The Children, Young People and Education Committee:

Re Inquiry into Welsh Government's approach of targeting funding on particular cohorts of pupils, primarily through The Pupils Development Grant.

Overview from GwE:

PDG FSM:

1. Detailed work has been undertaken over the last 10 months to align grant allocations with our priorities. The FSM element of the PDG is incorporated into the regional, LA and key portfolio Business Plans. To meet the priorities GwE have identified a wide range of objectives that is monitored and measured within the following elements:

- Standards

- Curriculum and Assessment.

- Leadership

- Wellbeing

- Teaching and Learning

- Business.

2. All PDG (FSM and Early Years) funding is directly allocated to schools. There is no centrally retained element to the grant by the consortia.

3. The Regional Wellbeing Adviser has the lead for the PDG across the consortia and has developed an overall PDG framework model that is been piloted with schools across the region. Focus has been on supporting schools within specific LA's to raise the standards of FSM learners across the local authority within five key elements. See attached model.

PDG e portfolio draft format.docx Annex A

4. Data, target setting and tracking are consistently applied to challenge and support schools via the SIA's and are used to evaluate the PDG processes. The SIA's are required to gather evidence of use of PDG and its impact in all school visits. If there are significant, concerns regarding the use of PDG the Senior Core Lead will be responsible in implementing the appropriate action and support. All SIA's complete a monitoring report in regard to how the PDG is utilised and implemented within the school.

5. Outcomes for eFSM learners have improved year on year for most key performance measures across the consortia.

6. The PDG framework implemented within schools has been focusing on early intervention evidence based research provision such as the SEAL programme/implementing the EET Sutton Trust within 5 key programmes, ACE's approach and family engagement at KS3and KS4. However most of the school's funding is targeted at KS4 and the links with raising attainments.

7. <u>FMS Group of Learners</u> - eFSM learners often belong to more than one group and have a range of barriers. Overall, in the current system there is no recognition is given to those eFSM learners that have significant additional learning needs as well as the increasing concerns regarding their social and emotional wellbeing and their engagement in education. Their progress is still measured by threshold measures rather than the overall progress and success they make.

8. A number of schools have allocated interventions via key staff/roles to support vulnerable learners during key transition stages, for example early years to foundation phase, primary to secondary. Some schools have used the PDG funding to develop effective links via family engagement to raise attainment of leaners from deprived backgrounds.

2. Regional consortia's use of the PDG on looked after and adopted children:

1. GwE's Regional Wellbeing Adviser is responsible for the coordination, development and implementation of the PDG support plan across the region. The grant, £844,100 is allocated to the consortia to distribute to local authorities and schools.
2. In 2017-18 GwE has developed and implemented a regional grant guidance and application procedure for the Pupil Development Grant (PDG) for LAC/previous LAC across the region. The regional grant guidance gives individual schools/cluster schools in partnerships with local authorities the opportunity to apply for grant funding under key

headings. This has been proven to be successful in terms of collaborative working and consistency across the region.

3. Key Objectives for the PDG LAC funding are:

- Improve the education attainment of Looked after Children across the region with focus on Foundation Phase and L2+.
- Ensure no LAC has a permanent exclusion
- Work with schools and local authorities to assess, track and monitor progress of LAC.
- Develop a cluster / school-to-school approach in terms of accessing LAC PDG grant across the region.
- Support schools to adopt an evidence-based sustainable model to develop their curriculum and support for LAC learners.
- Develop the transition guidance for LAC to ensure effective primary to secondary / post 16 engagement with focus on measuring impact of interventions.

4. The key elements come under the following headings:
- **Regional coordination and support** - GwE have retained 7% of the total grant fund in terms of coordination of the work across the region and developing the regional professional development offer across the region for schools and local authorities.

- **Regional training and professional development offer** - Focus has been on implementing evidence based interventions across the region within nurturing / attachment/trauma/bespoke packages to schools and LA's.

- **Bursary allocation to local authorities** - Local authorities with GwE have implemented their individual bursary for learners that is focused on raising attainment.

- **Grant support for looked after children outside of Wales** – We have iimplemented a regional approach for the PDG grant for out of Wales's schools with clear evidence for tracking and monitoring.

- **Supporting local networks and partnerships via grant applications within key areas** – the majority of the LAC PDG funding is allocated to key support and intervention packages via cluster and local authority working. Focus for this year has been on creating and developing a nurturing whole school approach via the Nurture Group Network, in addition to implementing evidence based interventions within emotional and social wellbeing.

5. The main objective over the next 3 years for GwE and the region is - The attainment of Looked after Children (LAC) Achieving L2+ will increase by at least 5%.

6. To date effective use of both summative and formative LAC attainment data has been used to target improvement and used to track progress and shared with all Core Leads/SIA's and LACE coordinators.
7. In partnership with Local Authorities, GwE have access to the number of looked after children in each school and this is shared with SIA's to ensure we offer targeted support and interventions via the PDG grant.

School Challenge Cymru, SCC

1. The GwE Region had only 5 schools that participated in School Challenge Cymru. The progress made in the five schools over the period of the programme was generally disappointing. Two of the schools have been placed in special measures following Estyn Inspection. Two of the school have made some improvements and are categorised as C Amber for 2017-18, with the other three schools categorised as D Red.

2. GwE has taken some of the most effective elements from SCC and integrated them into the Secondary Challenge and Support Strategy. This has included the use of Accelerated Improvement Boards for schools causing concerns. Funding received for building capacity across the region was much less in North Wales compared to other regions, and therefore its impact on non SCC school has been less.

3. The rate of improvement in the SCC schools have been compared with non SCC schools to give an indication of impact. Generally, the rate of improvement in the SCC supported schools has been poor considering the funding invested.

PDG Strategies & Support Resources

1 — Leadership and Accountability

- Introduce a whole school strategy and equal status with clear accountability
- Focus on strong and effective systems
- Professional Development and training
- Target funding and allocate it for vulnerable learners

2 — Early Identification Systems and tracking of eFSM/ Vulnerable Learners

- Investigate and identify early systems and tracking, focus on core indicators and wellbeing measures.
- Set targets/standards for all eFSM Learners in terms of consistency and good practice/identification of data / school's needs
- Training and induction sessions. Staff have access to relevant / current data
- Examples: Learner Profile Tool, SIMS, Boxall Profile, Health and Wellbeing Network questionnaire, Sutton Trust tracking system, PASS, SEREN programme, individual schools' internal systems .

3 — Effective Teaching and Learning

- Investigate and identify relevant training with a focus on evidence based research.
- Target specific staff within the school as well whole school sessions.
- Identify a range of strategies/training on developing class practice. Tailor to schools and individuals
- Examples: specialist training from Braveheart, EET Sutton Trust units and models, behaviour management. Targeting and working more specifically with parents, provision in the community

4 — Planning and Curricular Provision

- Provide a curriculum that is suitable and central to learners' needs
- Priority for FSM learners and LAC
- Identify a range of interventions/provision in line with specific areas, target elements such as literacy,numeracy, health and wellbeing/parents and significant contribution from key partners. Plan bilingual elements
- Examples - support, mentoring, specialist provision, homework, Sutton Trust models on improving behaviour, attachment, play therapy, Growth mindset, small groups, emotional and wellbeing elements, after school activities

5 — Evaluation and Measuring Impact

- Support vulnerable learners to fulfill their potential and reduce the gap in terms of educational attainment
- Progress in vulnerable groups' attainment - FSM and LAC in main areas of learning
- Include examples of measuring impact. Identify a range of methods to measure impact - soft and hard targets/indicators
- Examples - Attainment data KS3/KS4/CSI, Year 11 destination data. Case studies, teacher/pupil voice. Attendance/Behaviour data/Exclusions/Wellbing measures