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# Interventions that really work: third and private sector resources for schools tackling deprivation

Guidance for practitioners

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This guidance supplements *Pupil Deprivation Grant – Essential guidance* that was published in March 2015

# Interventions that really work: third and private sector resources for schools tackling deprivation

## Audience

Primary, secondary and special schools in Wales.

## Overview

This document provides an overview of some interventions schools may wish to consider in order to address the issues which can affect educational attainment of learners from deprived backgrounds. It is particularly aimed at facilitating effective spending of the Pupil Deprivation Grant. This is a working document which will be updated regularly.

## Action required

For use in planning interventions to raise the attainment of learners living in poverty.

## Further information

Enquiries about this document should be directed to:

Deprivation and Engagement Branch

Department for Education and Skills

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

Tel: 029 2082 3630

e-mail: [DeprivationandEngagement@wales.gsi.gov.uk](mailto:DeprivationandEngagement@wales.gsi.gov.uk)

## Additional copies

This document can be accessed from the Learning Wales website at

[www.learning.wales.gov.uk/deprivation](http://www.learning.wales.gov.uk/deprivation)

## Related documents

*Rewriting the future: raising ambition and attainment in Welsh schools* (2014)

[www.gov.wales/docs/dcells/publications/140616-rewriting-the-future-raising-ambition-and-attainment-in-welsh-schools-en.pdf](http://www.gov.wales/docs/dcells/publications/140616-rewriting-the-future-raising-ambition-and-attainment-in-welsh-schools-en.pdf)

*Pupil Deprivation Grant – Essential guidance* (2015)

[www.gov.wales/topics/educationandskills/schoolhome/deprivation/school-effectiveness-grant-2013-2015/?lang=en](http://www.gov.wales/topics/educationandskills/schoolhome/deprivation/school-effectiveness-grant-2013-2015/?lang=en)

*Guidance on using the Pupil Deprivation Grant: What really works?* (2014)

[www.learning.wales.gov.uk/docs/learningwales/publications/140512-what-really-works-en.pdf](http://www.learning.wales.gov.uk/docs/learningwales/publications/140512-what-really-works-en.pdf)

*Using the Pupil Deprivation Grant in support of arts and cultural activity: Guidance for practitioners* (2015)

[www.learning.wales.gov.uk/docs/learningwales/publications/150224-pdg-arts.pdf](http://www.learning.wales.gov.uk/docs/learningwales/publications/150224-pdg-arts.pdf)

*Early Years Pupil Deprivation Grant: Guidance for regional consortia, local authorities, schools, nurseries, playgroups and childminders*

[www.gov.wales/topics/educationandskills/schoolhome/deprivation/pdg-and-early-years-pdg/?status=closed&lang=en](http://www.gov.wales/topics/educationandskills/schoolhome/deprivation/pdg-and-early-years-pdg/?status=closed&lang=en)

*What really works for the early years? Guidance for the Early Years Pupil Deprivation Grant*

[www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en)

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## Introduction

This catalogue is designed for schools who are thinking about buying in third or private sector expertise to help them tackle the impacts of deprivation on educational outcomes. We have included a range of interventions on offer to schools in Wales that have demonstrated evidence of positive impacts. Also listed are a number of resources that have not yet been evaluated but appear to demonstrate the potential for positive impact. Schools may wish to consider the interventions and programmes included but, especially in the case of those without comprehensive evaluation, they should not take their inclusion here as an indication of their effectiveness. It is strongly recommended that any intervention used in schools should be evaluated for its effectiveness against the issues it was selected to address.

## The role that the third sector and private sector can play in tackling the impacts of deprivation

Evidence consistently shows that poverty and deprivation have an undeniable impact on limiting and negatively influencing children's educational outcomes. Tackling this impact is one of Welsh Government's national priorities. A programme for action was published in 2014, *Rewriting the future: Raising ambition and attainment in Welsh schools*<sup>1</sup>, describing the role that schools, local authorities, regional consortia and Welsh Government can play.

Services offered by the third and private sectors can provide a useful contribution to the work that schools undertake but should supplement, rather than replace, a whole-school approach/in-school work.

These services come in various guises:

- training
- initial training and support for interventions that can then be run by the school
- full implementation of some programmes.

This catalogue will help you with the decision-making process when considering whether buying-in such services is right for your school. It is part of a suite of guidance produced by Welsh Government to support the implementation of *Rewriting the future*, available on [www.learning.wales.gov.uk/deprivation](http://www.learning.wales.gov.uk/deprivation).

<sup>1</sup> [www.gov.wales/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en](http://www.gov.wales/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en)

## Pupil Deprivation Grant

In many instances, schools will pay for third sector and private sector services using their Pupil Deprivation Grant (PDG). An aim of this catalogue is to help facilitate effective spending of the PDG.

Funding cannot address problems unless it is used effectively. In his presentation to the Deprivation and Attainment webinar in spring 2013<sup>2</sup>, Robbie Coleman of the Education Endowment Foundation explained clearly that PISA scores, for example, show a very weak relationship between the level of education spending and educational outcomes.

**How** funding is spent is more important than **how much** is spent. The focus should, therefore, be on outcomes when planning how money is to be spent.

Guidance on how to spend the PDG effectively and support for tackling the impact of deprivation on educational attainment is available via the following links.

<i>Pupil Deprivation Grant – Essential guidance</i>	<a href="http://www.gov.wales/topics/educationandskills/schoolshome/deprivation/school-effectiveness-grant-2013-2015/?lang=en">www.gov.wales/topics/educationandskills/schoolshome/deprivation/school-effectiveness-grant-2013-2015/?lang=en</a>
<i>Guidance for using the Pupil Deprivation Grant: What really works?</i>	<a href="http://www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en">www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en</a>
<i>Pupil Deprivation – May 2014 (Estyn)</i>	<a href="http://www.estyn.gov.uk/english/docViewer/309390.9/pupil-deprivation-may-2014/?navmap=30,163">www.estyn.gov.uk/english/docViewer/309390.9/pupil-deprivation-may-2014/?navmap=30,163</a>
<i>Sutton Trust – EEF (Education Endowment Foundation) Teaching and Learning Toolkit</i>	<a href="http://www.learning.wales.gov.uk/resources/browse-all/sutton-trust-education-endowment-foundation/?lang=en">www.learning.wales.gov.uk/resources/browse-all/sutton-trust-education-endowment-foundation/?lang=en</a>
Wales Centre for Equity in Education (various resources)	<a href="http://www.uwtsd.ac.uk/wcee/publications-and-resources">www.uwtsd.ac.uk/wcee/publications-and-resources</a>
<i>Using the Pupil Deprivation Grant in support of arts and cultural activity: Guidance for practitioners</i>	<a href="http://www.learning.wales.gov.uk/resources/browse-all/pdg-in-support-of-arts/?lang=en">www.learning.wales.gov.uk/resources/browse-all/pdg-in-support-of-arts/?lang=en</a>
<i>What really works for the early years? Guidance for the Early Years Pupil Deprivation Grant</i>	<a href="http://www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en">www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en</a>

<sup>2</sup> Sutton Trust presentation on the toolkit [www.learning.wales.gov.uk/resources/browse-all/deprivation-and-attainment-what-can-really-make-a-difference/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/deprivation-and-attainment-what-can-really-make-a-difference/?lang=en)

<p><i>Early Years Pupil Deprivation Grant: Guidance for regional consortia, local authorities, schools, nurseries, playgroups and childminders</i></p>	<p><a href="http://www.gov.wales/topics/educationandskills/schoolshome/deprivation/pdg-and-early-years-pdg/?status=closed&amp;lang=en">www.gov.wales/topics/educationandskills/schoolshome/deprivation/pdg-and-early-years-pdg/?status=closed&amp;lang=en</a></p>
<p>Welsh Government's practical guidance for schools on engaging families and communities in children's learning</p>	<p>Available 2015.</p>
<p>Welsh Government's guidance for schools on summer schools for learners from deprived backgrounds</p>	<p>Available 2015.</p>

## Training courses offered by the third and private sectors

**Teaching quality is the critical factor in supporting learner outcomes. Studies of teacher effectiveness suggest that learners placed with high-performing teachers will progress three times as fast as those placed with low-performing teachers.<sup>3</sup>**

This catalogue concentrates on projects and programmes run by third and private sector organisations that schools can buy in. Although not listed in this catalogue, the third and private sectors also offer training courses to schools and, where these are relevant and high quality, they can contribute to continued professional development, which is considered a good use of the PDG.

Training courses that schools might want to consider as being especially relevant to the tackling deprivation agenda include those dealing with the following themes:

- understanding the effects of deprivation on educational outcomes<sup>4</sup>
- key teaching strategies to tackle the impacts of deprivation, such as assessment for learning, meta-cognition, quality feedback and peer tutoring; whole-school professional development could be arranged around exploring the Sutton Trust – EEF Teaching and Learning Toolkit<sup>5</sup>, which promotes the use of these strategies, and how to translate those into everyday school practice
- leadership capacity
- the importance of good community and family engagement in raising the aspirations and attainment of learners from deprived backgrounds, and strategies to promote it.

It is also worth considering that professional learning opportunities can be facilitated and enhanced by school-to-school support – developing effective strategies and sharing best practice with other schools through professional learning communities (PLCs) ([www.learning.wales.gov.uk/yourcareer/professional-learning-communities/?lang=en](http://www.learning.wales.gov.uk/yourcareer/professional-learning-communities/?lang=en)) and other networks.

<sup>3</sup> *Rewriting the future* [www.gov.wales/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en](http://www.gov.wales/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en)

<sup>4</sup> An example of this is provided on Estyn's website for primary schools ([www.estyn.gov.uk/english/best-practice/tackling-deprivation-and-raising-standards/primary-schools-inset-materials](http://www.estyn.gov.uk/english/best-practice/tackling-deprivation-and-raising-standards/primary-schools-inset-materials)) and secondary schools ([www.estyn.gov.uk/english/best-practice/tackling-deprivation-and-raising-standards/secondary-schools-inset-materials](http://www.estyn.gov.uk/english/best-practice/tackling-deprivation-and-raising-standards/secondary-schools-inset-materials)).

<sup>5</sup> [www.educationendowmentfoundation.org.uk/toolkit](http://www.educationendowmentfoundation.org.uk/toolkit)



## Bespoke third sector activity in Wales

In addition to the interventions and programmes listed in this catalogue there are a variety of other third sector projects being delivered in schools up and down the country. In many cases the organisations involved can be very small, with limited resources and requiring investment from another body in order to work with schools. The PDG may be a means of funding these activities and can act as a spur to further collaborative working between organisations and schools for the benefit of the most deprived students. Where projects are new and have not been evaluated the school will need to ensure it has its own evaluation processes in place.

Third sector organisations active in Wales in this field that you may wish to contact are listed below.

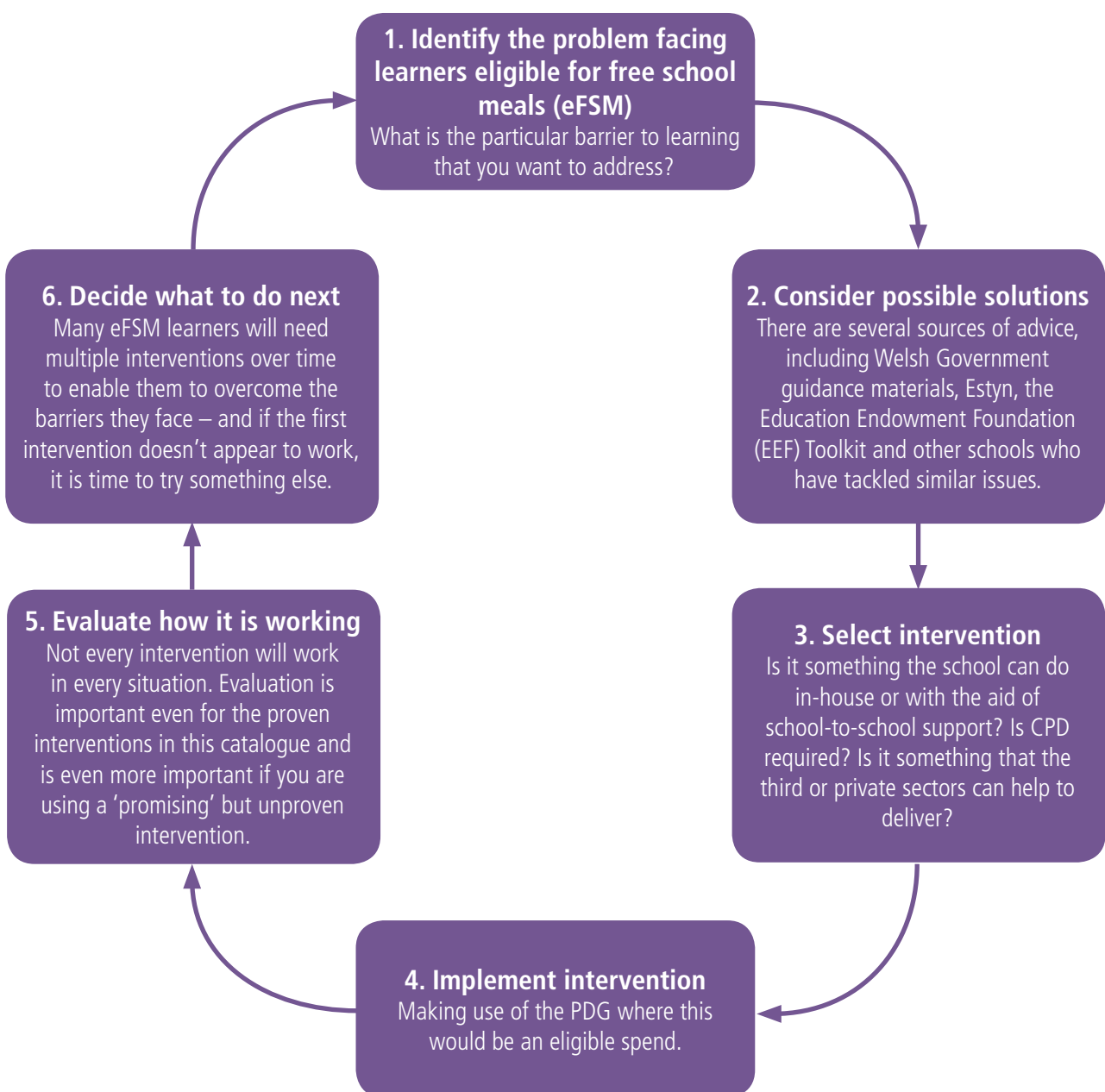
- **Action for Children** ([www.actionforchildren.org.uk](http://www.actionforchildren.org.uk))  
Action for Children delivers services in local communities across Wales to ensure children overcome barriers in their lives, however insurmountable these may seem, to achieve their full potential. They offer a range of bespoke services, which can be delivered in partnership with schools or independently within the school setting. These include: pastoral support for well-being, targeted work with families, and bespoke behaviour management support and planning; school-based counselling; specialist play therapy for all ages; young carers services; delivering a range of programmes that have been clinically proven to achieve positive outcomes for learners and families and transition services.  
Contact: [Jan.Pardoe@actionforchildren.org.uk](mailto:Jan.Pardoe@actionforchildren.org.uk)
- **Barnardo's Cymru** ([www.barnardos.org.uk](http://www.barnardos.org.uk))  
Barnardo's Cymru offer a range of school-based interventions using an holistic approach to learner well-being to support disadvantaged learners in reaching their potential, including family and community link support services and early years education and play. The organisation also provides awareness raising, resources and support in meeting the needs of learners who are vulnerable due to particular family circumstances and who may be difficult to identify. They can provide specialist services for fostered and adopted children, children of offenders, young carers, children at risk of child sexual exploitation, children affected by substance misuse, children with sexually problematic behaviour and others.  
Contact: [Samantha.Clutton@barnardos.org.uk](mailto:Samantha.Clutton@barnardos.org.uk)
- **Children in Wales** ([www.childreninwales.org.uk](http://www.childreninwales.org.uk))  
Children in Wales provides a range of multi-disciplinary training courses which aim to promote an integrated approach for all those working in the statutory, third and independent sectors. Training courses are aimed at people working in Wales, and reflect the Welsh context and increasing divergence from child and family policy in England. Examples of current training courses include Working with Fathers; Introduction to Soft Outcomes and Distance Travelled; and Understanding How to Safeguard the Welfare of Children and Young People. Schools are able to buy in training courses, as well as commission bespoke training, and courses can be tailored to specific requirements.  
Contact: [Claire.Sharp@childreninwales.org.uk](mailto:Claire.Sharp@childreninwales.org.uk)

- **Communities and Schools Together (CaST Cymru)** (<http://castcymru.org.uk>)  
 CaST Cymru offers pre-designed and bespoke programmes, projects and services for family and community engagement (including Smooth Moves for school transitions), out of school hours learning clubs (including science, cookery and singing), Pyramid Clubs to develop confidence and self-esteem in children and young people, CànSing and CànSing + literacy.  
 Contact: [pam.boyd@castcymru.org.uk](mailto:pam.boyd@castcymru.org.uk)
- **CWVYS (Council for Wales of Voluntary Youth Services)** ([www.cwvys.org.uk](http://www.cwvys.org.uk))  
 CWVYS is the representative body for the voluntary youth work sector in Wales – a sector which engages approximately 200,000 young people, 30,000 volunteers and 4,000 paid staff. It identifies and facilitates partnerships with a wide range of partners, including schools on behalf of and with its member organisations.  
 Contact: [paul@cwvys.org.uk](mailto:paul@cwvys.org.uk)
- **Edge Hill University** (<https://everychildcounts.edgehill.ac.uk/feed>)  
 The Every Child Counts maths and reading teams at Edge Hill University provide training and continuous professional development (CPD) for schools on a not-for-profit basis to implement a range of mathematics and literacy interventions that help learners who have fallen behind to catch up with their peers. All the services are available to schools in Wales, and they are currently already used in a number of areas.  
 Contact: [ecc@edgehill.ac.uk](mailto:ecc@edgehill.ac.uk)
- **Learning through Landscapes Cymru** ([www.ltl.org.uk/wales](http://www.ltl.org.uk/wales))  
 Learning through Landscapes Cymru are dedicated to enhancing outdoor learning and play for children in Wales. They work alongside schools and nurseries to help implement practical development projects to transform their outdoor spaces and their children's school experiences; enable schools and settings across Wales to develop and use their grounds creatively through training programmes, advisory visits, inspiring resources in print, film and online, membership support services and bespoke support of local authorities and other partners; and advocate the importance to children of quality outdoor spaces and experiences in their schools and nurseries.  
 Contact: [enquiries@ltl.org.uk](mailto:enquiries@ltl.org.uk)
- **Mind Cymru** ([www.mind.org.uk](http://www.mind.org.uk))  
 Mind Cymru runs projects across Wales to support mental well-being and may be able to offer bespoke projects in schools or clusters to help learners stay mentally healthy and develop emotional resilience. Such projects are worth considering for learners for whom mental health issues form a current or potential barrier to their learning. Mind Cymru also offers training courses for school staff, including Mental Health First Aid which teaches people how to identify, understand and help a person who may be developing a mental health problem; Youth Mental Health First Aid, specifically designed for people working with children and young people; and Applied Suicide Intervention Skills (ASIST), which is especially useful for people working with teens.  
 Contact: [training@mindaberystwyth.org](mailto:training@mindaberystwyth.org)

- **NIACE (National Institute of Adult Continuing Education)** ([www.niace.org.uk](http://www.niace.org.uk))  
 NIACE is a development organisation and think tank, working on issues central to the economic renewal of the UK. NIACE Cymru leads the work in Wales across all types of learning, including literacy and numeracy, digital learning, further/higher education, apprenticeships, workplace, and family and community learning. Increasing and improving adult learning in families and communities is an essential part of their work. NIACE is also host to the Centre for the Learning Family – a web-based resource of research, policy and practice.  
 Contact: [Kay.Smith@niace.org.uk](mailto:Kay.Smith@niace.org.uk) or [Susannah.Chambers@niace.org.uk](mailto:Susannah.Chambers@niace.org.uk)
- **People and Work Unit** ([www.peopleandworkunit.org.uk](http://www.peopleandworkunit.org.uk))  
 The People and Work Unit can provide case study consultancy, drawing on 25 years of experience in action research into education, poverty and progression. The organisation also has limited capacity to host projects, or to assist others to host School Focused Communities staff. These are employed through a different funding source than the school ensuring independence, but they work in partnership with the school and the community.  
 Contact: [james.hall@peopleandworkunit.org.uk](mailto:james.hall@peopleandworkunit.org.uk)
- **Play Wales** ([www.playwales.org.uk](http://www.playwales.org.uk))  
 Play Wales provides advice and guidance to support play provision; advice about improving play facilities and maximising availability and utility of play space; advice about facilitating play during break times; advice about opening school grounds for playing out of teaching hours; and advice about local and regional support for schools.  
 Contact: [mail@playwales.org.uk](mailto:mail@playwales.org.uk)
- **Save the Children** ([www.savethechildren.org.uk](http://www.savethechildren.org.uk))  
 Save the Children runs innovative projects that help tackle the causes and mitigate the effects of poverty. In particular, it runs early intervention programmes which bring children, parents/carers, schools and the wider community together, to ensure children most in need get the academic, emotional and basic support required to fulfil their potential at school and in life.  
 Contact: [walesprogramme@savethechildren.org.uk](mailto:walesprogramme@savethechildren.org.uk)
- **WEA (Workers' Educational Association) Cymru** ([www.weacymru.org.uk](http://www.weacymru.org.uk))  
 WEA Cymru offers a range of accredited and non-accredited provision that can be customised to the specific needs of schools, school clusters, parents and carers in family learning, parenting, health and well-being, employability, social interaction programmes, and education and training.  
 Contact: [info@weacymru.org.uk](mailto:info@weacymru.org.uk)

## How to use this catalogue

This catalogue is designed to help schools select appropriate interventions to help learners from deprived backgrounds (stages two and three in the diagram below). The Sutton Trust – EEF Teaching and Learning Toolkit (<http://educationendowmentfoundation.org.uk/toolkit>) is also a useful resource for schools when they are considering which interventions to select. The toolkit summarises the research evidence on 34 types of intervention in terms of their ability to improve the educational attainment of disadvantaged learners.





Interventions in this catalogue have been categorised according to the degree to which independent evaluation has shown evidence of positive impact and/or benefit. Interventions with a green traffic light are those where there appears to be independent research evidence to support the positive outcomes of the intervention.

Where interventions are marked with an amber traffic light, this shows that there is limited or no independent evidence of their impact, but the intervention shows promise. Schools should always seek to evaluate the outcomes of interventions that they use, especially in the case of 'amber' marked programmes, but also with those marked 'green', as individual schools may find some measures more effective in their circumstances than others.

The EEF has published a useful guide for teachers and schools which introduces the key principles of educational evaluation and provides practical advice on designing and carrying out small-scale evaluations in schools. This can be found on the EEF website at <http://educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide>.

## Future updates to this catalogue

When deciding which interventions to include we considered the following.

1. **Fit** – Is this a ready-made intervention that schools could purchase with their PDG?
2. **Aim** – Does the aim of the project reflect the aims of *Rewriting the future*?
3. **Evidence** – Is the intervention backed up by independent evidence showing that it has a positive impact on the attainment (or likely future attainment) of learners from deprived backgrounds?
4. **Value for money** – Does it demonstrate value for money (impact per £PDG spend)?
5. **Eligibility** – Is it eligible for PDG spend (i.e. for under 16s, benefiting those learners eligible for free school meals (eFSM)/looked after children (LAC), etc.)?
6. **Availability** – Is it available to a considerable number of schools in Wales?
7. **Sustainability** – Is there any likelihood that the impact will last beyond the period of grant spend?

We recognise that there are other proven interventions that are not included in this catalogue and intend to add to and refresh it on an ongoing basis. We would welcome feedback from schools, third sector and private sector organisations on this first version. Suggestions for interventions which meet the selection criteria to include in the second version, as well as details of third sector organisations that are able to work in partnership with schools, would also be welcomed.

Please contact:

Deprivation and Engagement Branch  
Department for Education and Skills  
Welsh Government  
Cathays Park  
CF10 3NQ

e-mail: [DeprivationandEngagement@wales.gsi.gov.uk](mailto:DeprivationandEngagement@wales.gsi.gov.uk)

# Catalogue

Interventions in the catalogue are grouped by theme. A full list is shown in the table below.

Theme	Intervention	Target settings	Areas of focus	Sustainable beyond funding period?	Well-evidenced impact?	Page
Whole-school approaches	Achievement for All 3As Programme	Primary, secondary and special schools; pupil referral units (PRUs).	Building school capacity to tackle impacts of deprivation; leadership.	Yes, builds capacity.	Yes.	17
Family and community engagement	Families and Schools Together (FAST)	Early years settings; primary schools.	Developing family relationships, parenting skills.	Partially; staff trained but ongoing costs.	Yes.	19
	Incredible Years	Early years settings; primary schools.	Parenting skills, behaviour management.	Yes, staff trained.	Yes.	21
	Solihull Approach 'Understanding your child's behaviour'	Early years settings; primary, secondary and special schools; PRUs.	Parenting, emotional health and well-being of parents/carers, learners and staff.	Yes, staff trained.	Yes.	23
	Strengthening Families, Strengthening Communities	Early years settings; primary and secondary schools.	Parenting skills.	Partially; staff trained but ongoing costs.	Yes.	25
	Family Learning Signature	Primary schools.	Family engagement in learning.	No, as ongoing licence required.	No, but promising.	27
	Family Values	Early years settings; primary and secondary schools.	Family engagement in values-based activities.	Yes, staff trained.	No, but promising.	28

Theme	Intervention	Target settings	Areas of focus	Sustainable beyond funding period?	Well-evidenced impact?	Page
Family and community engagement (continued)	Investors in Families	Primary, secondary and special schools.	Accreditation of school family engagement efforts.	Probably, as capacity likely to have developed.	No, but promising.	29
Catch up and tutoring	Welsh Government recommended literacy and numeracy catch-up programmes	Primary and secondary schools.	Literacy and numeracy catch up.	Maybe, depending on the course chosen.	Yes.	31
	Oxford Primary Resources	Primary schools.	Literacy and numeracy catch up.	No, as resources required.	No, but promising.	32
	Tute	Primary and secondary schools.	All subject catch up and enrichment.	No, per session cost.	No, but promising.	34
Enrichment and aspirations	Achiever Programme	Secondary schools; PRUs.	Diversion programme, early intervention crime prevention.	Maybe, depending on charity funding.	No, but promising.	37
	Children's University	Primary and secondary schools.	Extra curricular enrichment activities.	No, as membership required.	No, but promising.	39
	Spice Schools	Primary and secondary schools.	Volunteering and engagement in school and community.	No, as membership required.	No, but promising.	41



Theme	Intervention	Target settings	Areas of focus	Sustainable beyond funding period?	Well-evidenced impact?	Page
Well-being	Nurture Groups	Early years settings; primary and secondary schools.	Social and emotional development.	Partially; staff trained but ongoing costs.	Yes.	43
	Roots of Empathy/ Seeds of Empathy	Early years settings; primary schools.	Social and emotional development.	No, as external trainer required.	Yes.	45
	Mindfulness in Schools .b (including Paws b)	Primary and secondary schools.	Mental well-being.	No, as external trainer required.	No, but promising.	46

## Whole-school approaches

**Effective schools in challenging circumstances take a whole-school, strategic approach to tackling disadvantage – they have a structured, coherent and focused approach to raising the achievement of disadvantaged learners.<sup>6</sup>**

Schools that are successful at tackling the effects of deprivation on educational attainment adopt a whole-school approach that focuses on leadership, effective learning and teaching and learner well-being. The greatest impact is seen where the school's leadership team sets high expectations for all its learners and instils a sense of moral purpose among its staff.


A whole-school approach includes:

- planning strategically and systematically
- having focused and quantifiable targets
- using a range of strategies to suit different circumstances and contexts
- using data to track progress, plan interventions and evaluate outcomes
- ensuring all staff understand the impact and how to mitigate the effects of poverty and disadvantage
- communicating their vision and purpose.

Taking a whole-school, strategic approach to tackling disadvantage and deprivation is one of the ten strategies that Estyn lists in its report *Effective Practice in tackling poverty and disadvantage in schools* (2012) ([www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163](http://www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163)).

<sup>6</sup> *Effective practice in tackling poverty and disadvantage in schools* (Estyn, 2012)

## Achievement for All 3As Programme

Theme	Whole-school approaches
<b>Target setting</b>	Primary, secondary and special schools, as well as PRUs.
<b>Description</b>	The Achievement for All 3As Programme is a two-year whole-school improvement framework that supports schools to improve outcomes for vulnerable and disadvantaged learners, including those from low income families, those identified with special educational needs (SEN), and looked after children (LAC). The programme is delivered in partnership between the school and a dedicated Achievement Coach who undertake a 'Needs analysis' to identify key priorities and develop a school-specific action plan which is implemented through regular coaching visits, training, professional development, online and through a community of practice support. The programme aims to raise the aspirations, access and achievement of vulnerable and disadvantaged learners, narrow the achievement gap, improve behaviours and attendance, build constructive relationship with parents/carers, develop leadership capacity and build on professional development among the senior leadership team, key teachers, support staff and governors. The framework is tailored to meet the needs of each individual school within the Welsh context (including policy relating to literacy, numeracy and poverty) and the learners that schools wish to support.
<b>Evidence of impact</b> 	Evaluation by PWC, commissioned by Achievement for All, shows that the programme can help schools to close the attainment gap between eFSM learners and their peers. Impact reports show an accelerated level of progress in target learners across reading, writing and maths; an increase in levels of attendance; and reduction in fixed period exclusions. <a href="http://www.afa3as.org.uk/our-charity/our-impact">www.afa3as.org.uk/our-charity/our-impact</a>
<b>Sustainability</b>	The programme focuses on building capacity in leadership and teaching staff and the school as a whole. Once the programme is over Achievement for All offers a range of continued support options.
<b>Indication of cost</b>	£7,500 per school in Wales per year. There is a pricing structure which allows schools to pay £1,000 up front and the remainder in instalments from the end of term two, based on delivery and results.
<b>Issues to consider for PDG eligibility</b>	An eligible way to spend PDG in any school with a reasonable number of eFSM learners/LAC. Although this is a whole-school approach, groups of learners requiring additional support are formed, so eFSM learners/LAC can be targeted.
<b>Availability in Wales</b>	Available throughout Wales, with bilingual materials. A pilot project ran from January 2014 in Central South Consortium, taking the Achievement for All principles and creating a new programme specific to the Welsh context which meets specific needs of Welsh schools, including Welsh-medium schools. The programme has been available to all schools in Wales since September 2014. Contextualised and bilingual materials have been developed.
<b>Contact and further information</b>	<a href="mailto:enquiries@afa3as.org.uk">enquiries@afa3as.org.uk</a> <a href="http://www.afa3as.org.uk">www.afa3as.org.uk</a>

## Family and community engagement

**Building home-school links through out of hours clubs, parenting classes, extended schools and outreach work is a powerful lever for improving children's achievement.<sup>7</sup>**

Research tells us that families and communities have a vital role to play in supporting children's attainment and well-being at school. There are many ways in which schools can develop their family and community engagement, and these are explored in a toolkit on family and community engagement, which will be published soon on the Welsh Government's Learning Wales website at [www.learning.wales.gov.uk](http://www.learning.wales.gov.uk). For example, approaches could include:


- development of the school's vision, skills and capacity for family and community engagement
- activities to develop parent/carer skills to support their child's learning
- family learning activities, which can be an excellent method of engaging parents/carers in a child's development and can improve the skills and understanding of both parent/carer and child alike
- community partnership projects, including provision of community services on the school premises, such as adult community learning<sup>8</sup>
- multi-agency working, including use of the Team Around the Family approach.

However, family and community engagement can also be a challenge to do well, and many schools engage third and private sector partners to help them.

<sup>7</sup> Statham, J., Harris, A., et al. *Strengthening Family Wellbeing and Community Cohesion through the Role of Schools and Extended Services* (London: Centre for Excellence and Outcomes in Children and Young People's Services, 2010)


<sup>8</sup> For more information on adult community learning, see [www.gov.wales/topics/educationandskills/learningproviders/communitylearning/?lang=en](http://www.gov.wales/topics/educationandskills/learningproviders/communitylearning/?lang=en)

## Families and Schools Together (FAST): Save the Children

Theme	Family and community engagement
<b>Target setting</b>	Early years settings and primary schools (children aged 3–8).
<b>Description</b>	<p>FAST is an eight-week rapid intervention for children aged three to eight-years-old and their families, including siblings. It is aimed at low income families and is designed to foster good behaviour and a positive attitude to school and learning in children while also helping parents/carers to get more involved in their child’s education so they can support learning and development at home. It encourages stronger bonds between parents/carers and their child, their child’s school, other parents/carers and the wider community.</p> <p>Parents/carers and their children attend weekly sessions lasting two-and-a-half hours. Sessions involve activities to improve educational outcomes and well-being, including eating a meal together, family play, learning and communication activities and one-to-one parent/carer-child support. Parents/carers also have the chance to work in community-building activities and to take part in sessions with other parents/carers. The group sessions are followed up by monthly meetings run by graduated FAST families.</p> <p>The focus is on building social capital, social inclusion and promoting the strengths of a school, a local community and all the children and families who live there.</p> <p>Intended results: in the short term, the family unit will become closer, children will be better able to self-regulate themselves and the family will feel a greater connection to the school; in the longer term, children will be less likely to misuse substances, engage in anti-social behaviour and be more likely to do well in school.</p>
<b>Evidence of impact</b> 	<p>Schools using FAST have reported reduced rates of school truancy and school failure. There is evidence that FAST can improve prosocial behaviour, family relationships, and parental involvement in school, and decrease behavioural problems, emotional symptoms and family conflict. Parents/carers also reported feeling empowered as partners in the educational process and a stronger sense of affiliation to their child’s school. Research evidence points to the effects of the programme on family adaptability and reductions in parental externalising behaviours persisting beyond the programme.</p> <p><a href="http://familiesandschools.org/why-fast-works">http://familiesandschools.org/why-fast-works</a></p>
<b>Sustainability</b>	Continued delivery of the programme requires investment. Ongoing delivery costs for delivering FAST once staff are trained relate to direct costs of delivery, e.g. the total cost for the family meal element is linked to numbers of families attending.
<b>Indication of cost</b>	The programme delivery costs approximately £750 per target child, or £450 per child reached, based on average attendance rates.
<b>Issues to consider for PDG eligibility</b>	Family and community engagement is regarded as a positive use of PDG funding in schools, especially when a lack of family engagement has been identified as a barrier to learning for eFSM learners and LAC. Schools will need to consider how to target this intervention at eFSM learners/LAC.

<b>Availability in Wales</b>	FAST is currently delivered in primary schools in Wales that are in areas of high deprivation, with a high percentage of learners in receipt of free school meals. In 2015, FAST will be available to primary schools on a self-funded basis. Core FAST materials are not currently available in Welsh, but FAST has been run in a school through the medium of Welsh.
<b>Contact and further information</b>	<a href="http://www.familiesandschoolstogether.com">www.familiesandschoolstogether.com</a> <a href="mailto:walesprogramme@savethechildren.org.uk">walesprogramme@savethechildren.org.uk</a>


## Incredible Years: Centre for Evidence Based Early Intervention (CEBEI)

Theme	Family and community engagement
<b>Target setting</b>	Early years settings and primary schools.
<b>Description</b>	<p>The Incredible Years is a suite of programmes for parents/carers, children and teachers that was developed in the United States and have been shown to be effective interventions for both prevention and treatment of conduct problems. The programmes have been adapted and tested for Welsh context by the Centre for Evidence Based Early Intervention (CEBEI) at Bangor University. There is a range of <b>parenting programmes</b> for families with children between 0 and 12 years: Baby and Toddler, Preschool and School Age. The programmes all have the same core delivery components that involve discussion, observation of video clips to help the participant to identify key skills, role-play rehearsal of skills and home or classroom activities to promote generalisation and maintenance. All are delivered in a collaborative style that acknowledges participant goals and increases empowerment. The <b>child programmes</b> use the same principles and delivery components and promote positive social skills and classroom behaviour. The <b>Teacher Classroom Management Programme</b> is an early years classroom management programme for teachers/practitioners of children aged three to eight.</p>
<b>Evidence of impact</b> 	<p>Evaluation of the Parenting Programme indicates improvements in positive parenting interactions, reductions in harsh discipline with children, reductions in aggressive behaviour problems and increases in child social competence. The results have been shown to last for up to three years. The Teacher Classroom Management Programme has been shown to lead to fewer conduct problems in the classroom, improvements in positive discipline and proactive management skills, decreases in classroom aggression and increases in children's prosocial behaviour. Evaluation of the Child Dinosaur Classroom Programme indicated improvement in school readiness, emotional regulation and social skills and reductions in behaviour problems in the classroom. Alongside evaluations by the programme developer and international replications, all of these programmes have been trialled and found to be effective in Wales. <a href="http://incredibleyears.com/for-researchers">http://incredibleyears.com/for-researchers</a></p>
<b>Sustainability</b>	Building capacity in staff through training should ensure the sustainability of the intervention.
<b>Indication of cost</b>	The pre-school basic parent programme for parents of children aged 3–6 costs £450 (excluding VAT) and the further add-on unit for school age children is £175 (excluding VAT). Information on the other course fees are available on the website.
<b>Issues to consider for PDG eligibility</b>	Staff training is considered to be a good use of PDG funding where eFSM learners and LAC benefit, as it is likely to deliver the most sustainable results. Depending on which parts of the programme are used, Incredible Years also delivers family engagement and improvements in social and emotional skills of learners, both of which are identified as positive uses of the PDG.

<b>Availability in Wales</b>	All of the programmes have been assessed via the University of Bangor Centre for Evidence Based Early Intervention. Training courses in all of these programmes are delivered in Wales and courses are generally available in Cardiff and Bangor.
<b>Contact and further information</b>	<a href="mailto:d.williams@bangor.ac.uk">d.williams@bangor.ac.uk</a> <a href="http://www.centreforearlyinterventionwales.co.uk/programmes">www.centreforearlyinterventionwales.co.uk/programmes</a>




## Solihull Approach ‘Understanding your child’s behaviour’: Solihull Community Services

Theme	Family and community engagement
<b>Target setting</b>	Early years settings; primary, secondary and special schools; as well as PRUs.
<b>Description</b>	The Solihull Approach can be used for all children aged 0–18 years including those with disabilities and autism. It aims to improve the emotional health and well-being of parents/carers, learners and staff as well as improving parental engagement and school attendance. It is evidence-based and has an ongoing platform of research, both from the Solihull Approach Team and from independent researchers. The Solihull Approach was developed within the NHS, with input from many agencies and parents/carers. It has therefore been designed to be very cost effective and also sustainable through cascade training. It is used in hundreds of areas across the UK – in Wales, Scotland, Northern Ireland and England – as well as in several international projects. For schools there are several interventions available, which can be used on their own or as part of a strategy: workshops aimed at parents/carers with primary or secondary age children; parenting course ‘Understanding your child’s behaviour’ which has been awarded the CANparent Quality Mark; an online version of ‘Understanding your child’s behaviour’ to allow more flexibility of access for parents/carers, which has also been awarded the Quality Mark; plus whole-school training for teachers and support staff.
<b>Evidence of impact</b>	Research shows the course ‘Understanding your child’s behaviour’ can lead to a decrease in parents’/carers’ anxiety about their children, and make them better able to recognise and respond to their own and their children’s feelings. The research also suggests it can reduce problematic behaviour in children. <a href="http://communityservices.heartofengland.nhs.uk/default.asp?page=328">http://communityservices.heartofengland.nhs.uk/default.asp?page=328</a>
 <b>Sustainability</b>	The programme has been developed with cascade training in mind, so has the capacity to be sustainable, even with small numbers of staff undergoing training.
<b>Indication of cost</b>	The cost per learner depends on the strategy for a particular school or cluster of schools. For example, if six primary schools worked together to train two people in each school to deliver the parenting group and the workshops, this would cost in the region of £6,000 including resource packs and manuals. These people could then cascade the training to more staff with no further outlay. In addition, schools could purchase a number of online logins or provide information to parents/carers so they can purchase their own logins. Schools may also want to experience the whole-school training, so that parents/carers and school staff shared the same model.
<b>Issues to consider for PDG eligibility</b>	Family and community engagement is regarded as a positive use of PDG funding in schools, especially when a lack of family engagement has been identified as a barrier to learning for eFSM learners and LAC. Schools will need to consider how to target this intervention at eFSM learners/LAC.


<b>Availability in Wales</b>	It is available to all schools in Wales. The Solihull Approach is growing in Wales. The two-day foundation training has been taken up in half of the Welsh local authorities. The parenting group 'Understanding your child's behaviour' is delivered in several Flying Starts.
<b>Contact and further information</b>	<a href="mailto:enquiry@solihullapproachparenting.com">enquiry@solihullapproachparenting.com</a> <a href="http://communityservices.heartofengland.nhs.uk/solihullapproach">http://communityservices.heartofengland.nhs.uk/solihullapproach</a> <a href="http://www.solihullapproachparenting.com">www.solihullapproachparenting.com</a>

## Strengthening Families, Strengthening Communities: Race Equality Foundation


Theme	Family and community engagement
<b>Target setting</b>	Early years settings, primary and secondary schools.
<b>Description</b>	<p>Strengthening Families, Strengthening Communities (SFSC) is a parenting programme designed to promote protective factors which are associated with good parenting and better outcomes for children. SFSC has been used with parents/carers from a number of backgrounds, including black and minority ethnic parents/carers, teenage parents, parents/carers with learning disabilities and parents/carers from marginalised communities, including those with experience of drugs, alcohol or violence. Adapted from the US parenting programme, 'Strengthening multi-ethnic families: A violence prevention programme', SFSC has enjoyed success in attracting and engaging parents/carers across the UK.</p> <p>Staff (ideally family engagement or support staff, or staff from a preferred partner organisation, rather than class teachers) can be trained to deliver the programme themselves. The training takes five days, and can be arranged in a range of settings, including education-based organisations.</p>
<b>Evidence of impact</b> 	<p>Evaluation shows that the programme can lead to a positive change in parents'/carers' self-esteem, confidence in their parenting, family relationships, relationships with children, child's/children's self-esteem, and the child's/children's ability to control their behaviour. Educational institutions which use the programme have reported improvements to children's classroom behaviour, improved punctuality and attendance, more parental involvement in schools and enhanced confidence for parents/carers in supporting their child's learning. <a href="http://www.raceequalityfoundation.org.uk/sfsc/evidence-and-evaluation">www.raceequalityfoundation.org.uk/sfsc/evidence-and-evaluation</a></p>
<b>Sustainability</b>	The programme can be delivered independently by the school once staff have been trained, so it is sustainable. Ongoing training, quality assurance and support from the organisation (optional but recommended) would incur further costs.
<b>Indication of cost</b>	Training is £975 per person for a five-day training course and includes a full curriculum (facilitator materials), delivery disc (with evaluation forms, hand outs and PowerPoint slides) and a copy of parent/carer materials. Reductions are offered for in-house training/group bookings. Parent/carer materials are £12 per person. There may be additional costs in delivery, such as refreshments, childcare for those with young children or learning support such as an interpreter.
<b>Issues to consider for PDG eligibility</b>	Family and community engagement is regarded as a positive use of PDG funding in schools, especially when a lack of family engagement has been identified as a barrier to learning for eFSM learners and LAC. Schools will need to consider how to target this intervention at eFSM learners/LAC.

<b>Availability in Wales</b>	SFSC has links with several third sector organisations in Wales, and is looking to work in partnership with these to allow for a more substantial roll-out of the programme across Wales. Parent/carer materials have been translated into more than 20 community languages and are available in Braille, large print and accessible easy words and pictures versions. SFSC has committed to ensuring materials are available in Welsh.
<b>Contact and further information</b>	<a href="mailto:leandra@racefound.org.uk">leandra@racefound.org.uk</a> <a href="http://www.raceequalityfoundation.org.uk/sfsc">www.raceequalityfoundation.org.uk/sfsc</a>


## Family Learning Signature: BusinessLab

Theme	Family and community engagement
<b>Target setting</b>	Primary school children and their families.
<b>Description</b>	<p>The Family Learning Signature is a tool to engage families in thinking about learning, and how, as a family, they support learning in the home, and whether they can improve that support. Specially trained and certified staff (Signature Agents) invite families, in large or small groups, to a 90-minute Signature Workshop at school. One-to-one sessions can also be undertaken. The process stimulates family engagement with their children's learning and strengthens the family–school relationship.</p> <p>Schools transfer the Signature data to a database, and can use the information to plan lessons and homework to match learning styles and the support available within learners' families.</p> <p>The Signature evolved from a multi-partner research programme coordinated by BusinessLab who now supply the license and training so that clients can run their own Family Learning Signature sessions. The licenses can be taken out by a school, a local authority or a regional consortium, and can be tailored to need and budget.</p>
<b>Evidence of impact</b> 	<p>While there is no formal evaluation of the impact of this intervention, analysis of its use in Hull suggested that the programme helped to improve attendance, behaviour and attainment, reduce exclusions, meet school key performance indicators and prevent young people from disengaging from education. The analysis also suggested it could deliver cost savings to both schools and local authorities through more effective early intervention and improved targeting of resources.</p> <p>Schools using the Family Learning Signature are advised to include an evaluation of its impact in their school.</p>
<b>Sustainability</b>	The cost model is based on an annual per-Signature fee, plus training.
<b>Indication of cost</b>	A typical local authority licence for 1,000 Signatures per year costs about £25,000 per year (£25 per Signature). Pricing can also be per school or cluster of schools dependent on need and application. There is an additional one-off cost of £5,000 to train 12 'Agents' (teachers, assistants and pastoral staff) to run the sessions.
<b>Issues to consider for PDG eligibility</b>	Family and community engagement is regarded as a positive use of PDG funding in schools, especially when a lack of family engagement has been identified as a barrier to learning for eFSM learners and LAC. Schools will need to consider how to target this intervention at eFSM learners/LAC.
<b>Availability in Wales</b>	The Signature is available to schools in Wales, and is already being used in Cardiff (where there is a city-wide licence), Carmarthenshire (county-wide licence), Gwynedd (school cluster and GwE project licences) and Swansea (school cluster) – all in connection with Reception, Key Transitions, PDG, Families First and Communities First programmes and applications.
<b>Contact and further information</b>	<a href="mailto:jrae@businesslab.co.uk">jrae@businesslab.co.uk</a> or <a href="mailto:rsimpson@businesslab.co.uk">rsimpson@businesslab.co.uk</a> <a href="http://www.businesslab.co.uk/tools/family-learning-signature">www.businesslab.co.uk/tools/family-learning-signature</a>

## Family Values: NSM Training and Consultancy

Theme	Family and community engagement
<b>Target setting</b>	Early years settings, primary and secondary schools (to Key Stage 3).
<b>Description</b>	<p>The Family Values Scheme is based around a set of 22 values, such as 'respect', 'co-operation', 'love' and 'tolerance'. The 22 values are made up into monthly packs which encourage parents/carers or families to participate in a series of fun tasks and challenges which they plan and carry out together within their own home. Families can also compete for a bronze, silver or gold level of award.</p> <p>The scheme encourages families to focus on traditional family values as a foundation for nurturing positive relationships with each other, schools and organisations. It has been designed to link effectively to SEAL (Social and Emotional Aspects of Learning). The activities are carefully written to raise standards in the basic skills of reading and writing with simple reading strategies and activities which can be used by any parent/carer.</p>
<b>Evidence of impact</b> 	<p>There is no formal evaluation of the impact of this programme. The scheme won the Leading Aspect Award in 2010 for its innovative way of engaging parents/carers with schools and was also a finalist for the TES National School Awards 2011.</p> <p>Schools using the Family Values Scheme are advised to include an evaluation of its impact in their school.</p>
<b>Sustainability</b>	Once the pack has been purchased there are no ongoing costs for this programme. Schools can also receive Family Values Scheme training.
<b>Indication of cost</b>	A one-day training course costs £180 per delegate with the option of purchasing the Family Values Scheme pack for £295. Whole-school training is also offered. Alternatively schools can also purchase the packs without training.
<b>Issues to consider for PDG eligibility</b>	Family and community engagement is regarded as a positive use of PDG funding in schools, especially when a lack of family engagement has been identified as a barrier to learning for eFSM learners and LAC. Schools will need to consider how to target this intervention at eFSM learners/LAC.
<b>Availability in Wales</b>	The programme was originally developed in Coed Eva Primary School, Cwmbran, and has been used in many Welsh schools.
<b>Contact and further information</b>	<a href="mailto:nsmtc@live.co.uk">nsmtc@live.co.uk</a> <a href="http://www.nsmtc.co.uk/family-values-scheme.php">www.nsmtc.co.uk/family-values-scheme.php</a>

## Investors in Families: E-Strategix

Theme	Family and community engagement
<b>Target setting</b>	Primary, secondary and special schools.
<b>Description</b>	<p>Investors in Families is a Quality Mark that schools can gain every three years upon submission of a portfolio of evidence, a three-year development plan and a visit from a trained assessor. The Investors in Families Award assists schools to audit and enhance their family and community engagement, and aims to:</p> <ul style="list-style-type: none"> <li>• value and support the important role that families play in the life of the child</li> <li>• promote social inclusion and a sense of well-being through positive participation in the child's education</li> <li>• encourage a whole-school approach to this way of working</li> <li>• enable schools to network and share good practice</li> <li>• provide a structure for schools to demonstrate their commitment to the Rights to Action (2004) agenda.</li> </ul>
<b>Evidence of impact</b> 	<p>There are currently no impact evaluations of the programme. However, schools have to do their own evaluation of their activities as evidence for the award and the anecdotal evidence suggests that the audit of provision, combined with the three-year action plan, means that schools are taking a more strategic approach to their family engagement activities. The achievement of the award has been positively commented on in a number of Estyn inspection reports and Estyn presentations.</p>
<b>Sustainability</b>	The Quality Mark has to be renewed every three years and there is an ongoing investment required; however the development made by each school to meet the criteria need not end with the certification.
<b>Indication of cost</b>	The current annual membership cost for schools is £750 for secondary and £600 for primary and special schools. The membership fee allows schools access to an annual conference, a series of good practice seminars, school-to-school support and a dedicated members' website, which is currently being developed.
<b>Issues to consider for PDG eligibility</b>	Family and community engagement is regarded as a positive use of PDG funding in schools, especially when a lack of family engagement has been identified as a barrier to learning for eFSM learners and LAC. Schools will need to consider how to target this intervention at eFSM learners/LAC.
<b>Availability in Wales</b>	Over 200 schools in Bridgend, Caerphilly, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan have achieved the Investors in Families Award. As part of the expansion of the award, in collaboration with the Wales Centre for Equity in Education (WCEE), the award is now being achieved by schools in Newport, Swansea and Flintshire. Investors in Families is also in consultation with schools in Torfaen, Blaenau Gwent and Denbighshire in order to further expand the availability of the award.
<b>Contact and further information</b>	<a href="mailto:ken.dicks@investorsinfamilies.org.uk">ken.dicks@investorsinfamilies.org.uk</a> <a href="mailto:nia.fussell@wales.ac.uk">nia.fussell@wales.ac.uk</a>

## Catch up and tutoring

**Implementing catch-up can be highly effective since learners who are helped to catch up, given the right support, usually maintain this level.<sup>9</sup>**

Schools already have access to schemes to boost literacy and numeracy – Pori Drwy Stori<sup>10</sup> and Every Child a Member<sup>11</sup> are working to foster a love of reading from a young age in all the children in Wales – but for disadvantaged learners who may already have fallen behind, or missed out on developing vital skills at an early age, more intensive interventions may be called for.

It is important to recognise that some learners may already be achieving a good standard of attainment, but have the capacity to be stretched much further, and PDG should be used to support these more able and talented learners to reach their full potential.

<sup>9</sup> *Pupil Deprivation Grant: Short guidance for practitioners* (Welsh Government, 2013)

[www.gov.wales/docs/dcells/publications/131216-pdg-short-guidance-for-practitioners-en.pdf](http://www.gov.wales/docs/dcells/publications/131216-pdg-short-guidance-for-practitioners-en.pdf)


<sup>10</sup> <http://poridrwystori.booktrust.org.uk>

<sup>11</sup> [www.cilip.org.uk/cilip-cymru-wales/news/every-child-member](http://www.cilip.org.uk/cilip-cymru-wales/news/every-child-member)



## Welsh Government recommended literacy and numeracy catch-up programmes

The Welsh Government issued guidance in 2012 on the most effective catch-up schemes for literacy and numeracy. The guidance is available on the Learning Wales website at [www.learning.wales.gov.uk/resources/browse-all/catchupguidance/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/catchupguidance/?lang=en).


Theme	Catch up and tutoring
<b>Target setting</b>	Primary and secondary schools.
<b>Description</b>	<p>Literacy catch-up programmes</p> <ul style="list-style-type: none"> <li>• Better Reading Partnership</li> <li>• Catch Up® Literacy/Llythrennedd Dyfal Donc (Catch Up® Literacy in the medium of Welsh)</li> <li>• Fischer Family Trust Wave 3</li> <li>• Reading Recovery</li> <li>• Talking Partners</li> <li>• TextNow®</li> </ul> <p>Numeracy catch-up programmes</p> <ul style="list-style-type: none"> <li>• Catch Up® Numeracy/Rhifedd Dyfal Donc (Catch Up® Numeracy in the medium of Welsh)</li> <li>• 1stClass@Number™</li> <li>• Mathematics Recovery</li> <li>• Numbers Count™</li> </ul>
<b>Evidence of impact</b> 	All the programmes selected have been evaluated and have demonstrated effectiveness in terms of accelerating improvement in literacy and numeracy skills, based on reliable research evidence. Schools should consider the merits of the evidence supporting each before deciding which intervention to pursue.
<b>Sustainability</b>	Please see individual programme descriptions – many involve ongoing licence costs.
<b>Indication of cost</b>	Various.
<b>Issues to consider for PDG eligibility</b>	Catch-up programmes have been identified as a good use of PDG, where eFSM learners/LAC are falling behind in literacy or numeracy, or need more help to fulfil their potential in these areas.
<b>Availability in Wales</b>	All the programmes identified are available in Wales.
<b>Contact and further information</b>	See individual programme descriptions.

## Oxford Primary Resources: Oxford University Press

Theme	Catch up and tutoring
<b>Target setting</b>	Primary schools.
<b>Description</b>	<p>Oxford Primary Resources have a range of catch-up resources targeting literacy and numeracy.</p> <p><b>Numicon intervention programme</b>            Numicon is a multi-sensory mathematics teaching approach, using physical apparatus to assist in learning. This intensive programme for six to eleven-year-olds is usually run over three months with two to three sessions per week. Schools attend specific training offered by Oxford University Press or affiliated trainers, and use the resources supporting the programme to deliver the sessions.  <a href="https://global.oup.com/education/content/primary/series/numicon/?region=uk">https://global.oup.com/education/content/primary/series/numicon/?region=uk</a></p> <p><b>Project X CODE</b>            Project X CODE is a reading intervention programme designed to accelerate reading progress. The programme uses a motivational character adventure series to engage readers, and a two-text approach to build confidence and develop vocabulary and comprehension. It is supported by lesson plans, assessment and progress tracking, and specialist training.  <a href="https://global.oup.com/education/content/primary/series/projectx/project-x-code/?region=uk">https://global.oup.com/education/content/primary/series/projectx/project-x-code/?region=uk</a></p>
<b>Evidence of impact</b>	<p>Only Project X CODE has been independently evaluated. This indicated that it was successful at supporting learners who were having difficulty reading to make more than expected progress in sentence reading, phonics and comprehension.  <a href="https://global.oup.com/education/content/primary/case-studies/pages/projectx-code?region=international">https://global.oup.com/education/content/primary/case-studies/pages/projectx-code?region=international</a></p> <p>A small-scale impact report into the Numicon method compared three infant school cohorts over five years, and found that use of Numicon could lead to a 47 per cent increase in children achieving Level 3 in Key Stage 1 (in England) mathematics and a 72 per cent increase in the number of those children later achieving Level 5 at Key Stage 2.  <a href="http://fdslive.oup.com/www.oup.com/oxed/primary/maths/numicon/Numicon_research_impact_study_2011.pdf">http://fdslive.oup.com/www.oup.com/oxed/primary/maths/numicon/Numicon_research_impact_study_2011.pdf</a></p>
<b>Sustainability</b>	Most of the programmes include a handbook and/or training, and also include resources for learners which will require an ongoing investment to purchase for each set of learners.
<b>Indication of cost</b>	There are varied costs for initial training and materials for each intervention, and they all also require resources to be purchased for each learner.
<b>Issues to consider for PDG eligibility</b>	Catch-up programmes have been identified as a good use of PDG, where eFSM learners/LAC are falling behind in literacy or numeracy, or need more help to fulfil their potential in these areas.

<b>Availability in Wales</b>	All the programmes are available to schools in Wales, and are already used widely. Numicon has had a Welsh-language workshop.
<b>Contact and further information</b>	<a href="http://www.oxfordprimary.co.uk">www.oxfordprimary.co.uk</a>

## Tute

Theme	Catch up and tutoring
<b>Target setting</b>	Primary and secondary schools.
<b>Description</b>	<p>Tute delivers live, interactive lessons online, to groups of up to 12 learners who can be in different locations. Lessons require a PC with internet connection, along with a headset and microphone. Lessons are aimed at learners from Key Stages 2 to 5, and are delivered by fully qualified subject specialists. They can be scheduled at any time between 8am and 8pm, including the holiday periods, and schools can share places on lessons.</p> <p>All of the programmes include pre- and post-assessment within the price, and all lessons are recorded and made available for the learners, or for the commissioner to review standards and performance. The lessons consist of 45 minutes of teaching, plus additional activities delivered via a social learning platform.</p>
<b>Evidence of impact</b> 	There is no formal evaluation of the programme, however Tute's case studies suggest learners using the programme attain better results than those not using it and teachers report an improvement in engagement and enthusiasm for learning.
<b>Sustainability</b>	Ongoing investment is required to access sessions.
<b>Indication of cost</b>	Tute teaches up to 12 learners concurrently per lesson, with lessons costing £75 each, so per learner costs are low.
<b>Issues to consider for PDG eligibility</b>	Catch-up programmes have been identified as a good use of PDG, where eFSM learners/LAC are falling behind in literacy or numeracy, or need more help to fulfil their potential in these areas. Programmes to stretch more able and talented learners, where provision is not available already in the school, may also be considered a positive use of PDG.
<b>Availability in Wales</b>	<p>Tute is available throughout Wales at any premises with a standard internet connection. Alternatively, services can be delivered via video conferencing systems if web connectivity is a problem.</p> <p>Tute teaches literacy, numeracy, mathematics, humanities and Welsh first language in Welsh, and the teaching platform can be switched between English and Welsh.</p>
<b>Contact and further information</b>	<a href="mailto:Sean.gardner@tute.com">Sean.gardner@tute.com</a> <a href="http://www.tute.com">www.tute.com</a> <a href="http://tute.com/how-it-works">http://tute.com/how-it-works</a>

## Enrichment and aspirations

**Disadvantaged learners are less likely than their peers to benefit from a wide range of cultural, sporting and other learning experiences. These learners rarely travel beyond the area in which they live and often do not explore the range of opportunities for learning within their local community.<sup>12</sup>**

**Play is central to children's mental and emotional health, well-being and happiness.<sup>13</sup>**

Schools are in a position to help children from deprived backgrounds to access a wider range of opportunities to learn, and to access more new and varied experiences than they would otherwise, and which their wealthier peers are more likely to enjoy in day-to-day life. They are also well placed to stimulate and support children's ambitions for the future.

Enrichment might include after school clubs, extra-curricular activities, play, cultural and educational trips to museums, theatre, galleries, historic sites and even trips abroad. The focus need not be on expensive activities; taking children to visit and join the local library might make a big difference<sup>14</sup>. PDG might also be used for something as simple as transport costs to a cultural event nearby, or as ambitious as a residential trip abroad, where there are clear links to the curriculum and educational outcomes.

Welsh Government has published further guidance on using the PDG in support of arts and cultural activity, which discusses this area in greater depth. This guidance is available on the Learning Wales website at [www.learning.wales.gov.uk/resources/browse-all/pdg-in-support-of-arts/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/pdg-in-support-of-arts/?lang=en).

<sup>12</sup> *Effective practice in tackling poverty and disadvantage in schools* (Estyn, 2012) [www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163](http://www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163)

<sup>13</sup> *Building a Brighter Future: Early Years and Childcare Plan* (Welsh Government, 2013) [www.gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf](http://www.gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf)


<sup>14</sup> The scheme 'Every child a member' aims to enroll all primary school children in their local library, starting with eight to nine-year-olds in six local authorities initially.

Raising aspirations for children and young people from deprived backgrounds is a key theme of the Welsh Government's deprivation programme, *Rewriting the future* ([www.gov.wales/docs/dcells/publications/140616-rewriting-the-future-raising-ambition-and-attainment-in-welsh-schools-en.pdf](http://www.gov.wales/docs/dcells/publications/140616-rewriting-the-future-raising-ambition-and-attainment-in-welsh-schools-en.pdf)). Research shows that children's (and their parents'/carers') aspirations are strongly related to higher attainment and better educational outcomes – young people are more likely to do well in their GCSEs if their parents/carers think it likely that the young person will go on to higher education and if young people themselves have a greater belief in their own ability at school and find school worthwhile<sup>15</sup>.

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<sup>15</sup> Goodman, A. and Gregg, P. *Poorer children's educational attainment: how important are attitudes and behaviour?* (Joseph Rowntree Trust, 2010)


## Achiever Programme: Army Cadet Force Association Outreach Scheme

Theme	Enrichment and aspirations
<b>Target setting</b>	Secondary schools and PRUs.
<b>Description</b>	<p>The Achiever Programme is an early-intervention crime-prevention programme suited to young people who have low self-esteem or low personal achievement, are excluded from school, are socially disengaged or who engage in truancy or other behavioural problems. Participants are aged between 13 and 15, and are referred by partner organisations such as schools, social services, the local police or other youth and community groups. Participation is voluntary and participants can leave at any time.</p> <p>Potential participants are invited to a liaison meeting to find out more about the programme. Those who carry on into the programme at this stage attend a discovery day, where the learner gets a taster of the kind of activities involved, and the organisation assesses if they are likely to successfully complete the programme. The main element of the programme is a five-day residential stay, usually at a military training area, away from their normal environment. The course is mentally and physically demanding, and designed to show the young people what they can achieve when given the opportunity. Staff from the school are encouraged to accompany the participants. The course takes place during school time, and will form part of the curriculum. Typical activities might include climbing, canoeing, abseiling, expedition training, first aid, obstacle course, night navigation, cooking in the field and living in improvised shelters. Participants are expected to take responsibility for themselves and the other members of their team. For many it is the first time they have stayed away from home.</p> <p>There is the opportunity for a further participation in Level 2 Pathfinder for those identified as particularly likely to benefit from further support following the Achiever Programme, and suitable participants may also return the following year as student mentors.</p>
<b>Evidence of impact</b> 	<p>There is no independent evaluation of the programme that compares results to a control group. However, partnership organisations have completed follow up evaluations of the impact of the programme on participants immediately after, and at three and nine months following the intervention, and from this evaluation the following trends have been reported:</p> <ul style="list-style-type: none"> <li>• increased achievement in low achievers</li> <li>• better self-esteem immediately and for a sustained period following the programme</li> <li>• low re-offending rates for those participants subject to police warning</li> <li>• low rates of exclusion in those previously excluded from school</li> <li>• improvement in behaviour.</li> </ul> <p><a href="https://armycadets.com/media-centre/publications/348">https://armycadets.com/media-centre/publications/348</a></p>
<b>Sustainability</b>	There is a per participant cost for the programme, but the main source of funding is by donation, so some activity may be able to continue if PDG funding were not available.

<b>Indication of cost</b>	The project is generally funded by donations to the Youth Outreach Appeal Fund of the Army Cadet Force Association (AFCA), but schools are able to pay directly for places, which cost around £300–350 per participant.
<b>Issues to consider for PDG eligibility</b>	If behaviour, truancy, exclusion and self-esteem issues are identified in eFSM learners/LAC, then the Achiever Programme might be considered good use of PDG funding.
<b>Availability in Wales</b>	Partnership is available with three regional Army Cadet Force organisations in Wales, and many participants from Wales have been through the Achiever Programme, some via Youth Offending Teams, for example in Rhondda Cynon Taff.
<b>Contact and further information</b>	<a href="mailto:staffordtolley@beyonDSL.net">staffordtolley@beyonDSL.net</a> <a href="https://armycadets.com/partnerships/outreach/">https://armycadets.com/partnerships/outreach/</a>




## Children's University

Theme	Enrichment and aspirations
<b>Target setting</b>	Primary and secondary schools.
<b>Description</b>	<p>Children's Universities offer learning experiences for 7 to 14-year-olds outside traditional school settings and school hours. The activities offered depend on the partner organisations in the local area, but might, for example, include activities at a farm, museum, local business or charity. The aim is to raise aspirations, boost achievement and foster a love of learning. Activities can include clubs which run before school, during lunchtime, after school or at weekends and during holidays.</p> <p>Though the programme is open to all, Children's University aim particularly to work in areas of deprivation. The learning is linked to higher education course provision to allow children to see a link between activities and potential future learning. All activities are quality checked by Children's University to ensure they offer a high-quality learning experience. The Children's University aims particularly to reach children and young people facing socio-economic disadvantage.</p> <p>Children taking part in Children's University use 'Passports To Learning' in which they record the number of hours of completed learning activities. Children are encouraged to progress through the Children's University Certification Scheme, based on the number of hours of attendance throughout their involvement with the Children's University. Certificates are usually presented at a graduation ceremony organised through the local Children's University.</p> <p>Over 100 Children's Universities have been developed across the UK, and there are also Children's Universities in the Netherlands, Italy, Portugal, Australia, Singapore, Malaysia, China and India.</p>
<b>Evidence of impact</b> 	<p>Ongoing qualitative and quantitative evaluation of the programme using suggests that attendance of participating learners is better than non-participating learners at the same school, that those who spend longer participating in Children's University activities achieve better outcomes at mathematics and English, and that participants show positive changes in attitude to learning, willingness to try new things, self-belief and aspirations to higher education. The evaluation did not, however, control for any underlying background differences in the two groups and so should be treated with a degree of caution.</p> <p><a href="http://www.childrensuniversity.co.uk/media--publications/cu-publications/annual-national-cu-evaluations">www.childrensuniversity.co.uk/media--publications/cu-publications/annual-national-cu-evaluations</a></p>
<b>Sustainability</b>	Ongoing membership is required to participate in Children's University, so there will be an ongoing investment required.
<b>Indication of cost</b>	Charges are based on size of partnership, from the smallest at £1,350, to the largest at £5,000 per year. There is also an individual charge per learner to take part, which is £5 per passport (which is expected to last around 18 months).

<b>Issues to consider for PDG eligibility</b>	Extra-curricular activities enhance the amount of learning time, and evidence shows disadvantaged children benefit more than others from these activities. Schools will need to consider how to target this intervention at eFSM learners/LAC.
<b>Availability in Wales</b>	Schools in Wales are able to apply to form a Children’s University (generally this will require forming a partnership with other schools and/or universities, further education colleges as appropriate).
<b>Contact and further information</b>	<a href="mailto:contactus@childrensuniversity.co.uk">contactus@childrensuniversity.co.uk</a> <a href="http://www.childrensuniversity.co.uk">www.childrensuniversity.co.uk</a>

## Spice Schools

Theme	Enrichment and aspirations
<b>Target setting</b>	Primary and secondary schools.
<b>Description</b>	<p>Spice Schools aim to work with learners and parents/carers across schools in South Wales to raise aspirations and achievement while building confidence, developing skills and improving learning.</p> <p>Spice Schools uses the Time Credits system as a high impact, low cost way of working with and engaging young people by valuing the time that they, their family and other community members give to support their school community. Participants can earn credits by, for example, volunteering to look after the school grounds, helping out with after school clubs, or volunteering on an environmental project or for a sheltered housing scheme. In turn, participants can then use these credits to access a range of local services, trips and activities via Spice's Spend Partners. Spice currently has over 350 Spend Partners across their network ranging from high-profile establishments such as the Tower of London, Wales Millennium Centre and Cardiff City to local leisure providers, soft play centres and cinemas.</p>
<b>Evidence of impact</b> 	<p>Following Spice's pilot project in a selection of schools in South East Wales during 2012, Spice's evaluation stated that Time Schools (now renamed Spice Schools) had an impact within schools and had broadly achieved or exceeded all its objectives. Apteligen's independent evaluation report published in November 2014 on the impact of time credits (generally, not confined to Spice Schools) stated that 65 per cent of people said quality of life had improved, while 76 per cent felt they were able to contribute more to society after participating.</p> <p><a href="http://www.justaddspice.org/news/103-making-an-impact-spice-launches-evaluation-report.html">www.justaddspice.org/news/103-making-an-impact-spice-launches-evaluation-report.html</a></p>
<b>Sustainability</b>	There are ongoing membership costs.
<b>Indication of cost</b>	Where possible Spice attempts to work in clusters of schools. Spice charges £5,000 per cluster per year (this roughly equates to £500 per primary school and £1,500–£2,000 per secondary school). This cost includes access to bespoke training sessions, Spice Schools marketing material, time credit notes and access to UK spend partner network of over 350 organisations.
<b>Issues to consider for PDG eligibility</b>	Spice Schools is a whole-school intervention but would be eligible for PDG spend as long as you can pinpoint the value that you want eFSM learners and LAC to gain from the programme and ensure that the credited activities reflect these areas.
<b>Availability in Wales</b>	Spice works with 30 schools across South Wales in Cardiff, Rhondda Cynon Taff and Carmarthenshire. The organisation aims to work in areas where existing spend networks are available, and in clusters of schools. Currently Spice offers its service to schools in and around Cardiff, Rhondda Cynon Taf and Carmarthenshire. Its work is available bilingually.
<b>Contact and further information</b>	<p><a href="mailto:steve@justaddspice.org">steve@justaddspice.org</a></p> <p><a href="http://www.justaddspice.org/our-work/schools.html">www.justaddspice.org/our-work/schools.html</a></p>

## Well-being

**Disadvantaged learners are more likely to feel anxious about school, and ... they need to feel safe and confident before they start to learn.<sup>16</sup>**

**Behavioural, emotional and social difficulties are four times as common in the poorest areas as the richest.<sup>17</sup>**

Poverty has a profound effect on the physical, emotional and psychological health of children. Children from deprived backgrounds are two and a half times more likely to suffer from chronic illness and more likely to suffer from acute illnesses than their wealthier peers<sup>18</sup>.

Children from deprived backgrounds are also more likely to suffer behavioural and emotional problems and poorer mental health throughout childhood. Differences in behavioural problems emerge early and are well established by the age of three, but the relationship between poverty and mental health and well-being more generally seems to gather strength in middle childhood.


Social and emotional well-being is one of the cornerstones of development: without an understanding of how to relate to each other and the world, learning can be inhibited. PDG can be used to invest in programmes that promote mental resilience, strengthen coping mechanisms and the ability to deal with anxiety and stress, and reduce aggression and disruptive behaviour. All of these can promote better educational engagement.

<sup>16</sup> *Effective practice in tackling poverty and disadvantage in schools* (Estyn, 2012) [www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163](http://www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163)

<sup>17</sup> Keslair, F. and McNally, S. *Special Educational Needs in England. Final Report for the National Equality Panel* (London: Government Inequalities Office, 2009)


<sup>18</sup> Spencer, N. *Health consequences of poverty for children* (End Child Poverty, 2008)

## Nurture Groups


Theme	Well-being
<b>Target setting</b>	Early years settings, primary and secondary schools.
<b>Description</b>	Nurture Groups are a specialist form of provision for learners with social, emotional and behavioural difficulties (SEBD). They provide children and young adults with an educational bridge to permanent reintegration into mainstream classrooms. First established in the Inner London Education Authority (ILEA) in 1970 by Marjorie Boxall, nurture groups were created to replace 'missing or distorted' early nurturing experiences by immersing children in accepting and warm environments which help develop positive relationships with nurture group staff and their peers. Teaching staff and teaching assistants model positive relationships and there is an emphasis on the development of language and communication skills and a focus on social, emotional and challenging behaviour. Placements in the nurture group can be either short- or medium-term for up to nine half-days per week, with the average learner returning fully to their mainstream classes between two and four terms. Nurture Groups are usually made up of 6 to 12 children and two members of staff, who have been trained in Nurture theory. They are most commonly used in primary schools, but can also be used effectively in secondary schools.
<b>Evidence of impact</b> 	To date, five independent non-randomised studies have researched the effectiveness of nurture group provision by comparing improvements in social and emotional functioning and academic progress for learners with SEBD in Nurture Groups compared with those with SEBD that remained in their mainstream classroom. The studies, which included 1,239 learners, 89 schools with nurture group provision and 50 without, show that learners with SEBD are more likely to improve in social and emotional functioning and academic achievement by attending nurture group provision for at least two terms rather than remaining in their mainstream classroom. This was true for both full-time and part-time nurture group models. Two of the three studies that analysed academic attainment for both case and control groups showed a statistically significant advantage in academic progress for learners who attended a Nurture Group compared with those that remained in the mainstream classroom. <a href="http://www.nurturegroups.org/what-we-do/research-evidence">www.nurturegroups.org/what-we-do/research-evidence</a>
<b>Sustainability</b>	There will be ongoing staff costs to run the programme; however evaluations from local authorities and individual schools have demonstrated that nurture groups are one of the most economically sustainable psychosocial interventions for children with SEBD.
<b>Indication of cost</b>	Training costs £550 plus VAT per person. Nurture group provision is estimated at approximately £5,500 per annum per child, and this cost decreases to £1,883 per child in an established, classic Nurture Group that has integrated up to 30 children back into the mainstream over three terms.
<b>Issues to consider for PDG eligibility</b>	If social, emotional and behavioural difficulties are identified as barriers to success for eFSM learners/LAC, then PDG spend could usefully be invested in Nurture Groups.

<b>Availability in Wales</b>	Nurture Groups are already used around Wales, including in Welsh-medium schools. Training is available in locations around the UK, including Cardiff.
<b>Contact and further information</b>	<a href="mailto:info@nurturegroups.org">info@nurturegroups.org</a> <a href="http://www.nurturegroups.org">www.nurturegroups.org</a> <a href="http://www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/nurturegroups/?lang=en">www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/nurturegroups/?lang=en</a>

## Roots of Empathy/Seeds of Empathy: Action for Children

Theme	Well-being
<b>Target setting</b>	Early years settings and primary schools.
<b>Description</b>	Roots of Empathy is a global classroom-based programme to improve the social and emotional competence and empathy of young children. A neighbourhood parent/carer and their baby visit the classroom with a trained instructor every month over the school year. The instructor provides additional sessions twice a month to follow up on nine themes covered with the class, including crying, caring, emotions and safety. The instructor coaches the children to observe the baby's development and label the baby's feelings, which in turn helps the children to understand their own and others' feelings, building empathy. Seeds of Empathy is a similar programme, run for nursery age children.
<b>Evidence of impact</b> 	There is evidence that the programme can help increase social and emotional competence, empathy and pro-social behaviour in children, and this may contribute to reductions in bullying and aggressive behaviour and resolution of relationship issues. <a href="http://www.rootsofempathy.org/en/research-intro.html">www.rootsofempathy.org/en/research-intro.html</a>
<b>Sustainability</b>	The programme is delivered by an external partner so there are ongoing programme costs, which reduce significantly when school staff are trained to deliver it.
<b>Indication of cost</b>	From July 2015 schools will have to pay (it was previously free as funding was met by the Big Lottery). The cost is likely to be in the region of £5,000 per school per year, with costs reducing after the first year. Action for Children also provides training for school staff to run future sessions, reducing the costs further.
<b>Issues to consider for PDG eligibility</b>	Roots of Empathy is a whole-class intervention but would be eligible for PDG spend if the class includes several eFSM learners/LAC for whom social and emotional competence issues have been identified as a significant barrier to learning.
<b>Availability in Wales</b>	Run throughout Wales by Action for Children.
<b>Contact and further information</b>	<a href="mailto:Steph.Jones@actionforchildren.org.uk">Steph.Jones@actionforchildren.org.uk</a> <a href="http://www.actionforchildren.org.uk/media/5587656/roots_of_empathy_report.pdf">www.actionforchildren.org.uk/media/5587656/roots_of_empathy_report.pdf</a>

## Mindfulness in Schools .b (including Paws b)

Theme	Well-being
<b>Target setting</b>	Primary and secondary schools.
<b>Description</b>	<p>.b ('dot be') is a nine-week mindfulness course taught in classrooms or small groups for 11 to 18-year-olds. Paws b is a version of the course that has been adapted for a primary school setting for 7 to 11-year-olds. Courses can be led by a qualified person from outside the school, or alternatively a member of school staff who regularly practices mindfulness themselves can be trained up to deliver the sessions.</p> <p>The course is designed to be interesting and engaging for young people. Each session explores a separate mindfulness skill (such as recognising worry or moving mindfully) and typically includes a brief presentation by the teacher with the help of lively, learner-friendly visuals, film and sound images, followed by practical exercises. The aim of the programme is help young people experience better well-being (e.g. feel happier, calmer, more fulfilled), to improve their concentration and focus, and to improve their 'resilience' helping them to cope with the everyday stresses and strains of adolescent life such as exams, relationships, sleep problems and family issues.</p>
<b>Evidence of impact</b> 	<p>There is no specific evaluation of the impact on educational outcomes, however small scale evaluations of mindfulness report that they help to address the problems of the young people who take part and reduce their worries, anxiety, distress, reactivity and bad behaviour, improve sleep, and self-esteem, and bring about greater calmness, relaxation, and self-awareness. Mindfulness has also been shown to be capable of contributing directly to the development of cognitive and performance skills in the young. Limited evaluation of the .b Programme reports it may have a positive impact on depression, stress and well-being.</p> <p>There are also early studies of the impact of mindfulness training on the well-being of school staff, with impact including reduction of stress and recurrent negative thoughts and ruminations, anxiety, and sleep difficulties, and increases in reflection, emotional self-awareness and compassion.</p> <p><a href="http://mindfulnessinschools.org/research/research-evidence-mindfulness-schools-project/">http://mindfulnessinschools.org/research/research-evidence-mindfulness-schools-project/</a></p>
<b>Sustainability</b>	The programme is usually delivered by an external partner, so there are ongoing programme costs. Alternatively, a member of school staff can be trained to deliver the programme, ensuring sustainability of the intervention.
<b>Indication of cost</b>	Teachers who regularly practise mindfulness can take the four-day training to teach .b for £750. Schools could also consider using an external teacher, but this may affect the sustainability of the intervention.
<b>Issues to consider for PDG eligibility</b>	Improving the well-being of eFSM learners/LAC can be a positive way of spending PDG, especially where a lack of well-being (depression, anxiety, stress) has been identified as a barrier to learning for those learners.



<b>Availability in Wales</b>	There are currently 37 trained teachers in Wales. Training has been offered in Bangor, and a training course for teachers will be offered in Cardiff next year. A translation into Welsh is being developed.
<b>Contact and further information</b>	<a href="mailto:enquiries@mindfulnessinschools.org">enquiries@mindfulnessinschools.org</a> <a href="http://www.mindfulnessinschools.org">www.mindfulnessinschools.org</a>