



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

School Effectiveness Grant 2011–12

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

PHOTO REDACTED DUE TO
THIRD PARTY RIGHTS OR
OTHER LEGAL ISSUES

Guidance

Guidance document No: 058/2011

Date of issue: August 2011

School Effectiveness Grant 2011–12

Audience	County and county borough councils in Wales; Welsh Local Government Association; HM Chief Inspector of Education and Training; General Teaching Council for Wales; teaching unions; School Workload Advisory Panel; primary, secondary and special schools in Wales.
Overview	This is a guidance document for schools and local authorities in Wales on the School Effectiveness Grant. It includes priorities for expenditure in 2011–2012, grant allocations and arrangements for claiming the grant.
Action required	None – for information.
Further information	The School Effectiveness Grant Team Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2082 6006/6820 e-mail: schooleffectivenessgrant@wales.gsi.gov.uk
Additional copies	This document can also be accessed from the Welsh Government website at www.wales.gov.uk/educationandskills
Related documents	None.

Contents

Background	1
Purpose of the grant	2
Focus of the grant	3
Administrative arrangements	9
Annex A: Financial forecasting form	14
Annex B: Allocation table 2011–12	15
Annex C: Local authority strategy	17
Annex D: Previous funding streams and links with other grant schemes	19
Annex E: Letter to local authorities regarding the looked after children element of SEG	20

Background

The School Effectiveness Grant represents a significant strengthening of the critical partnership between the three levels of the education system in Wales: schools, local authorities and the Welsh Government.

The grant replaces and consolidates funding previously provided through a number of other grant schemes (Annex D). By bringing these together in the School Effectiveness Grant, the Welsh Government is recognising the importance of more strategic planning by local authorities to support school effectiveness. The creation of this single grant with fewer prescriptive elements will enable local authorities (and gradually their regional consortia) to plan more coherently. The broader approach adopted through this grant will also enable local authorities to plan strategically for the full three years of the funding cycle.

In taking this innovative approach of consolidating grant funding streams and delegating an enhanced strategic role to local authorities and their consortia, the Welsh Government identifies four basic principles that underpin the new grant. They are that local authorities and their schools should use grant funding to support work that is:

strategic insofar as all activity will support both the aims and vision set out in this guidance and the relevant local authority or consortium strategy that is based on them;

developmental in that all activity is designed to enhance the capacity of schools to deliver an effective education that addresses the individual needs of all learners and the communities that those schools serve;

collaborative in that all activity involves schools working together on well-focused, joint initiatives that promote mutual professional learning and increase schools capacity for effectiveness; and

evaluative in that groups of schools will agree desired outcomes, establish processes for assessing success in achieving those outcomes and make available to others the lessons learned.

The Welsh Government is committed to the principle of regional consortium working, and expects that this grant will provide a focus for the development of regional school effectiveness strategies. Since the four regional consortia are at different stages of development, in the first year of this new grant the planning and the implementation may well take place at local authority level. Nonetheless, the Welsh Government expects all local authorities and their regional consortia to work towards and achieve a more collaborative approach to improving school effectiveness by the end of the three year cycle.

Purpose of the grant

The purpose of the grant is to promote and support school effectiveness throughout Wales.

The Welsh Government set out its vision for education in its **School Effectiveness Framework (2008)**. This is the overarching policy framework for transforming educational standards and provision in Wales, through the next decade and beyond. All other education policies should align with this policy framework.

Fundamental to the Framework is the moral purpose of our education system, which is to promote social justice and equity. This provides the basis for the **national purpose for schools** that the Welsh Government has agreed with its partners (including representatives of local authorities and headteachers). That purpose is:

- to enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners;
- to promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of students and personalising their learning;
- to establish strong professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching pedagogy;
- to offer children and young people a curriculum that engages and motivates them to learn and to achieve to their potential;
- to provide a learning community for all engaged in school life, with children and young people and their families at the centre, and including governors, teachers, other school staff and adults training to work in schools;
- to be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their well-being; and
- to provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community focused.

The Framework describes the following interdependent six **elements** or **areas of activity** that all efforts to improve school effectiveness should address. These are:

- leadership;
- working with others;
- networks of professional practice;
- intervention and support;
- improvement and accountability; and

- curriculum and teaching.

The Welsh Government has identified three inter-related **national priorities** that are to be the focus of all school effectiveness work. These are:

- improving literacy standards of achievement;
- improving numeracy standards of achievement; and
- reducing the impact of poverty on educational attainment.

To this end, the Welsh Government is working with the following **key drivers of change**:

- using data effectively;
- strengthening teaching and learning by developing a coherent national model which link together continuing professional development, performance management and professional standards;
- strengthening distributed leadership within the schools and local authorities through customised and focused leadership development;
- establishing professional learning communities within, between and across schools;
- clarifying accountability for schools, governors, local authorities and the Welsh Government;
- improving the way in which schools work with others to provide genuinely community focused education; and
- building capacity at school, local and national level.

The **aims** of the Framework and, therefore, of this grant are:

- to improve learning outcomes and wellbeing for all children and young people regardless of their socio economic background; and
- to reduce the variation in learning outcomes within and between classrooms, schools and local authorities.

Focus of the grant

To achieve the overall aims of the grant, schools and local authorities should use funding to improve outcomes for learners in respect of all three of the Welsh Government's national priorities. The following sections set out its expectations for each of those national priorities. In each section, there are six bullet points: one for each of the six elements, or areas of activity, of the School Effectiveness Framework.

Improving standards of achievement in literacy

Literacy is the key to learning. Raising literacy levels across the age and ability ranges is essential to improving the educational attainment of children and young

people in all areas of the curriculum. It is imperative that, from the earliest stages of the Foundation Phase, schools design learning activities that will develop strong foundations on which learners can build good oracy, reading and writing skills. The experiential learning employed in the Foundation Phase has to embrace that principle. Indeed, schools need to continue to develop and reinforce literacy skills at every stage of learning.

Young people need to be literate before they leave primary school so that, when they enter secondary school, they are able to access the wider curriculum and participate fully in learning. By the end of Key Stage 3, young people should have well developed advanced literacy skills that will enable them to participate fully as citizens in the 21st century. These skills include the ability to read with understanding, analyse, deduct, think critically and draw conclusions. Every teacher is a teacher of literacy, regardless of subject specialism.

The grant funding should support the national programme of work designed to raise literacy levels across the ability range, focusing particularly on those between 7 and 11 years of age. Schools that have benefited from the grant should be able to demonstrate that they have improved pupils' learning and well-being by:

- training senior managers and developing a team of literacy leaders to provide training, mentor and support practitioners in the classroom;
- enabling classroom teachers and schools to work in partnership with other organisations such as the library service, the Arts Council, Welsh Books Council, and the third sector to support literacy in the classroom to develop strategies to counter disaffection and underachievement;
- developing professional learning communities with a focus on sharing good practice in improving the teaching of reading and other literacy skills;
- continuing and expanding targeted early intervention programmes for pupils falling behind in their learning; higher ability learners who are underachieving; and underachieving boys;
- improving the quality and consistency of teacher assessment and the formative use of reading tests to measure and track pupils progress; or
- supporting the continuing professional development of teachers through action research based literacy training linked to accreditation and attendance at literacy seminars and other similar events

Improving standards of achievement in numeracy

Raising numeracy levels across the age and ability ranges is essential to improving the educational attainment of children and young people in mathematics and science and a number of other curriculum areas. As with literacy, these skills must be robustly introduced and developed from the Foundation Phase. Well-developed numeracy skills are essential, if young people are to excel in the STEM subjects: Science, Technology, Engineering and Mathematics. This can only be achieved if children develop a strong base in numeracy from an early age. We need to ensure that every teacher has the skills to teach numeracy effectively, regardless of subject specialism. Teachers need to reinforce numeracy skills in secondary schools. By the end of Key Stage 3, young people should be able to use the full range of

mathematical skills to communicate their understanding of number, size and shape, use appropriate methods of calculation to solve mathematical problems and communicate mathematical understanding.

A National Numeracy Programme will be developed for implementation from September 2012 onwards. Schools that have benefited from the grant should be able to demonstrate that they have improved pupils' learning and well-being by:

- training senior managers and developing a team of numeracy leaders to provide training, mentor and support practitioners in the classroom;
- enabling classroom teachers and schools to work in partnership with other organisations to support numeracy in the classroom and to develop strategies to counter disaffection and underachievement;
- developing professional learning communities with a focus on sharing good practice in the recall of basic number facts and their application in real-life contexts; strategies to develop mental and written calculation skills; and the use of numeracy skills across the curriculum;
- continuing and expanding targeted early intervention programmes for pupils falling behind in their learning and higher ability learners who are underachieving;
- improving the quality and consistency of teacher assessment and the formative use of numeracy assessments to measure and track pupils progress; or
- supporting the continuing professional development of teachers through action research based numeracy training linked to accreditation including attendance at numeracy seminars and other similar events.

Reducing the impact of poverty on educational attainment

The School Effectiveness Framework sets out the inextricable link between effective and community-focused schooling. Therefore, all schools should exploit every opportunity for working more effectively in partnership with the communities they serve. The ideal is for the local community to be at the heart of each school and each school at the heart of its community. This is especially critical for schools serving socio-economically disadvantaged communities, as the school can have a significant and positive role in effecting greater community cohesion.

To this end, grant funding should support schools in becoming radically more community-focused. Schools that have benefited from the grant should be able to demonstrate that they have improved pupils' learning and well-being by:

- increasing the capacity of leaders within the school to formulate and realise a clear vision for thorough-going community focused education, including strategies and approaches to promote greater community cohesion;
- strengthening partnerships with statutory and voluntary agencies within local communities;

- establishing or strengthening effective learning communities that enable the school to engage with other statutory and voluntary agencies to gain a clearer understanding of young people's needs and how to address them;
- using community resources more effectively to support the particular needs of learners in local communities;
- refining methods of evaluating, and improving, the school's interaction with local communities; or
- developing a curriculum that addresses the particular needs of local communities and maximises the use of resources within them.

Looked-after children

Looked-after children are amongst the most vulnerable learners within our education system. To achieve the overall aims of the grant in respect of looked-after children, local authorities should take into consideration the Welsh Government's three national priorities: improving literacy standards of achievement, improving numeracy standards of achievement and reducing the impact of poverty on educational attainment. In respect of looked-after children, the Welsh Government expects local authorities to develop strategies that encompass the work of all relevant service departments. The main grant guidance sets out the Welsh Government's expectation for each of those national priorities. It does so in six bullet points: one for each of the six elements, or areas of activity, of the School Effectiveness Framework. Four of those areas of activity are relevant to the grant funding for looked after children: working with others; intervention and support; improvement and accountability; teaching and curriculum.

Local authorities should be able to demonstrate that they are using the grant to build on this work to improve the learning and well-being of looked-after children by:

- strengthening multi-agency working and home-school links to ensure more effective support for looked after-children, especially those in out-of-county placements;
- providing individual looked-after children with personalised study support and, where required, statutory higher education bursaries;
- improving the arrangements for gathering, recording, analysing, using and sharing information about the progress of looked-after children, especially those who reside outside the corporate-parent local authority;
- tailoring teaching and learning to the specific needs of looked-after children and directing them towards recognised qualifications that are more meaningful to potential employers.

Additional learning needs

Local authorities should consider how they will ensure that there is a range of provision across the regional consortia, local authorities and all schools to meet the needs of children and young people with a range of Additional Learning Needs. Where the School Effectiveness Grant funds such activities, they should align

strategically with the whole range of national priorities relating to Additional Learning Needs and reflect the way in which the reform of the provision for Additional Learning Needs is developing in Wales (see Annex D).

Other key considerations

In respect of all three national priority areas, there are key principles that schools, local authorities and their consortia should ensure inform their strategies for grant funded activities.

Those strategies should seek to achieve the aims of the grant through:

- ensuring tri-level working that brings together the education community (schools, local authorities and the Welsh Government) to work collaboratively to develop a new paradigm for educational reform;
- focusing on improvements in the quality of teaching, assessment and of leadership as key factors in achieving these ends;
- improving learning outcomes and wellbeing in schools throughout Wales;
- supporting more effective interface between services, partners and organisations that support children and young people;
- building upon and extending good practice undertaken by schools, local authorities including collaborative consortium working;
- using technology to develop efficient digital management and improvement in learners' digital skills;
- strengthening self evaluation systems by aligning them with the School Effectiveness Framework and Estyn's Common Inspection Framework; and
- increasing collaborative working at the level of the four regional consortia of local authorities.

Strategic working

Each local authority must produce a strategy for the use of the grant funding. This strategy should cover the gross amount of money allocated to grant related activity (that is, the Welsh Government grant **and** the match funding provided by the local authority). In place of an authority-specific strategy, the Welsh Government will accept a consortium strategy agreed between local authorities within the consortium. Along with its strategy, the local authority should submit separate plans for each initiative it intends to support through the grant. Annex C sets out the Welsh Government's expectations in respect of the overall strategy and provides the format for the presentation of these plans.

Each initiative should incorporate a collaborative investigative dimension that will lead to the publication of annual evaluative reports. To support this approach, the local authority should agree with its schools, a lead school for each collaborative to co-ordinate activity and ensure the production of the report. It is a condition of the grant that, at the end of the financial year, the lead school submit to the local

authority or consortium an agreed summative report evaluating the outcomes of the collaborative initiative. This report should including a statement identifying all schools engaged in the grant-funded collaborative activity and indicating their agreement with the report. However, where the local authority includes in its grant submission an initiative that will extend into future financial years, the lead school should submit an interim report at the end of each financial year, until the completion of the final report.

In drawing up their strategies for 2011-2012, local authorities and their consortia should take into account the key messages contained in the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales, and the findings of Estyn inspection and thematic reports. In particular, the strategies should address the four challenges identified in the most recent Estyn Annual Report. These are:

- ensuring that all learners can reach their potential;
- ensuring we meet the needs of bilingual learners;
- ensuring that effective approaches to self-evaluation and improvement are in place across all sectors; and
- developing partnership working.

In consolidating various previous funding streams, the new grant does not lay on grantees the detailed specific requirements of the earlier grants. However, local authorities and their schools may wish to consider the extent to which their strategy for the School Effectiveness Grant builds on previously grant-funded activity.

The Welsh Government recognises the crucial role of primary, secondary and special schools in raising standards of attainment across Wales. Local authorities should consider the needs of all sectors and pupil referral units in drawing up plans for the use of grant funding and ensure that resources for each of the Welsh Government's three national priorities for school effectiveness are used both fairly and effectively to address these needs.

Administrative arrangements

Expenditure supported

The Welsh Government has announced a gross provision of £34.188 million for the School Effectiveness Grant in 2011-2012. A minimum of £7 million of that funding is allocated to taking forward the priorities identified for improving standards of achievement in literacy and numeracy. Local authorities must clearly identify how they have allocated this element of the funding in their plans for the use of the grant.

Local authorities may allocate more grant-funding than the minima indicated above to activities that support the identified ring-fenced priorities.

Looked-after children

£1 million is allocated to taking forward the priorities identified for improving educational outcomes for looked-after children and for former relevant children who pursue a course in higher education on or after 1 September 2010. The primary purpose of this element of the grant is to enhance support for looked-after children (as defined by section 22 of the Children Act 1989) in order to improve their educational outcomes.

A letter has been issued to LAs which sets out the overview of funding arrangements for this element of the School Effectiveness Grant. A copy of this letter is attached at Annex E.

For this element only, the Welsh Government will issue an end of year grant claim form to local authorities that will require them to demonstrate spend before 31 March 2012 as approximately 7/12 of the total indicated allocation in Annex B. The remaining 5/12 is anticipated expenditure by 31 August 2012.

Any consortium-based initiative should be agreed between all of the local authorities within the consortium and funded on the basis of each local authority contributing an equal percentage of the element of the grant that is designated for looked-after children.

Submissions in respect of grant funding

By 31 March 2011, local authorities should submit a declaration of intent, setting out clear plans for moving towards a consortia-based approach to grant implementation.

By 29 April 2011, local authorities should submit a completed financial forecasting form and grant strategy (see Annexes A and C). In line with their declaration of intent, local authorities' submissions in respect of grant funding should highlight where strategies and grant-funded initiatives for 2011-2012 link into a broader consortium approach. In addition, where local authorities choose not to operate completely on a consortium basis in 2011-2012, they should provide more detail of their process and timetable for achieving full collaborative consortium working in respect of the grant by 2013-2014. These authorities will, also, have to submit a progress report on that process, as a condition of grant funding for 2012-2013.

To support the process of promoting and developing collaborative consortium working in respect of the School Effectiveness Grant, the Welsh Government requires the local authorities within each consortium to agree to designate one officer who will function as that consortium's grant co-ordinator. The co-ordinators will work with the Welsh Government to steer developments in respect of the grant over the three years of current arrangements. These co-ordinators will agree a detailed role description with the Welsh Government and their consortia. However, initially, the co-ordinators will work with the Welsh Government to assess the strategies and plans that individual authorities submit and provide feedback to them.

Match-funding

The Welsh Government has subsumed its former Better Schools Fund into the School Effectiveness Grant. The Better Schools Fund required local authorities to provide match-funding. That requirement remains for that proportion of the School Effectiveness Grant that derives for the Better Schools Fund. Annex B indicates the match-funding contribution payable by each local authority. Otherwise, the grant rate in 2011-2012 will be 100% for all activities.

Programme administration costs

Local authorities may retain centrally up to (but no more than) **4%** of their total grant allocation (as indicated in the first column of Annex B) to support the development and management of the programme. It is legitimate for local authorities to use this element of the funding to increase their capacity, and that of the regional consortium, to support and challenge their schools in respect of the grant.

Delegating funding to schools

Local authorities must involve schools closely in the implementation of grant funded activities. The local authority should consult with its School Budget Forum on its proposed approach to delegating grant to schools.

The Welsh Government expects local authorities to delegate to schools **at least 75%** of their total grant allocation (as indicated in the first column of Annex B) minus the looked-after children element of the grant. In exceptional circumstances, where authorities are unable to delegate at least to this level, they should set out, and agree with the Welsh Government, their rationale for a reduced level of delegation.

The delegation of funding to schools is conditional. Where funding is delegated to schools under these arrangements, schools have to demonstrate, through the local authority, that they are effectively carrying out the responsibility given to them under the programme. The local authority, with its schools, should establish appropriate cost-effective arrangements for doing this. These arrangements should ensure that schools are accountable for using grant funding effectively and efficiently to support activity that clearly promotes the aims and vision of the School Effectiveness Framework by appropriately focusing on the national priorities set out in this grant guidance.

In particular, local authorities should ensure that, working in collaboration, schools:

- produce a costed annual programme of collaborative, evaluative, developmental activities that clearly support the local authority's overall strategy for the use of the grant funding;
- plan to realise objectives identified in local authority strategies, Children and Young People Partnership Plans and each school's development plan;
- feature school and professional development activity systematically in annual development plans, taking account of data made available in Estyn's annual report on standards in schools in Wales and information provided by the Welsh Government on the comparative achievements of 7, 11 and 14 year olds in their National Curriculum Assessments as presented in All Wales Core Data Sets and through national and regional publications;
- take action in respect of as many of the bullet points as possible set out under the three national priorities that provide the focus of the grant, given local circumstances and needs;
- monitor programme delivery and expenditure against budget;
- make available copies of the annual programmes for examination by school inspectors, the Wales Audit Office and local authority staff;
- provide local authorities with information required for programme monitoring and evaluation returns to the Welsh Government; and
- ensure that any likely underspend is surrendered to the local authority as soon as possible, so that it can be put to good use elsewhere.

Local authorities may withdraw delegated funds, in whole or in part, from schools who fail to comply with the above requirements.

In the case of the £1million identified to improve the educational outcomes for looked-after children and former relevant children, local authorities must ensure collaboration with children's services on devising the strategy and its implementation, which must also include looked-after children who are placed out of county or not in a school provision.

Allocations

Allocations are based on the existing formulae used in the grant streams that have combined to create the School Effectiveness Grant. The Welsh Government proposes to undertake a review of the distribution formula of the grant in 2011-2012. The intention is to implement the revised formula in 2012-2013.

Staff costs

The funding of staff costs is only permissible where the member of staff is undertaking activities that clearly and specifically accord with the aims and focus of the School Effectiveness Grant. Schools should not use the School Effectiveness

Grant to sustain permanent posts in respect of a school's core activity. For example, it is legitimate to fund a member of staff to undertake development activity to increase the school's capacity for effectiveness in the longer term but not to use funding to maintain current staffing ratios or to increase levels of support for pupils during the period of grant funding. In summary, all grant funding should clearly support the strategic, developmental, evaluative and collaborative principles underpinning the grant. If local authorities are in doubt about eligible expenditure on staff, they should contact the School Effectiveness Grant Team.

ICT procurement

Local Authorities and their schools should **not** use the School Effectiveness Grant to support the procurement of ICT equipment or connectivity costs.

Payment of grant

This grant is payable in two instalments. If the Welsh Government is not satisfied that a local authority has, or will, use the funding solely for the approved purposes or that a local authority is not fulfilling any of the other terms and conditions of the grant, the Welsh Government may withhold payment of either instalment. As a condition of the payment of the second instalment, a local authority will have to provide a satisfactory account of the action taken to address issues raised in the Welsh Government's evaluation of the authority's strategy for the grant.

The Welsh Government will issue a claim form for payment of the first instalment in August 2011. In making a claim on this form, the local authority will have to disclose the actual eligible expenditure in the period covered, and the estimated out-turn for the next period. It is important to ensure that all grant resources are used in a timely and effective way. The Welsh Government will scrutinise the claim forms submitted by local authorities and will require clarification from them of any issues that appear likely to affect overall spending figures for the year.

The Welsh Government requires local authorities and schools to secure effective targeting and value for money for the expenditure incurred. They should establish cost-effective planning, monitoring and evaluation arrangements for this purpose, taking account of the Wales Programme for Improvement and other requirements.

Grant expenditure will be subject to external audit certification. The Welsh Government will confirm the deadline for submitting the audited claim form in spring 2012. However, grant will be paid in full on the basis of the estimated claims submitted in March 2012.

Grant claims must be submitted promptly by the stated deadline. We shall reserve the right to withhold payment of any late claims, which must in all instances be accompanied by an explanatory letter from the Chief Education Officer or equivalent.

The Welsh Government reserves the right at any time to recover the grant, in whole or in part, to the extent that it is not used for an eligible purpose or if the Welsh Government considers that any other terms or conditions of the grant are not being fulfilled.

If Local Authorities are experiencing difficulties that will affect claims for payment, they should contact the School Effectiveness Grant team at the earliest opportunity.

In-year changes

The Welsh Government reserves the right to change the requirements in this and any other part of this guidance. Any changes will take effect 28 calendar days after the date on which local authorities are notified.

The full terms and conditions of grant will accompany the grant offer letter (following acceptance of Annexes A and C) and any grant awarded should be used only for the purposes approved in the letter making offer of grant.

Reviewing grant arrangements

The Welsh Government will review with its partners the operation of the grant in 2011-2012 in order to improve arrangements for 2012-2013 in the light of experience. In addition, the Welsh Government intends to review arrangements more thoroughly at the end of the second of the three years period of the grant. That review will, amongst other things, evaluate the extent to which arrangements have:

- produced greater efficiency;
- streamlined administration; and
- stimulated more collaborative activity within the regional consortia.

Annex A: Financial forecasting form

Forecast expenditure profile 2011–12

Term	Forecast expenditure (as % total formula allocation)
Term 1 (period ending Sept 2011)	%
Term 2 (period ending 31 March 2012)	%

Annex B: Allocation table 2011-12

	Total grant (including local authority match funding)	Total payment from Welsh Government	Element of grant subject to match funding	Match-funding payable by local authorities	Minimum ring-fenced element for literacy and numeracy	Element of grant for Looked After Children	Element of grant subject to minimum of 75% delegation	Minimum amount to be delegated to schools
Isle of Anglesey	951,790	733,024	328,149	218,766	228,224	19,351	932,439	699,329
Gwynedd	1,535,558	1,168,659	550,349	366,899	322,875	30,232	1,505,326	1,128,995
Conwy	1,322,445	993,735	493,065	328,710	271,934	30,923	1,291,522	968,642
Denbighshire	1,171,804	889,879	422,888	281,925	263,023	29,996	1,141,808	856,356
Flintshire	1,645,845	1,215,065	646,169	430,780	302,692	39,964	1,605,881	1,204,411
Wrexham	1,446,235	1,083,553	544,022	362,682	296,247	42,622	1,403,613	1,052,710
Powys	1,566,624	1,182,101	576,784	384,523	314,309	27,277	1,539,347	1,154,510
Ceredigion	912,807	711,306	302,251	201,501	224,291	16,354	896,453	672,340
Pembrokeshire	1,471,112	1,091,949	568,744	379,163	275,278	34,262	1,436,850	1,077,638
Carmarthenshire	2,098,063	1,570,593	791,205	527,470	409,428	51,673	2,046,390	1,534,793
Swansea	2,323,452	1,711,880	917,628	611,572	429,079	79,676	2,243,776	1,682,832
Neath Port Talbot	1,603,810	1,204,976	598,251	398,834	347,345	51,215	1,552,595	1,164,446
Bridgend	1,488,548	1,112,669	563,818	375,879	320,274	44,046	1,444,502	1,083,377
The Vale of Glamorgan	1,295,631	952,995	513,954	342,636	239,085	35,351	1,260,280	945,210
Rhondda Cynon Taff	2,817,906	2,084,761	1,099,718	733,145	546,828	89,482	2,728,424	2,046,318
Merthyr Tydfil	848,235	663,663	276,858	184,572	254,213	26,951	821,284	615,963
Caerphilly	2,126,730	1,567,845	838,328	558,885	386,143	71,632	2,055,098	1,541,324
Blaenau Gwent	972,342	752,567	329,662	219,775	261,838	30,354	941,988	706,491
Torfaen	1,085,640	823,401	393,358	262,239	262,484	36,072	1,049,568	787,176
Monmouthshire	881,153	661,255	329,847	219,898	173,180	16,979	864,174	648,131

	Total grant (including local authority match funding)	Total payment from Welsh Government	Element of grant subject to match funding	Match-funding payable by local authorities	Minimum ring-fenced element for literacy and numeracy	Element of grant for Looked After Children	Element of grant subject to minimum of 75% delegation	Minimum amount to be delegated to schools
Newport	1,619,339	1,209,055	615,426	410,284	326,367	63,319	1,556,020	1,167,015
Cardiff	3,003,084	2,214,067	1,183,526	789,017	544,862	132,269	2,870,815	2,153,111
Wales	34,188,154	24,598,998	12,884,000	8,589,155	6,999,999	1,000,000	33,223,154	24,891,115

Annex C: Local authority strategy

Rationale for strategy as a whole

The rationale should provide an explanation of the local authority's reasons for supporting the particular initiatives that it is submitting for School Effectiveness Grant funding. It should set out how the local authority believes its package of initiatives will support improved school effectiveness in line with the national priorities set out in the grant guidance. The rationale should also demonstrate how the strategy will support the local Children and Young People's Partnership plan.

The Welsh Government encourages local authorities to submit a joint strategy for using the School Effectiveness Grant collaboratively at regional consortium level. Where this is not practicable for 2011-2012, the rationale should set out the steps that the local authority will take to move towards a fully collaborative regional strategy for 2013-2014.

Activities Funded by the Grant

This section should provide the information identified in the sub-sections below for each individual initiative funded by the grant.

Title of Initiative

This should provide a brief description that will readily identify and distinguish each individual initiative that receives funding.

Funding Allocated

This should indicate the overall funding allocated to this initiative, identify participating schools and the amounts allocated to each of them, and any funding retained centrally to support the initiative.

Component Activities

This section should itemise (and describe briefly) each of the activities that will comprise the initiative as a whole.

There should be an indication of the funding notionally allocated for each activity.

Objectives

This section should set out the objectives for the initiative in terms of the outcomes for learners and outputs in respect of improved practice or increased capacity.

Outcomes

This sub-section should set out the improvement you expect to achieve in the educational achievements or well-being of children and young people.

Outputs

This sub-section should set out what improvement in practice or increased capacity you aim to achieve as a result of this initiative. In particular, you should identify any resources (including good practice case studies) that the initiative will generate.

Performance Indicators

This section should specify the qualitative or quantitative indicators that you will use to evaluate the extent you have achieved your objectives both in terms of improved outcomes for learners and more effective provision to support their learning and well-being.

Where appropriate, you may include specific targets in respect of the identified targets.

Evaluation Process

This section should outline how you will monitor and evaluate your success in achieving your targets and your performance in respect of the identified indicators.

Collaborative Consortium Activity

This section should specify whether this initiative is part of a wider consortium initiative or strategy. Where that is the case, this section should identify the relevant regional initiative or strategy. It would be useful, if consortium groups were to agree a common approach in referring to collaborative activity in this section.

LOCAL AUTHORITY CONTACT DETAILS FOR THIS PRIORITY

Name:

Position:

Address:

Tel:

e-mail:

Annex D: Previous funding streams and links with other grant schemes

The School Effectiveness Grant consolidates a number of earlier Welsh Government grants. The new grant does not lay on grantees all the detailed requirements of those grants. However, local authorities and their schools should consider the extent to which their strategies for the new grant build on activities funded under the earlier grants.

The earlier grants that have come together in the School Effectiveness Grant supported:

- the effective use of data;
- the reduction of variations in performance within schools and between schools;
- the strengthening of teaching, learning assessment and distributed leadership through continual professional development;
- effective primary-secondary school partnerships;
- the promotion of schools, including small and rural schools as a focus for the community;
- literacy and numeracy strategic intervention;
- literacy and numeracy continuing professional development;
- the implementation of school effectiveness through the whole school use of ICT;
- the appropriate use of the internet in schools; and
- a range of provision across all schools and local authorities to meet the needs of children and young people with a range of additional learning needs and those who are suffering or are at risk of suffering harm as a result of abuse or neglect.

Local authorities should also explore links with other Welsh Government grant schemes to ensure that activities funded through the School Effectiveness Grant align strategically with the whole range of national and local policies and priorities. The following grants are of particular relevance in this connection:

- Minority Ethnic Achievement Grant.
- Grant for the Education of Gypsy Children and Traveller Children.
- Additional Learning Needs Grant.
- Families First Fund; and
- Childcare Grant.

Annex E: Letter to local authorities regarding the looked after children element of SEG

Dear Colleagues,

The Looked After Children element of the School Effectiveness Grant (SEGLAC)

Local authorities have made significant progress in improving educational outcomes for looked after children. External evaluation of the Welsh Government's RAISE programme has identified those approaches that have been most effective in this respect. Looked after children have had access to better targeted support for their personal development and well-being.

Local authorities are improving arrangements for tracking and monitoring looked after children's educational progress. Some authorities have been agreeing appropriate personal targets with these children, based on clear evidence of their potential and prior performance. However, local authorities have not always used this information to improve their overall performance in supporting the education of looked after children.

Within the School Effectiveness Grant there is a ring-fenced element of funding for looked after children and care leavers. Over the last 3 months, Looked After Children's Education Coordinators have met nationally and within consortia to consider how the most effective strategies identified in the RAISE LAC programme can be pursued through the Looked After Children element School Effectiveness Grant and embedded into the normal business of corporate parenting.

In reaching this formal planning stage, an overview of the arrangements for this ring –fenced element of the School Effectiveness Grant is now provided as:

Purpose

The primary purpose of SEGLAC is to facilitate enhanced educational support for looked after children (as defined by section 22 of the Children Act 1989) that serve to improve educational outcomes.

Funding

The distribution to local authorities of the £1 million ring-fenced grant for looked after children has been calculated using a Standard Spending Assessment formula. This distribution has previously been provided in the guidance for the School Effectiveness Grant as part of the allocation table. The amount represents a minimum spend of the whole School Effectiveness Grant on looked after children and care leavers.

Collaboration

It is a requirement of the grant as a whole that local authorities are able to demonstrate collaborative practice. This is particularly important for SEGLAC.

Any agreed consortium based approach must be funded from all of the local authorities within the consortia as an equal percentage of SEGLAC grant awarded to each local authority.

Period of Spend

The period of spend is the academic year from 1 September to 31 August.

Finance

The Terms and Conditions document for the School Effectiveness Grant will also cover the ring-fenced element for looked after children.

The annual transfer of this funding for looked after children from the Welsh Government is intended to be on 1 September or as soon as possible after the required reporting submissions have been made available by the local authority to the Welsh Government.

Financial monitoring will take place twice a year, in September and March. A change from the RAISE grant funding is that any identified under spend will result in an adjustment being made to the following year's SEGLAC payment by the amount of the under spend, effectively recovering the under spent grant rather than carrying it over.

A statement of expenditure against the grant will be requested annually although the Welsh Government reserves the right to be provided with additional statements at any time. Any spend that is identified as not used for the benefit of looked after children or care leavers will be recovered by the Welsh Government.

The audit arrangements for SEGLAC will be part of the whole School Effectiveness Grant audit arrangements.

Planning

Following a 3 month planning and consultation process where the potential content has been discussed in some considerable detail, local authorities are invited to submit a 3 year action plan to cover the period 1 September 2011 to 31 August 2014 on the template provided to Hillary.hill@wales.gsi.gov.uk by 8 August 2011.

This is a realistic deadline given the consultation time but late submissions may result in delayed payment of the School Effectiveness Grant so please contact me if there are completion issues.

There will be opportunities during the course of the grant for a local authority to modify the action plan submitted. Requested changes for spend of the grant should

be submitted in writing and can only be implemented following written agreement by the Welsh Government.

Monitoring

Self evaluation is to be a strong feature of the grant. It is expected that each local authority will regularly evaluate the actions taken against the plans submitted. It is envisaged that all the actions undertaken will be reported upon and will be substantiated by a variety of evidence including the young people's views of the service they receive.

It is anticipated that corporate parents will be fully and regularly informed through scrutiny reports and other reporting forums, of the progress made in the educational achievements of looked after children and care leavers and challenged by councillors where insufficient or unacceptable levels of progress are identified.

It is intended that progress made on the educational achievements will be reported on the internet and a contribution to a national website, with links to local authority sites, will be part of the reporting process.

In addition, it is expected that local authorities will agree to share data sets on the outcomes for looked after children and care leavers within a consortia grouping to create a viable 'virtual education institution' of all ages. Outcomes tracked through the RAISE LAC programme have also been calculated on a consortia basis so there is already some performance data on which to build.

The Welsh Government, in alignment with the work of the School Standards Unit, will also facilitate a banding arrangement for the local authorities and consortia based 'virtual education institutions'.

It is intended to conduct regular discussions with the looked after children's education coordinator and senior staff from both the education and social services areas as part of the monitoring process. The first of these discussions should take place between 1 September and 30 November 2011. As a result of these visits, it is expected that a suite of outcome measures is to be agreed and is expected to contribute to the future work of a Standards and Compliance Unit.

Data

These vulnerable young people often do not realise their potential because emotional needs and circumstances, frequent placement changes and a failure to be entered for external qualifications are common place.

It is envisaged that measures such as 3 year rolling averages, potential against performance mapping, keeping the young people engaged in either education, employment or training opportunities and the young people's views and circumstances will all feature in the suite of outcome measures. The momentum experienced in the improving outcomes for looked after children during the RAISE programme should not stall or be lost.

Data submissions will form part of the reporting process for the SEGLAC grant.

HE Bursary

The Children Act 1989 (Higher Education Bursary) (Wales) Regulations 2011 commenced in March 2011. The payment of the HE bursary can be as a lump sum or by instalment. Local authorities can choose to use the SEGLAC to resource such bursaries so this is an expected feature in the action plan. However there is to be no carry over facility for this or any other purpose. Local authorities may choose therefore to use core funding for the HE bursary and other aspects related to education that are normally funded through the core budget, such as attendance tracking, or educational support during the transition from care to adoption, could be sourced from the SEGLAC funding instead.

Age of beneficiary

There will be no age limit placed on the use of the SEGLAC funding for looked after children.

For any general queries regarding the School Effectiveness Grant please contact either Tracey Seal on 029 2082 6006 or alternatively Richard Lowcock James on 029 2082 6820 or by email to schooleffectivenessgrant@wales.gsi.gov.uk.

Please do not hesitate to contact me if I can be of further assistance with the looked after children's element of the School Effectiveness Grant or any aspect of educational achievement for looked after children.

Yours sincerely,

Hillary Hill
Policy Officer for Looked After Children
Pupil Engagement Team

Documents attached:

- Annex 1 - Effective strategies enabled through the RAISE LAC grant funding.
- Annex 2 - Guidance that will feature in the SEG guidance document.
- Annex 3 - Template for completion by 8 August 2011.

Annex 1

Effective strategies enabled through the RAISE LAC grant funding:

- funding that was linked to individual children eg, to provide study support as tuition or materials that enable better access to study;
- more young people were directed towards qualifications that are recognised and more meaningful to employers;
- improved tracking and recording of looked after children, particularly on young people who are placed outside of the local authority;
- a real focus on outcomes and expectation based on improved data analysis.
- in-depth national data analysis that identified underperformance in a number of local authorities. Focused discussion between Welsh Government officials and lead directors in Education and in Social Services, on the local authority strategy, grant implementation, responsibility and accountability then took place. Modifications to action plans were subsequently agreed and implemented.
- improved communication and collaboration between Looked After Children's Education coordinators pan Wales, sharing successful processes and practices;
- improved multi-agency engagement; and
- greater corporate parent awareness of looked after children's needs and educational standards. This resulted in more open strategic planning as recorded on Children and Young People's Plans.

Annex 2

Guidance on the Looked After Children Element of the School Effectiveness Grant

Looked-after children are amongst the most vulnerable learners within our education system. To achieve the overall aims of the grant in respect of looked-after children, local authorities should take into consideration the Welsh Government's three national priorities: improving literacy standards of achievement, improving numeracy standards of achievement and reducing the impact of poverty on educational attainment. In respect of looked-after children, the Welsh Government expects local authorities to develop strategies that encompass the work of all relevant service departments. The main grant guidance sets out the Welsh Government's expectation for each of those national priorities. It does so in six bullet points: one for each of the six elements, or areas of activity, of the School Effectiveness Framework. Four of those areas of activity are relevant to the grant funding for looked after children: working with others; intervention and support; improvement and accountability; teaching and curriculum.

Local authorities should be able to demonstrate that they are using the grant to build on this work to improve the learning and well-being of looked-after children by:

- strengthening multi-agency working and home-school links to ensure more effective support for looked after-children, especially those in out-of-county placements;
- providing individual looked-after children with personalised study support and, where required, statutory higher education bursaries;
- improving the arrangements for gathering, recording, analysing, using and sharing information about the progress of looked-after children, especially those who reside outside the corporate-parent local authority;
- tailoring teaching and learning to the specific needs of looked-after children and directing them towards recognised qualifications that are more meaningful to potential employers.

Annex 3



Llywodraeth Cymru
Welsh Government

SEGLAC Proposal 2011-2014

NAME OF UA:

UA CONTACT NAME

Name:

Job Title:

ADDRESS for ALL
CORRESPONDENCE:

Address:

Telephone Contact number:

Email address:

The use of the grant must continue to be specifically linked to individual looked after children and should concentrate on specific educational interventions. It should be used to support all looked after children for whom the authority is the corporate parent, irrespective of the authority in which they are currently being educated and can be used to fund a higher education bursary for former relevant children.

Contribution to a 3 year national strategy to improve educational outcomes for looked after children.			
Element	Actions to be taken in the first year and potentially in Years 2 & 3	Element that is working through the consortium	Estimated Cost
Leadership- Eg. Local Authority ethos outlined on Children and Young Peoples Plans and implemented as Corporate Parents; increase the leadership skills, educational knowledge base and capacity of the local authority's looked after children education co-ordinator, designated members of staff within schools, pupil referral units and youth offending			None from SEGLAC. Funded from core budget

<p>services. Promote the education of LAC/care leavers to staff in residential children's homes, post-16 educational institutions and social workers; improve standards.</p>			
<p>Working with others Eg. strengthen multi-agency working and home-school links to ensure more effective support for looked after-children, especially those in out-of-county placements;</p>			
<p>Networks of Professional Practice Eg. enable looked after children education co-ordinators and the leaving care teams to participate in professional learning communities that promote mutual evidence-based learning between local authority officers and specialists from other appropriate statutory and voluntary agencies;</p>			<p>None from SEGLAC. Funded from core budget</p>
<p>Improvement & Accountability Eg. provide individual looked after children with personalised study support and, where required, statutory higher education bursaries;</p>			

<p>Intervention & Support Eg. improve the arrangements for gathering, recording, analysing, using and sharing information about the progress of looked-after children, especially those who reside outside the corporate-parent local authority;</p> <p>Curriculum & teaching Eg. tailor teaching and learning to the specific needs of looked after children and direct them towards recognised qualifications that are more meaningful to potential employers.</p>			
--	--	--	--

Any further background or contextual detail you feel is relevant to your proposal:

CONFIRMATION OF GRANT PROPOSAL

Local Authority -

I confirm that I am content with the attached grant proposal.

Lead Director for Children and Young People's Services

Signed: _____

Name: _____

Position: _____

Date: _____

Head of Children's Services

Signed: _____

Name: _____

Position: _____

Date: _____

Looked After Children's Education Co-ordinator

Signed: _____

Name: _____

Position: Looked After Children's Education Co-ordinator _____

Date: _____

For further guidance on completing this form please contact the Support for Learners Division on 029 2082 3946 or at Hillary.hill@wales.gsi.gov.uk.

Completed forms to be returned to the Support for Learners Division,
Welsh Government, Cathays Park 2, Cardiff, CF10 3NQ by
Monday, 8 August, 2011.