successful Futures, we are also scoping a cycle of ongoing review and refinement of the Curriculum Framework, which will commence after all learners in Wales are learning under the Curriculum for Wales after September next year.

ANNEX 1 - CYPE Evidence paper – Curriculum for Wales grant support programme

Grant recipient	Aim	Amount awarded (total)
University of Wales Trinity Saint David, in partnership with University of Glasgow: Design partnerships: creating learning for Wales	The project is aimed at practitioners in primary, secondary and special schools. It offers practitioners support to realise the Curriculum for Wales through a collaborative, evidence-informed approach. Key support includes co-constructing professional knowledge in curriculum design, progression and assessment; developing ‘knowledgeable others’ to build capacity within clusters; and creating ‘school narratives’ (case studies) to share effective practices. Participants will engage via design teams, workshops and school visits.	£2,025,141 provided until March 2028.
Stori Wales: Cwtch education project	The project is aimed at practitioners and leaders in primary and secondary schools. The project supports the development of a whole-school approach that enables learners to form and maintain healthy, respectful relationships based on mutual trust and empathy. The funding ensures funding for 22 advisors covering all LA areas. National advisory support focusses on: <ul style="list-style-type: none"> • delivering consistent, confident, and measurable relationships and sexuality education (RSE), equipping practitioners with cross-curricular knowledge and understanding needed to embed it effectively • enhancing RSE understanding among governors, parents and carers – clarifying its content, methodology and positive impact on learners • ensuring learner voice remains central to curriculum development and implementation 	£4,219,563 until March 2028.
The Learning Partnership (Wales) Ltd. Primed for success Cluster level transition arrangements	The project is aimed at leaders of mathematics in primary and secondary schools, and practitioners working with Year 6 and 7 learners in schools through secondary and feeder primary school cluster working. With a focus on mathematics and numeracy, the project is an ambitious professional learning opportunity. Through a mix of expert input, regular facilitation and cluster inquiry, participants explore the teaching and learning of the 5 mathematical proficiencies:	£2,711,897 until March 2028.

	<ul style="list-style-type: none"> • conceptual understanding • communication using symbols • fluency • logical reasoning • strategic competence <p>The aim is that learners experience a smooth transition in their mathematical learning between primary and secondary schools.</p>	
<p>National Numeracy: Building number confident school communities in Wales</p>	<p>The project is aimed at primary school leaders, practitioners, parents and carers. It aims to:</p> <ul style="list-style-type: none"> • transform attitudes towards numeracy in primary schools • increase learner confidence with numbers • improve positive feelings about mathematics • highlight the value of mathematics outside the classroom <p>Support will also boost the confidence of parents, carers and school staff in supporting mathematics learning. This includes professional learning, accredited Numeracy Champions training, alongside access to interactive online sessions called 'Feeling Better About Maths' which focus on improving adults' confidence and attitudes towards mathematics.</p>	<p>£290,595 until March 2028.</p>
<p>Swansea University: Maths Support Programme Wales (MSPW)</p>	<p>The project is aimed at primary, secondary and post-16 practitioners and school leaders. The focus is on learner progression in mathematics from primary, through secondary and into post-16 GCE AS or A2 further mathematics qualifications. This is supported through professional learning, in-school capacity building, resources and direct support. Professional learning is available for non-specialist and specialist mathematics practitioners looking to enhance their practice, as well as mathematics leadership. Support promotes a broad appreciation and enjoyment of mathematics, emphasising accessibility and relevance to all learners from primary school upwards.</p>	<p>£1,645,771 March 2028</p>
<p>The Learning Partnership Wales Ltd Primed for Succes (Primary)</p>	<p>This project supports Wales' mission to achieve high standards and aspirations for all primary aged learners, realising the four purposes of the Curriculum for Wales through mathematics.</p>	<p>£2m Until March 2028</p>

<p>Pedagogy and Progression in the Primary Phase</p>	<p>It focuses on improving the teaching and learning of the 5 mathematical proficiencies across all primary year groups. It helps learners develop a deeper understanding of key mathematical concepts, including:</p> <ul style="list-style-type: none"> • basic theories in mathematical education • essential competencies • elements of an effective mathematics lesson. <p>It also promotes high-level mathematical thinking and encourages learners to apply their understanding in problem-solving situations.</p>	
<p>Books Council of Wales: Love Reading Cymru, Cyngor Llyfrau Cymru</p>	<p>The project is aimed at practitioners and learners in the non-maintained sector, primary and secondary schools, parents, carers and libraries. It is a 3-year multi-strand programme to support reading for pleasure in Welsh and English. It includes:</p> <ul style="list-style-type: none"> • primary and secondary workshops for equipping practitioners with integrated reading strategies and contemporary books • book reading and discussion competitions for Year 3 to Year 8 learners and associated activities • a campaign to support parents, carers and families on reading for pleasure at home • the Summer Reading Challenge to keep learners reading through the holidays 	<p>£849,860 March 2028</p>
<p>Nottingham Trent University in partnership with Cardiff Metropolitan University: Cymraeg PALS-UK</p>	<p>The project is aimed at primary school practitioners and leaders. Peer-assisted learning strategies (PALS) is an internationally recognised class-wide peer tutoring intervention for learners working towards Progression step 3 that aims to improve reading comprehension and oral reading fluency. An Education Endowment Foundation (EEF) evaluation reported learners in the PALS condition made 2 months additional progress in their reading. The project will prepare PALS for the Welsh educational context through a co-construction approach to ensure alignment with the Curriculum for Wales framework guidance and Welsh language requirements.</p>	<p>£99,637 until March 2026</p>

<p>CYDAG: Rhaglen Hyfforddiant ‘Dysgu Darllen a Darllen i Ddysgu’, ‘Learn to Read’ and ‘Read to Learn’ training programme</p>	<p>The project is aimed at nursery and primary school practitioners and leaders. It entails a national training programme in Welsh language phonics for practitioners and teaching assistants working with learners aged 3 to 7. The support includes guidelines for practitioner self-assessment of the implementation of Welsh language phonics reading programmes, alongside facilitating peer-to-peer working to reflect on experiences and successes, discuss challenges and share practice in developing reading skills. The project will also develop and deliver follow-on training moving from ‘Learning to Read’ to ‘Reading to Learn’.</p>	<p>£224,000 until March 2028</p>
<p>Bangor University working in partnership Wrexham University: Ein Llais Ni: dyfnhau, gwreiddio ac ehangu</p>	<p>The project is aimed at practitioners in primary, secondary and special schools. It provides a support system for leaders and practitioners across school sectors to use the Ein Llais Ni programme, focussing on developing pedagogy and providing practical guidance for all practitioners and leaders to enhance Welsh language oracy.</p> <p>The project will promote digital methods to inspire, facilitate development and record learner progress. It will effectively promote collaboration among practitioners and schools by sharing effective practices and developing a shared understanding of progression.</p>	<p>£761,291 until March 2028</p>
<p>Bangor University: CAL:ON Cymru</p>	<p>CAL:ON Cymru is a national centre of excellence for literacy in English and Welsh. It unites leading literacy expertise from Bangor University and the University of York with OxEd & Assessment, Swansea University, UCL and BookTrust Cymru. It is designed to transform literacy outcomes across Wales, presenting a coherent, evidence-based strategy in partnership with all 22 local authorities.</p> <p>CAL:ON Cymru delivers:</p> <ul style="list-style-type: none"> • new bilingual professional learning modules, including phonics and reading fluency, alongside national guidance aligned with the Curriculum for Wales, which will also be embedded in initial teacher education and co-developed with educators • effective, bilingual whole-class literacy programmes and interventions for learners aged 3 to 16 	<p>£8,211,320 until March 2028</p>

	<ul style="list-style-type: none"> new bilingual, co-designed assessment tools at key transition points for learners at risk of falling behind 	
Cardiff University: Multilingual mentoring project	The project provides support for primary and secondary practitioners to integrate multilingual teaching into their curriculum, enhancing confidence and competence in delivering literacy-enhancing multilingual learning experiences. This includes mentoring to secondary learners, alongside professional learning, and teaching and learning resources to be used in primary and secondary schools. Webinars, guidance videos and in-person workshops help practitioners integrate multilingual teaching methods, with confidence and creativity.	£1,229,400 until March 2028
e-sgol: Yr e-sgol laith	<p>The project supports the priority of literacy, international languages. It will enhance language education in primary and all-age schools across Wales by engaging practitioners and learners in interactive language lessons. It will provide professional learning for practitioners and direct teaching experiences for learners, aligning with the Curriculum for Wales. The aims are to:</p> <ul style="list-style-type: none"> upskill practitioners improve learner engagement in language learning foster a consistent approach to international language taster sessions in primary schools <p>A central language practitioner will design and deliver lessons in international languages and British Sign Language (BSL) during the academic year.</p>	£298,166 until March 2028
Stephen Spender Trust: Literature fires the imagination	The project provides international languages support including 2 professional learning programmes each delivered across 3 virtual sessions. It will design tools for primary and secondary practitioners to support participation and integration of 'creative translation' techniques into classroom teaching. Adaptable tools will cover French, German, Spanish, Mandarin and 4 home or heritage languages including unique audio-visual material. A virtual practitioner network supports ongoing development of practice.	£55,950 until March 2028
Arts Council for Wales: Creative Learning Cymru	The project is aimed at practitioners, assistants and leaders in primary and secondary schools. It fosters creativity in learners, practitioners, assistants and leaders across the	£3,000,000 until March 2028

	<p>curriculum. It helps improve literacy and oracy through innovative, evidence-based approaches, while enhancing learner engagement and well-being. It includes:</p> <ul style="list-style-type: none"> • bespoke 'creative schools' support • professional learning tailored to school needs • a fund to support visits to cultural venues and activities, allowing learners to develop communication skills through music, drama, dance, art, film and digital media 	
<p>Institute of Physics: Boosting science education</p>	<p>The project is aimed at primary and secondary school practitioners, technicians and school leaders. It provides a significant programme of support to enhance science teaching and learning outcomes in primary and secondary schools delivered in partnership by the Institute of Physics, the Royal Society of Chemistry and Science Made Simple. It will strengthen practitioners' pedagogical and subject knowledge, as well as build confidence through professional development and specialised mentoring and coaching. Practitioners and technicians will benefit from tailored teaching resources and online modules, alongside the creation of networks to foster peer support.</p>	<p>£1,845,545 until March 2028</p>
<p>STEM Learning: Teaching digital with confidence</p>	<p>The project will support primary and secondary practitioners to build confidence and capability in delivering computing and digital skills. It delivers 20 new professional learning courses, covering topics such as artificial intelligence, cyber security, coding and computational thinking. These courses will be delivered online with live facilitation, alongside face-to-face sessions in priority areas or where hands-on learning is most effective.</p> <p>The project includes bilingual resources that will help practitioners understand how the content links to progression within the Curriculum for Wales. It provides advisory support to schools in applying curriculum requirements in practice, leading online and in-person practitioner networks in north, mid and west Wales (complementing similar support already available in central south and southeast Wales). These networks, along with a dedicated online community space, build sustainable professional learning communities. The project also encourages and supports school engagement with the UK government-funded STEM Ambassadors programme to enrich classroom activity.</p>	<p>£1,400,000 until March 2028</p>

National Day Nurseries Association (NDNA) Cymru working with Cwlwm partners.	The project supports the non-maintained nursery sector in Wales to enhance quality practice in nursery education and ensure continued alignment with the Curriculum for Wales. This includes advice, support, professional learning and resources to enhance curriculum implementation. Support improves quality practice in nursery education and ensures continued alignment with the Curriculum for Wales framework.	£184,000 until March 2028
Early Years Wales, working with Cwlwm partners.	The project supports the non-maintained nursery sector in Wales to enhance quality practice in nursery education and ensure continued alignment with the Curriculum for Wales. This includes advice, support, professional learning and resources to enhance curriculum implementation. Support improves quality practice in nursery education and ensures continued alignment with the Curriculum for Wales framework.	£184,000 until March 2028
Coram PACEY Cymru, working with Cwlwm partners	The project supports the non-maintained nursery sector in Wales to enhance quality practice in nursery education and ensure continued alignment with the Curriculum for Wales. This includes advice, support, professional learning and resources to enhance curriculum implementation. Support improves quality practice in nursery education and ensures continued alignment with the Curriculum for Wales framework.	£184,000 until March 2028
Mudiad Meithrin, working with Cwlwm partners	The project supports the non-maintained nursery sector in Wales to enhance quality practice in nursery education and ensure continued alignment with the Curriculum for Wales. Support improves practice in nursery education, provides guidance on developmentally appropriate pedagogy and ensures alignment with the Curriculum for Wales framework. Working with Cwlwm, the support includes high-quality, bilingual resources and professional learning for funded and non-funded, non-maintained Cwlwm settings and practitioners offering a local, national and international context.	£596,000 until March 2028