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# School Effectiveness Grant and Pupil Deprivation Grant 2013–2015

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## Guidance

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# School Effectiveness Grant and Pupil Deprivation Grant 2013–2015

- Audience** This document is aimed at education consortia; local authorities and primary, secondary and special schools in Wales. The Welsh Local Government Association (WLGA), HM Chief Inspector of Education and Training, General Teaching Council for Wales (GTCW) and teaching unions will also have an interest.
- Overview** This is a guidance document for education consortia, local authorities and schools in Wales on the School Effectiveness Grant and Pupil Deprivation Grant. Aligned to Improving schools, the Welsh Government's implementation plan for improving the education system in Wales, this guidance sets out our key priorities for expenditure in 2013–14 and 2014–15, the grant allocations and arrangements for claiming the grants.
- Action required** Education consortia are required to submit annual spending plans to the Welsh Government by 21 March 2013 and 7 March 2014. These are to be accompanied by consortia plans for improving literacy and numeracy and reducing the impact of poverty on educational attainment in their region.
- Further information** Enquiries about this document should be directed to:  
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- Additional copies** This document can be accessed from the Welsh Government's website at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

**Related documents**

Improving schools (2012)  
<http://learning.wales.gov.uk/news/sitenews/improvingschools/?lang=en>

National Literacy Programme (2012)  
<http://learning.wales.gov.uk/resources/literacyprogramme/?lang=en>

National Numeracy Programme (2012)  
<http://learning.wales.gov.uk/resources/numeracyprogramme/?lang=en>

National Literacy and Numeracy Framework and Tests  
[www.wales.gov.uk/consultations/education/nlnf/?lang=en](http://www.wales.gov.uk/consultations/education/nlnf/?lang=en)

*Effective practice in tackling poverty and disadvantage in schools – November 2012* (Estyn, 2012)  
[www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/](http://www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/)

Sutton Trust-EEF Teaching and Learning Toolkit  
<http://educationendowmentfoundation.org.uk/toolkit/>

*Communities, families and schools together: A route to reducing the impact of poverty on educational achievement in schools across Wales* by D Egan (Save the Children Wales, 2012)  
[www.savethechildren.org.uk/sites/default/files/images/Communities-families-and-schools-together-report.pdf](http://www.savethechildren.org.uk/sites/default/files/images/Communities-families-and-schools-together-report.pdf)

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## Introduction

The **School Effectiveness Grant (SEG)** and the **Pupil Deprivation Grant (PDG)** are the Welsh Government's principal means of providing financial support for our three national priorities for schools:

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

This guidance document for education consortia, local authorities and schools in Wales, outlines the Welsh Government's key priorities for expenditure in 2013-14 and 2014-15, set within the context and underlying principles of the Minister for Education and Skills' reforms to the education system in Wales.

It also details grant allocations, criteria and arrangements for claims against the SEG and PDG funding for 2013-14 and 2014-15 in Section 4.

This document supports, and should be read in the context of, "Improving Schools", the Welsh Government's implementation plan for improving the education system in Wales, and the National Literacy and Numeracy Programmes.

Updates to this guidance will be published on the Welsh Government website at: [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills).

### Other funding

This guidance also provides information on two related funding sources available to schools.

#### **1. The Communities First Pupil Deprivation Grant match fund (Section 3 and Annex E)**

The Minister for Local Government and Communities has agreed to make available £1m per annum for the next two years (2013-14 and 2014-15) for Communities First Clusters (CF Clusters) to match fund with the Pupil Deprivation Grant. The match fund will support proposals which bring communities and schools together in improving educational outcomes and tackling poverty. Applications must be made via CF Clusters and proposals must be matched with Pupil Deprivation Grant money on a 50/50 basis. Further details, including an expression of interest form are included in Section 3 and Annex E.

#### **2. Additional funding for Band 4 and 5 schools (Annex C)**

On 16 January 2013, the Minister for Education and Skills announced that Band 4 and 5 secondary schools in Wales are set to receive additional funding of £10,000 to secure improvements in standards and performance in 2013-14. This is the second year that funding of this kind has been made available. In order to access the funding schools must submit clear action plans with improvement targets to their local consortia. Further details, including an action plan template are included in annex C.

## Context

In September 2012 the Minister launched 'Improving Schools', an implementation plan which provides a route map for ensuring the education system in Wales delivers on the three priorities of literacy, numeracy and reducing the impact of poverty on educational attainment.

The key drivers of the Improving Schools plan are:

- effective learning and teaching in schools, through improving the quality of teaching in literacy and numeracy, supporting teacher and support staff professional development, and strengthening our approaches to inclusion and safeguarding;
- effective leadership at all levels in schools, through supporting leadership development, strengthening school governance, and improving the performance management of headteachers;
- building effective partnerships around schools, through building capacity at national and regional levels, developing professional learning communities (PLCs), empowering and engaging with parents/carers, and strengthening inspection and school intervention.

This means a strong focus on learning, accountability, collaboration and maximising the potential of the teaching workforce. The actions listed in the implementation plan build on the School Effectiveness Framework.

The **National Literacy and Numeracy Programmes**, also published in 2012, provide the detail of the actions that need to be taken to effect a step change in standards. These documents **should be used to inform consortia literacy and numeracy plans**.

# 1. National priorities for schools

This section outlines the rationale for the Welsh Government's three national priorities for schools as well as highlighting our broad expectations for use of the SEG and PDG funding.

Part 1 provides information on improving standards of literacy and numeracy, which relates mainly to the SEG. Please note the SEG also includes an element of support for reducing the impact of poverty on educational attainment.

Part 2 provides information on reducing the impact of poverty on educational attainment, which relates mainly to the targeted funding provided by the PDG.

Further detail on the activity and results, which the Welsh Government expects to be delivered through the SEG and PDG, is included in Section 3 – outputs and outcomes.

## Part 1 – Improving standards of literacy and numeracy

### Context

Raising literacy and numeracy levels is essential to improving the educational attainment of learners in all areas of the curriculum. It is imperative that, from the earliest stages of the Foundation Phase, schools, supported by consortia, design learning activities that will develop good oracy, reading, writing and numeracy skills in all their pupils. Improvements in literacy and numeracy require all teachers to have the appropriate skills, expertise and techniques to ensure they can 'teach right first time' and give our learners the best possible grounding in literacy and numeracy.

Schools need to continue to develop and reinforce literacy and numeracy skills at every stage of learning. Well-developed literacy and numeracy skills are essential if young people are to move on to further and higher education and into employment. In particular, numeracy skills are valuable in the STEM subjects: Science, Technology, Engineering and Mathematics. This can only be achieved if children develop a strong base in numeracy from an early age.

Young people need to be literate and numerate before they leave primary school so that when they enter secondary school they are able to access the wider curriculum and participate fully in learning. Similarly learners leaving secondary school should have developed the higher order literacy and numeracy skills necessary to support their future choices in further education or employment.

The National Literacy Programme (NLP) and National Numeracy Programme (NNP) provide the basis for Welsh Government policy in these areas. Through the implementation of the Literacy and Numeracy Framework (LNF) and the National Reading and Numeracy Tests, the programme's focus is on ensuring that all teachers, regardless of specialism, are teachers of literacy and numeracy and that teachers are provided with appropriate assessment and curriculum planning tools to ensure learners are able to master these essential skills. Consortia should be developing their own literacy and numeracy plans that detail how they will support schools to improve standards in their region.

Consortia should ensure schools are aware of and are acting on relevant advice from Estyn, in particular around the need to ensure a systemic approach to the teaching of phonics; the particular problems identified at all Key Stages in standards of writing; and the need to narrow the gap between the attainment of boys and girls and Free School Meals (FSM) and non FSM pupils. Consortia should also ensure that local authorities and schools are aware that the pre-16 Quality Standard was withdrawn in December 2012 and should not be used as a basis for literacy plans in the future. **The curriculum planning tool for literacy and numeracy from January 2013 will be the Literacy and Numeracy Framework.**

### **Purpose of grant and priorities for expenditure**

The grant funding should support measures to improve the quality of teaching and learning and to raise literacy and numeracy levels. Consortia should be able to demonstrate through the six literacy and numeracy identifiers (L&N-Identifiers) below, that schools benefitting from the grant have improved pupils' learning and well-being.

### **L&N-Identifier 1: Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF**

- The National Literacy and Numeracy Programmes make it clear that the responsibility for teaching literacy and numeracy skills lies with all teachers. For some teachers that may represent a challenge or they may feel they need further guidance or training to update their skills.
- Consortia should be advising all schools to undertake cross curricular planning to incorporate literacy and numeracy teaching into all subjects. It is entirely appropriate that schools use this opportunity to talk to their teachers about what gaps they feel they may have in their own skill set and for schools to plan training for teachers accordingly.
- The outcome of this training should be teachers with increased confidence in taking on a new dimension to their teaching practice. As teaching skills improve we would expect to see a corresponding fall in the need for learners to access catch up provision in future years.

### **L&N-Identifier 2: Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning**

- The best schools have realised the value of using data in understanding the abilities of their pupils; what works in terms of teaching practice and in planning what support learners need, both on a whole school and an individual basis.
- The introduction of the statutory National Reading and Numeracy Tests in May 2013 will provide us, for the first time, with a set of consistent, national data with which schools can assess the reading and numeracy abilities of their pupils. It is important that consortia ensure local authorities, schools and teachers understand how to collate and read this data in order to inform their future planning.



- The data should allow for identification of:
  - benchmarking against national standards;
  - deficiencies in underlying teaching practice (through whole class or school analysis);
  - pupils who require additional support through catch up, and
  - pupils who are more able and talented and require more challenge.

**L&N-Identifier 3: Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework**

- All schools have been asked to start using the Literacy and Numeracy Framework from January 2013 as their primary curriculum planning tool. The Framework will be statutory from September 2013.
- The introduction of the Framework marks a significant change in the way that schools plan and deliver their teaching with a core focus on literacy and numeracy, to be delivered across all subjects.
- A National Support Programme, developed and funded by the Welsh Government, will support the implementation of the Framework and help improve teaching and learning in relation to literacy and numeracy. Rolled out from January 2013, the support package will include regional conferences planned for March 2013.
- Whilst the National Support Programme is fully funded by the Welsh Government, schools may use SEG funding to provide cover for teachers, teaching and learning assistants and head teachers to participate in any training and support sessions, events or other activities provided as part of the National Support Programme.
- The National Support Programme will:
  - support school leaders and managers to plan and implement the Literacy and Numeracy Framework;
  - transform the teaching of literacy and numeracy across the curriculum;
  - Improve the skills and confidence of teachers to improve teaching practice;
  - plan appropriate assessment structures to track learner progress;
  - liaise with regional consortium through the appointment of regional coordinators on the roll-out of all aspects of the Support Programme in their regions, as well as quality assurance and evaluation;
  - provide training and support programmes for System Leaders that will focus on the specific ways in which they can support improvements in literacy and numeracy and counter the impact of deprivation in their region;

- provide training for Outstanding Teachers of Literacy / Outstanding Teachers of Numeracy (OTLs/OTNs) enabling them to work with teachers and TLAs to embed effective teaching and learning in literacy and numeracy across the curriculum, and
- align with the developing networks of schools and professional learning communities.
- National Support Programme leads will be working closely with consortia leads in planning and delivering the programme. Each consortium will need to work with and provide information to the Support Programme leads to ensure the programme is developed to:
  - suit the needs of the schools in their area;
  - fit with consortium structures and arrangements for school improvement services, and
  - dovetail and supplement training and support being provided by school improvement services.

**L&N-Identifier 4: Enable best practice to be effectively shared including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support**

- Outstanding teachers are expected to be deployed where the regional consortia have agreed there is an identified need for their support. The goal is to identify and allow our best teachers of literacy and numeracy across the regions to support, mentor and coach those schools, teachers and support staff who would most benefit from that support.
- The criteria for these outstanding teachers should have been established for each consortium during 2012-13 and these criteria should be utilised for 2013-14 but kept under review to reflect emerging national good practice. The Welsh Government will put in place systems to support these outstanding teachers on a national basis and identify where there is a need for national training as part of the National Support Programme. We will also provide a forum for outstanding teachers to share best practice.
- Demand for this support is to be determined using regional consortia data. Consortia will be required to use the data to project required recruitment and deployment of outstanding teachers during 2013-14 and 2014-15 as part of the spending plan template. Plans will need to detail how that data has been used to produce targets. Progress against these targets will need to be measured and reported on as part of the grant reporting process.
- Consortia will wish to ensure that those schools most in need are prioritised for support. It is envisaged that no more than 40% of the outstanding teachers' time will be used to support other teachers / schools and that it will take a number of years to identify, train and employ the full

quota of teachers needed. The need for targeted intervention is therefore crucial in the early stages of rolling out this support.

**L&N-Identifier 5: Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind**

- The provision of appropriate catch up strategies for all children who require additional support will be vitally important as the wider impact of the policy changes brought in by the National Literacy and Numeracy Programmes is realised.
- The Welsh Government has provided guidance on catch up programmes that research has shown are most effective in helping children catch up and make progress.  
[www.learning.wales.gov.uk/resources/catchupguidance/?lang=en](http://www.learning.wales.gov.uk/resources/catchupguidance/?lang=en)
- We will continue to develop the guidance and expect schools and consortia to make use of this in choosing appropriate catch up programmes. If different programmes are to be followed, we will require information on why those choices have been made. This in turn may inform future iterations of the guidance.
- The impact on educational standards is to be measured, along with more qualitative appraisals about what worked in order to inform future activities.

**L&N-Identifier 6: Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)**

- In June 2012, Estyn completed its survey reports on more able and talented pupils in primary and secondary schools in Wales. The principal findings of these reports were:
  - More able and talented pupils in Wales achieve less well than similar pupils in England;
  - PISA reports for 2007 and 2010 suggest that Wales has fewer high achievers compared with the top performing countries in the world;
  - Teaching and learning strategies adopted for more able and talented pupils will have an impact on those pupils achieving their potential. Currently these tend to be only evident in schools where all groups of pupils are appropriately challenged across the curriculum.
- Estyn found that the existing Welsh Government guidance and quality standards, 'Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils' provided a practical way for schools to audit and improve their provision. The Welsh Government, in partnership with the National Association for Able Children in Education (NACE) also provides effective support through conferences and training for local authorities and schools.

- Estyn made a number of recommendations for schools and local authorities, which are listed in the reports. Of particular note are the need for:
  - better transition arrangements between primary and secondary schools;
  - improvements in the use of data and assessment to identify track and monitor the progress of more able and talented pupils;
  - provision of enriched and appropriately challenging opportunities;
  - better training across the board in how to address the needs of this group of pupils, and
  - better communication with staff and parents.
- Local Authorities have been asked to respond to the findings of the Estyn report and have highlighted the actions they propose to take. Consortia should be working with their local authorities and schools to implement Estyn's recommendations and make use of the Welsh Government/NACE quality standards and support materials that are already available. This might involve training in the application of the quality standards and in use of the recently issued *More Able and Talented training pack*, or facilitating the sharing of good practice models among groups of schools. As is the case for catch up provision, we would expect to see a rationale for the expenditure proposed to support more able and talented pupils, with data to back this up.

**Local Authorities can also use the SEG funding to provide support to those learners in Key Stage 4 where literacy and numeracy shortfalls have been identified.**

## Part 2 – Reducing the impact of poverty on educational achievement

### Context

We have drawn together a range of initiatives that are designed to improve the educational progress of learners from deprived backgrounds in the Tackling Poverty Action Plan. Communities First is a key Welsh Government Programme supporting the most deprived communities in Wales. The programme works to improve outcomes in three key areas, one of these is **Learning Communities**, and schools and communities are encouraged to work together in developing local solutions to support this. Schools have an important role to play in helping to improve the outcomes for children from deprived backgrounds both independently of, and in partnership with, other initiatives designed to tackle the root causes of deprivation.

Overall the progress of e-FSM learners does not compare well with their peers. While the gap in attainment between e-FSM learners and their peers in primary schools has narrowed slightly, it has widened in secondary schools since 2008. This growth in the gap in attainment highlights the need to take targeted action. Some important trends underpin the national measures:

- In primary schools, English / Welsh is weaker than mathematics and within English/Welsh, writing is weaker than reading and oracy, especially for boys;
- In secondary schools, mathematics is weaker than English/Welsh;
- There are 'gaps' in performance between learner groups such as looked after children compared with all learners: 10% attain the expected level in secondary school compared with 50% for all learners.

### Priorities

The key priority is to ensure that the investment made through the Pupil Deprivation Grant makes a lasting impact on outcomes for vulnerable learners. To achieve this, we will:

- develop the Sutton Trust Toolkit for use by schools in Wales;
- require schools to apply the Sutton Trust toolkit, other evidence-based approaches or evidence the use of alternatives, such as those highlighted in the Estyn report on *effective practice in tackling poverty and disadvantage in schools* and Save the Children Wales's report, *Communities, Families and Schools Together*;
- undertake a national analysis to identify emerging lead practice in the use of the Pupil Deprivation Grant, present this on the Learning Wales portal, and prompt PLCs to focus rigorously on closing gaps in attainment;
- provide guidance on effective tools such as development of metacognition, peer tutoring and feedback;
- ensure the national training and developmental framework for system leaders will equip them with the latest skills and knowledge in relation to reducing the impact of poverty on educational attainment.

Research indicates that effective family and community engagement can have a positive impact on outcomes for all but especially for learners from more deprived backgrounds. Schools should identify interventions that are effective in supporting parental and community engagement from the earliest opportunity. In particular, those in Communities First areas should look for opportunities to work with the CF Clusters. Schools' strategies for the PDG should actively support the Learning Communities theme of the Communities First Programme and ensure that there is coherence and join-up with Families First and Flying Start provision to support families in their communities.

International research demonstrates the potential long term benefits of investment in childcare and early education, especially for disadvantaged groups. The evidence concludes that good quality early years (0-7years) education can boost children's cognitive and social skills, which gives them a better foundation for success at school. It is this potential for educational success that is followed by increased success later on in life through employment.

No one factor is key to enhancing children's outcomes; it is the experience over time that matters. We do know though that there are three important ingredients:

- A good early years home learning environment.
- A good quality pre-school, and
- An effective primary school.

A child who has all three of these experiences is more likely to show improved cognitive and social outcomes compared with children that have had two, one or none of these experiences. We also know that prior attainment of pupils is an important contributor to performance in later assessments.

The Welsh Government is of the view that parents and carers need to understand their responsibilities in supporting their child's education, not just in the early years but throughout their education, and consortia should be considering what activities schools can undertake in ensuring this message is communicated and in drawing parents into the learning process.

Many schools will also benefit from having effective transitional arrangements in place to support children as they move from home, childcare and Flying Start into the Foundation Phase. Heads of Foundation Phase within local authorities have said that where transitions are well managed children settle into school more readily. Estyn advocates for effective transitions from one stage of learning to the next to support a child's continuous development, and help to reduce the likelihood of regression. The way that Flying Start settings, pre-school and childcare providers, schools and the key professionals within those settings work together is critical.

We want consortia to work with schools and early years and childcare providers to help children move from one phase of learning to the next; improve standards and educational outcomes; and ensure that no child falls through a gap. This will require a proactive approach to key transition points for a child and their family.

School strategies for the PDG should also reflect the good practice report produced by Estyn in November 2012, *Effective practice in tackling poverty and disadvantage in schools*.

**Schools will be required to publish online their PDG allocation, and details of how they have used the grant, the grant spend and its impact, to ensure that schools are accountable for their performance to parents and the wider community and that they have addressed the specific focus of the funding.**

### **Looked After Children (LAC)**

The educational attainment of our looked after children (LAC) is still too low and these vulnerable children remain a priority. In implementing interventions/approaches for raising the educational attainment of these children an assessment should be made of the evidence base available of what works. These approaches include introducing a Virtual School Head to oversee looked after children's education in a local authority; one-to-one tuition for looked after children; and providing work experience. In addition, strong regional arrangements on this area would provide a real opportunity to identify the best practice to support educational attainment for looked after children and care leavers and for all local authorities to operate to this level.

In undertaking work in this area consideration should be given to the findings and recommendations in the Wales Audit Office's Report, *The Educational Attainment of Looked After Children and Young People*, published in August 2012.

Working with key stakeholders, the Department for Health, Social Services and Children are developing a national outcomes framework for LAC in Wales which will include developing clear outcomes in relation to participation in education and training. These outcomes will help inform the targeting of resources and activities to achieve the greatest impact for these vulnerable learners.

**Support for looked after children features in both SEG and PDG funding, consequentially, activities undertaken under both funding streams should complement each other.**

### **Targeted intervention**

It is important that schools note that their spending plans will reflect the expectation that the **PDG is used for targeted interventions** to support pupils from deprived areas and not for more general actions, which may be considered under the SEG.

## 2. Effective delivery

Section 2 provides information on a number of related areas, of which regional consortia are expected to take account in preparing their spending plans and in their planning processes for the SEG and PDG. Though not policy priorities for the SEG and PDG, the areas covered in this section will support effective delivery of the Welsh Government's national priorities for schools. Information on the following areas is provided:

- Continuing Professional Development (CPD).
- Partnership and sharing effective practice.
- Additional Learning Needs (ALN).
- System Leaders.

### **Continuing Professional Development (CPD)**

We expect each Consortium to ensure that practitioners' professional development, including developing effective leadership at all levels in schools, forms a key element of meeting school improvement priorities and in supporting the delivery of national priorities.

Consortia should promote a cultural change in approach to CPD away from investment in limited 'one off' courses for individuals and towards more effective and collaborative forms of CPD. These include techniques such as:

- coaching and mentoring by the most effective practitioners.
- action-based enquiry methods such as professional learning communities.
- provision to promote progressive development of leadership skills and behaviours, and
- high quality accredited practical programmes and/or modules such as in the Masters in Educational Practice, launched in September 2012.

New Performance Management arrangements set out in revised appraisal regulations came into force on 1 January 2012 which enable a link to be made between individual head teacher and teacher objectives and the school's improvement priorities and also gives the local authority a direct role in the performance management of the head teacher.

Development priorities arising from performance management reviews will be made available to the individual in the school who is responsible for planning and managing CPD so that they can make informed judgements about the best way to invest the school's resources to meet the needs. This should establish a clear line of sight from the school's improvement priorities to the investment of the school's resources in practitioners' CPD to improve learner outcomes. We suggest that the school's plans for investment in CPD would form one of the elements of discussion in the Consortia School Improvement visits with the head teacher and governors. Leadership development should form a key element of CPD provision for schools, local authorities and consortia. Revised Leadership Standards were introduced in



September 2011 which can be used by all practitioners as a tool to support their leadership development and identify areas they wish to focus on.

Consortia provision needs to describe the mechanisms they will use for quality assuring the schools' plans for investing their funding in CPD against the school improvement priorities. They will also need to describe the ways they will support their schools to deliver CPD needs including the provision they are making for supporting leadership development at all career stages so that leadership development is progressive and supports effective leadership at all levels in schools.

### **Partnership and sharing effective practice**

Practitioners and schools should have opportunities to work in partnership with other schools, their communities and other organisations to support literacy in the classroom. This might include professional development opportunities to develop strategies to counter disaffection and underachievement, particularly in the case of improving the achievement of boys or involving local businesses to introduce careers paths and the world of work in a way that encourages the use of, for example learners' questioning skills. Schools in disadvantaged areas are strongly encouraged to work with their local CF Clusters and with Families First and Flying Start provision to support families in their communities. **There is scope within the Pupil Deprivation Grant for clusters of schools (School Clusters) to apply for match funding from the Welsh Government's Communities First budget.** To be considered they will be required to develop joint proposals with CF Clusters in their area to improve the educational attainment of learners eligible for free school meals (e-FSM learners).

Developing professional learning communities with a focus on sharing good practice in improving the teaching of literacy and numeracy skills should also be encouraged, as should the utilisation of outstanding teachers of literacy and numeracy. Professional learning communities for numeracy should have a focus on sharing good practice in the recall of basic number facts and their application in real-life contexts; strategies to develop mental and written calculation skills; and the use of numeracy skills across the curriculum.

Teachers should also be encouraged to make use of the resources available on Learning Wales.

Supporting the continuing professional development of teachers through action research based literacy and numeracy training linked to accreditation, and including attendance at literacy and numeracy seminars and other similar events is to be encouraged.

### **Additional Learning Needs (ALN)**

Evidence shows that certain factors which exist in children and young people's lives place them at a greater risk of disengagement from school. Children and young people exposed to these factors are over-represented amongst those who are absent from school, exhibit poor behaviour, and who are excluded from school. Disengagement from school serves can exacerbate what are already difficult circumstances for the child or young person. The Welsh Government guidance on inclusive education can be found via:

[www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance](http://www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance) and the concept of ALN and those considered to be within this group are identified in Section 2 of that guidance.

The legislation surrounding the SEN framework is over 30 years old and there is plenty of evidence across Wales to prove it needs reforming.

The key issues that the Welsh Government has consulted on via '*Forward in Partnership*' were that we propose to replace the statutory framework for the assessment and planning of provision for children and young people with SEN with a simpler, more person-centred and integrated system for children and young people with additional needs (AN). It is believed that this will:

- lead to increased trust and confidence of parents and carers in the system.
- provide greater consistency between schools and local authorities, and
- foster more effective partnerships between agencies.

Central to the proposals is the Individual Development Plan (IDP) which is proposed to replace the existing statements of SEN. A multi-agency approach is required with joined up working between education, health and social care agencies (including the third sector where relevant) for children and young people with the most severe and/or complex needs. This should improve our current early intervention systems and enable an IDP covering all aspects of identified need, to be established. The IDP could be the plan that integrates all other individual planning processes, linked to integrated assessment arrangements and this is closely aligned with the proposed reforms via the Social Services Bill for Wales.

The Welsh Government consulted on its proposals for reforming the Special Education Needs policy in July 2012 and the responses from that consultation will be published with further work to be undertaken with key stakeholders before the legislative changes required are introduced. In the meantime there are some best practices that can be brought in without legislative change, these include:

- Better and earlier identification of need and planning to meet the need – this should include the child or young person and their parents/carers (person-centred planning).
- Earlier dispute resolution with parents.
- Multi agency working/planning for those with complex needs.
- Robust and well documented transition planning for this group of learners in line with the existing SEN Code of Practice.
- Better engagement and use of SENco's, who should be key to the whole process.
- The introduction of robust tracking of both interventions and their outcome.

The eight pilot authorities testing the proposed changes are:

- Caerphilly County Borough Council.
- Flintshire County Council.
- Carmarthenshire County Council.
- Torfaen County Borough Council.
- Bridgend County Borough Council.
- Pembrokeshire County Council.
- City and County of Cardiff Council.
- Newport City Council.

The contact details of the key pilot lead in each of these authorities can be obtained from [Dawn.North@wales.gsi.gov.uk](mailto:Dawn.North@wales.gsi.gov.uk).

### **System Leaders**

System leaders have a key role in monitoring and providing support and challenge to schools and local authorities, identifying and disseminating good practice. The focus of system leaders within each consortium is the raising of standards of attainment and achievement of pupils.

System leaders within each consortium will provide:

- monitoring, challenge, intervention and support.
- whole school intervention and support, and
- curriculum and pedagogic intervention and support.

They will focus on ensuring that schools' and authorities' performance improves. This means tackling the variations of performance that exist between schools and local authorities, challenging the effects of social deprivation on educational performance and addressing issues in respect of literacy and numeracy. System Leaders will have a role to play in ensuring effective deployment of SEG and PDG grants, ensuring that schools learn from the effective practice that exists across the system and that schools are encouraged to work collaboratively.

### **Children educated outside of the school setting**

Please note the Welsh Government's national priorities for schools apply equally to children educated outside of the school setting. We are aware this is by nature a mobile population and therefore do not wish to specify support levels. Consortia must include in their spending plans details of how the needs of pupils educated in settings other than at school will be taken account of.

### 3. Outputs and outcomes

Section 3 provides details of the outputs and outcomes the Welsh Government expects to be delivered with the SEG and PDG and the data required for collection and reporting. Consortia should use this information to formulate spending plans using the outputs achieved in 2012-13 as a baseline. A template for the consortia spending plan is provided at annex B.

**Please note: plans must be completed on a consortia basis; individual local authority plans will not be accepted. Activities proposed for SEG funding should support consortia level literacy and numeracy plans, and these plans should be submitted as part of the evidence base for spending proposals.**

This section is split into four parts. Parts 1 and 2 are the mandatory sections for the SEG and PDG; Part 3 relates to the Communities First PDG match fund; and Part 4 relates to the areas which support effective delivery (Section 2).

Part 1 (mandatory) provides information on the outcomes and outputs required to deliver the Welsh Government's priority outcomes in relation to improving standards of literacy and numeracy. This relates mainly to the SEG funding.

Part 2 (mandatory) provides information on the outcomes and outputs required to deliver the Welsh Government's priority outcomes in relation to reducing the impact of poverty on educational attainment. This relates mainly to the PDG funding.

Part 3 provides information on the outcomes and outputs required to deliver the Welsh Government's priority outcomes in relation to bringing communities together in improving educational outcomes and tackling poverty. This relates to the Communities First Pupil Deprivation Grant match funding available.

Part 4 provides information on the areas identified in Section 2, which support effective delivery of the Welsh Government's national priorities for schools. These areas should feature in your SEG and PDG reporting, but are included here as a helpful reminder.

#### **A short explanation of the terminology**

- **Inputs** – resources, in this case the SEG and PDG funding and human resource required.
- **Activity** – action required, for instance, recruitment of outstanding teachers.
- **Outputs** – evidence that activities have occurred, for instance the number of teachers that have received catch up training.
- **Outcomes** – the difference/impact made, for instance improvement in numeracy levels.

*For example:*

*To achieve improved standards of literacy and numeracy in schools (outcome) the SEG funding (input) would expect to deliver improved reading and numeracy test results and formative teachers' assessments (output) through the deployment of outstanding teachers (activity).*

Ultimately the Welsh Government will be looking for consortia to provide an analysis against outcomes – i.e. for the expenditure incurred to be clearly linked to the impact made. The impact of activity under the SEG funding may not however be apparent in the first few years and certainly difficult to measure until the national reading and numeracy tests results are available from 2013 onwards. To reflect this, we are implementing a tiered approach to reporting.

**For 2013-14, we require all consortia to provide evidence that they have delivered against their projected outputs** - those that are also able to evidence achievement against outcomes should do so.

However by 2014-15, we expect consortia to be clearly utilising assessment data to target inputs to activity and to be able to track resulting outputs against outcomes.

**All consortia will be required to measure impact against outcomes in their reports for the 2014-15 year of SEG and PDG funding**

## **Part 1 – Improving standards of literacy and numeracy**

### **Outcomes**

The National Literacy and Numeracy Programmes form part of the 'Effective Learning and Teaching in Schools' strand of the Improving Schools plan. Priorities for expenditure for SEG are based on support we think the consortia may require to successfully implement the key activities within the National Numeracy and Literacy Plans.

### **Outputs and Activities**

To achieve these outcomes, there are a series of outputs that we can measure that will help us to tell the story of whether this is happening. Therefore, consortia should base their annual spending plans in the context of the outcomes for the SEG funding for literacy and numeracy, using the outputs achieved in 2012-13 as a baseline and available consortia level data to project and target activity for 2013-14 and 2014-15.

Within the '*Improving Schools*' implementation plan, one of the three key priorities is to 'Improve the Quality of Teaching in Literacy and Numeracy'. Within that plan, we have made it clear what is being done by all parties to deliver this, and the School Effectiveness Grant gives us a means to fund the delivery of that priority.

At an all-Wales level, we are measuring the success of this priority through:

- improvements in pupils' performance in the reading and numeracy tests as follows:
  - fewer pupils below age standardised norm;
  - the gap between boys and girls narrows;

- the gap between FSM and non FSM pupils narrows;
- the gap between LAC and all pupils narrows;
- improvements in GCSE results in English / Welsh and Mathematics;
- improvements in teaching practice, pedagogy and teacher confidence in teaching literacy and numeracy.

Beneath that, regional consortia will want to collect a range of outputs for their own data analysis purposes and for self-evaluation. However, there is a fundamental set of data that Welsh Government would expect to see collected. The outputs required as part of the annual spending plans relate to the end outcomes and are listed as follows, as per the headings in Section 1.

In all cases we would expect to see a rationale for the expenditure proposed. That requirement should be determined using regional consortia data and included as part of the spending plan template. Plans will need to detail how that data has been used to produce targets and decide on appropriate provision.

**L&N-Identifier 1: Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the Literacy and Numeracy Framework**

Regional consortia will provide the:

- number of teachers identified as requiring additional literacy and numeracy support;
- number of teachers receiving additional training;
- average number of hours of support per teacher;
- number of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy test results).

**L&N-Identifier 2: Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning**

Regional consortia will provide:

- evidence of what data is used to determine demand for literacy and numeracy support;
- evidence that the data is used across the consortia;
- Spending plans which are seen to be based on the above evidence.

We would expect consortia to ensure that the quality of this analysis is robust and consistent across the whole consortia. We would not expect to see different approaches to use of data within each consortium as this would suggest that the consortia model is not being used effectively.

**L&N-Identifier 3: Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework**

Regional consortia will provide:

- evidence of the additional support required by the National Support Programme;
- number of hours of additional support received.

**L&N-Identifier 4: Enable best practice to be effectively shared including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support**

Regional consortia will provide:

- the level of support identified as needed for that consortium expressed as the number of schools, teachers, associate staff and learning support assistants who require support and are projected to receive support; and how much support will be delivered to each school (time in person hours);
- the criteria against which outstanding teachers have been recruited;
- the numbers of outstanding teachers to be recruited and subsequently deployed;
- details of other monitoring and evaluation data you will use to measure impact.

What is important is that we understand the impact on educational standards of the deployment of these Outstanding Teachers. These outputs along with more qualitative appraisals about what worked will inform that understanding.

**L&N-Identifier 5: Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind**

Regional consortia will provide:

- the number of learners to be supported and how this relates to the whole school cohort;
- the number of teachers and Learning Support Assistants that have been and will be trained and deployed to implement each catch-up programme;
- details of what catch up support is to be supplied i.e. name of programme, number of hours of contact, whether one to one or small group, evidence of effectiveness;
- details of other monitoring and evaluation data you will use to measure the impact of catch-up schemes.

**L&N-Identifier 6: Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)**

Regional consortia will provide:

- the number of learners identified as more able and talented and how this relates to the whole school cohort;
- the details of activities identified as appropriate for these learners i.e. name of programme/activity, number of hours of contact, whether one to one or small group, evidence of effectiveness;
- the number of teachers and Learning Support Assistants that have been trained and deployed to implement each programme/activity.

Spending Plans must include a rationale for how output targets have been arrived at. We would expect that to include an analysis of available assessment data to identify and evaluate need, including:

- reading test results, numeracy test results and formative teachers' assessments;
- banding information and feedback from stocktakes;
- performance management systems and school development plans;
- sharing of good practice between outstanding teachers becoming embedded. We expect to see evidence of this practice being shared.

We would expect consortia to ensure that the quality of this analysis is robust and consistent across the whole consortia. We would not expect to see different approaches to use of data within each consortium as this would suggest that the consortia model is not being used effectively.

Termly highlight reports will be required and should include progress made to achieving the outputs (outcomes in 2014-15). These reports will need to be supported by data such as that detailed in the 'Outputs and Activities' section above.

## **Part 2 – Reducing the impact of poverty on educational attainment**

### **Outcomes**

- Schools will be able to demonstrate the gap in attainment between e-FSM pupils and non e-FSM pupils has decreased over the 3 year period;
- Schools will be able to demonstrate the gap in attainment between LAC and all pupils has decreased over the 3 year period;
- Attendance levels for e-FSM learners supported by the grant will improve;
- Attendance levels for LAC learners supported by the grant will improve;
- PDG funded initiatives will include parental and community engagement and partnership working.



## **Outputs and Activities**

### **Schools will:**

- adopt a whole school strategic approach to tackling disadvantage;
- make intelligent use of data tracking systems to identify learners' needs, target interventions and monitor impact;
- adopt strategies that involve parents and carers in learners' education;
- engage communities in the life of the school and the school in the life of the community – in particular in Communities First areas;
- improve attendance;
- recognise the relationship between wellbeing and standards and adapt practise to reflect this;
- work in partnership with each other and with other organisations;
- employ interventions that are evidentially the most effective.

### **Local Authorities will:**

- provide support and guidance to schools on effective interventions;
- identify good practice and share this with schools and with other local authorities;
- identify and facilitate opportunities for partnership working;
- identify and facilitate opportunities for pooling resources, for example through Communities First, Families First and Flying Start.

### **Regional Consortia will:**

- Work with local authorities to identify and disseminate practical tools that have been shown to work;
- Support local authorities in the provision of advice and guidance to schools in the use of their PDG;
- Work with local authorities to identify and facilitate opportunities for partnership working.

### **Evidence**

The primary source of evidence will be in PDG spending plans and reports on the use of their PDG. Evidence will also be provided by:

- teacher assessments;
- reading and numeracy test data;
- annual performance data for achievement of Level 2 Threshold including English/Welsh and Mathematics (L2inclusive) at the end of key stage 4;
- attendance and exclusions data, and
- Estyn inspections.

## **Working closely with non-maintained day-care/childcare and Flying Start**

Consortia plans must show the following outputs:

- number of planned activities to share expertise and resources to support children who transition to school from non-maintained settings and childcare providers;
- details of these activities and continuous professional development of all staff involved;
- number of children supported.

## **Reporting**

Please see arrangements under SEG.

## **Part 3 – Communities First Pupil Deprivation Grant Match Fund**

### **Background**

Communities First is a key Welsh Government programme for supporting the people disadvantaged by poverty in our most deprived areas in Wales. Communities First Delivery Teams funded by the Welsh Government are working with residents, community organisations, businesses and other key agencies, including schools, in these areas, called CF Clusters. The Communities First programme focuses on actions to build the long term sustainability and wellbeing of communities in order to tackle poverty and its effects. Involving local people in all aspects of this work is an essential feature of the programme.

Communities First aims to contribute, alongside other programmes, including Families First and Flying Start, to narrowing the education/skills, economic and health gaps between our most deprived and more affluent areas.

The Communities First programme works towards improvements in three key outcomes:

- prosperous communities;
- learning communities;
- healthier communities.

Whilst good practice already exists within the Communities First programme of schools and communities working together to tackle the effects of poverty on pupils' educational attainment, the Welsh Government wishes to further support this. Accordingly, the programme now offers match funding for proposals which bring CF Clusters and groups of schools together in improving educational outcomes and tackling poverty.

Proposals for Communities First match funding will be considered in support of the following areas of work:

- improving community engagement in schools;
- supporting children to do well at school;

- school transitions;
- improving family engagement.

The total amount of match funding available is up to £2 million over the next two years. Proposals are sought from CF Clusters working with two or more schools in their area and Communities First funding will need to be applied for via the approved Lead Delivery Body for the relevant CF Cluster. Awards from this funding must be 50/50 matched with PDG and we would not expect any award to exceed £75,000 per annum of Communities First funding.

Applications must be made via your relevant CF Cluster's Lead Delivery Body.

### **Reporting**

Schools in receipt of Communities First Matched Funding will be required to meet Communities First Performance Measures under the Communities Learning Theme:

### **Home Learning Environment**

Consortia Plans must show the following outputs:

- number of planned activities to engage parents;
- details of these activities and the evidence base for their selection;
- number of parents attending.

## **Part 4 – Effective delivery areas**

Please note: Part 4 relates to the areas which support effective delivery of our national priorities. **These areas should feature in SEG and PDG reports (parts 1 and 2), but are included here as a helpful reminder.**

### **Continuing professional development (CPD) outcomes**

We expect each consortium to demonstrate how they will ensure the funding allocated to them will be used to support priorities for school improvement in schools across their area, including provision for promoting practitioners' professional development and developing effective leadership in schools.

### **Additional Learning Needs (ALN) outcomes**

We expect each consortium to demonstrate how they will ensure the funding allocated to them will be used to support best practice in their schools across their area, including provision for promoting the development of the SENco role in schools. Consortia should provide data on the following outputs:

- tracking of pupils who have required an intervention and the outcome of that intervention;
- dispute resolution cases managed at a local level and how resolved;
- robust data on complex cases requiring multi agency input;

- successful transition planning post 16 and how it is being effected;
- data on SENco leadership role and improved outcomes for learners.

**ALN issues align closely with literacy and numeracy improvements and, where relevant, these should be cross referenced.**

### **System Leaders outcomes**

System leaders have a key role in monitoring, and providing support and challenge to schools and local authorities, identifying and disseminating good practice. The focus of system leaders within each consortium is the raising of standards of attainment and achievement of pupils.

We expect system leaders within each consortium to provide:

- monitoring, challenge, intervention and support;
- whole school intervention and support, and
- curriculum and pedagogic intervention and support.

We expect system leaders to focus on ensuring the improvement of schools' and authorities' performance. This means tackling the variations of performance that exist between schools and local authorities, challenging the effects of social deprivation on educational performance and addressing issues in respect of literacy and numeracy. System Leaders will have a role to play in ensuring effective deployment of SEG and PDG grants, ensuring that schools learn from effective practice that exists across the system and that schools are encouraged to work collaboratively.

## 4. Technical advice

This section provides advice on the funding arrangements and specific requirements for the SEG and PDG, including criteria that consortia, local authorities and schools must abide by in the administration and use of the funding to be eligible.

### **The relationship between the SEG and Welsh in Education Grant (WEG) funding**

The SEG and the Welsh in Education Grant (WEG) constitute separate funding streams.

The Welsh Government's WEG funding supports activities aimed at achieving the outcomes and targets of the Welsh-medium Education Strategy. This includes activities in Welsh-medium schools and activities to support the improvement of Welsh-language teaching in English-medium schools.

The Welsh Government provides SEG funding to improve standards in literacy, numeracy and reduce the impact of poverty on educational achievement in all schools, which includes support for Welsh-medium activities in Welsh-medium schools.

**WEG funding should be used to supplement rather than replace SEG funding for activities in support of these priorities in Welsh-medium settings.**

**It is the consortia and local authority's responsibility to ensure that the same activity is not double funded from these grants.**

### **Staff costs**

**Schools should not use the SEG or the PDG funding to sustain permanent roles in respect of a school's core activity.** However, there are circumstances where schools, local authorities and education consortia may use grant funding to support staff costs. The funding of staff costs is permissible only where the member of staff is undertaking activities that clearly and specifically accord with the aims and focus of the SEG and PDG funding, and the role is over and above the school's core activity. Schools making use of grant funding to recruit staff to roles for these activities must demonstrate how they will sustain those activities beyond the lifetime of the grant. As such, SEG and PDG funding must not be used to cover the cost of redundancies.

Use of this funding should clearly support the strategic, developmental, evaluative, collaborative and sustainable principles underpinning the grants.

### **ICT procurement**

Some spend on ICT procurements is admissible within the SEG and PDG funding, however consortia, local authorities and their schools **should not use the SEG or PDG funding to support the procurement of ICT infrastructure or connectivity costs.**

In line with the collaborative ethos of the grant, schools, authorities and consortia are encouraged to consider a more cohesive approach to ICT procurement, rather than ad hoc purchases by schools, as these can lead to increased support costs if the equipment purchased is not compatible with local systems.

However, we recognise the impact that certain technologies can have on the areas of focus for the grants on behavioural change and teaching strategies aimed at improving standards so **where hardware and software purchase meets the focus of the grants and does not cut across existing ICT strategies it will be admissible expenditure.**

**Consortia and local authorities should stipulate that ICT equipment and software for schools should be purchased with the approval of a designated local authority officer with lead responsibility for ICT procurement.** This can help to ensure spending fits within their ICT strategies. In this way, schools may also benefit from local authorities' buying power and savings due to economies of scale.

Further advice:

- Schools - contact appropriate local authority's designated officer with responsibility for ICT procurement.
- Local authorities - contact appropriate SEG/PDG Coordinator.
- SEG/PDG Coordinators – contact the Welsh Government's SEG/PDG Team at [SchoolEffectivenessGrant@wales.gsi.gov.uk](mailto:SchoolEffectivenessGrant@wales.gsi.gov.uk).

### **Administrative arrangements**

As part of the SEG and PDG funding requirements, schools, local authorities and consortia must provide annual spending plans. However, to enable longer term planning, indicative figures are published for 2 years. This provides schools with the opportunity to plan longer term, more sustainable activity, which will have a greater cumulative effect over a 2-year cycle, maximising funding. Schools should be encouraged to plan on this basis.

### **Expenditure supported**

The Welsh Government has announced an indicative grant allocation for the School Effectiveness Grant and the Pupil Deprivation Grant as follows:

	<b>SEG</b>	<b>PDG</b>
<b>2013-2014</b>		PDG - £36.8m
<b>2014-2015</b>		PDG - £38.2m (indicative)

### **Period of Grant**

The period for the SEG and PDG runs from April 2013 to March 2014, and April 2014 to March 2015.

Both grants will be available in future with indicative allocations included in published plans for future years. Consortia, authorities and schools should therefore plan on the basis that these grants will be available in this form for two years (inc. 2013-14) with the changes to allocations occurring only as a result of changes to underlying data which impact on formula allocations.

### **Match-funding**

Local authorities are required to match fund the School Effectiveness Grant from their own resources. For 2013-14 and 2014-15, match-funding levels remain (as a minimum) as in the 2012-13 grant circular.

Local authorities are not required to match fund the Pupil Deprivation Grant. Those in CF Cluster areas are, however, encouraged to develop joint bids within their school clusters and CF Clusters for additional matched funding from the Communities First Pupil Deprivation Grant Match Fund.

### **Spending plans**

Education consortia should submit their spending plans, outlining how the SEG and the PDG will be spent, using the proforma enclosed with this guidance at annex B.

Plans for the SEG and PDG should be sent to the Welsh Government by 7/21 March 2013 and 7 March 2014 and in the case of the SEG funding must be supported by consortia literacy and numeracy plans.

When signing off their plans, schools, local authorities and consortia must ensure they are:

- **strategic** insofar as all activity will support both the aims and vision set out in the grant guidance, aligned to 'improving schools', and the relevant local authority or consortium strategy that is based on them;
- **developmental** in that all activity is designed to enhance the capacity of schools to deliver an effective education that addresses the individual needs of all learners and the communities that those schools serve;
- **collaborative** in that all activity involves schools working together on well-focused, joint initiatives that promote mutual professional learning and increase schools capacity for effectiveness;
- **evaluative** in that groups of schools will agree desired outcomes (targets for improved attainment and inclusion), establish processes for assessing success in achieving those outcomes and make available to others the lessons learned, and

- **sustainable** in that new ways of working and successful practice can be embedded in a systematic approach to teaching and learning in each school and cluster in the future which provides staff with the skills and knowledge necessary to sustain improvements rather than continuing to require additional funding.

The Welsh Government will publish approved consortia spending plans on its website at [www.wales.gov.uk](http://www.wales.gov.uk). Local authorities and consortia are required to publish their approved spending plans on their websites. Schools will be required to publish online their PDG allocation, details on how they have used the grant, spend and impact.

### **Spending plans – other funding**

In addition to the SEG and PDG, information is enclosed at annex C on how to claim the additional funding for Band 4 and 5 schools and at annex E on how to apply for the Communities First Pupil Deprivation Grant Match Fund.

### **Programme administration costs for SEG and PDG**

Education consortia may retain centrally up to, but **no more than, 4%** of their gross School Effectiveness Grant (only) allocation (including the LA match-funded element) to support the development and management of the programmes supported by both the SEG and PDG funding.

Consortia may use this element of the funding to increase their capacity, and that of their local authorities, to support and challenge their schools in respect of the grants.

PDG funding must be 100% delegated to schools and any programme administration costs for PDG can only be supported through the SEG programme administration allocation.

### **Delegating funding to schools - *School Effectiveness Grant***

Education consortia and local authorities must involve schools closely in the implementation of grant funded activities. Consortia and local authorities should consult with their School Budget Forum on their proposed approach to delegating the School Effectiveness Grant to schools.

The Welsh Government expects **at least 75%** of the total grant allocation for the School Effectiveness Grant to be delegated directly to school budgets for 2013-14 increasing to **at least 80%** for 2014-15. These are minimum amounts and consortia are encouraged to consider a higher delegation percentage where appropriate and effective.

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



### **Delegating funding to schools - *Pupil Deprivation Grant***

The Pupil Deprivation Grant will be delegated to schools in its entirety (100%).

Schools are encouraged to operate in clusters or groups and to pool resources to ensure greater effectiveness and better value for money. This is particularly relevant in view of the relatively small grant allocations that will go to those schools with small numbers of free school meal pupils or looked after children.

Each school cluster is responsible for overseeing the successful implementation of local, regional and national strategies and ensuring that all activities have a significant evaluative and developmental dimension. This should be supported by the relevant consortium and local authority. We envisage that in many cases, schools would operate on the basis of natural clusters feeding a common secondary school. However, schools and their local authorities or regional consortia could agree alternative groupings to serve local needs or particular situations. They should also seek to work in partnership to maximise the benefits of Families First, Flying Start and Communities First.

Cost benefit analysis - schools are encouraged to promote actions that will help ensure the PDG money is used to support interventions and practice that is proven to have the greatest impact and to be sustainable. Examples of these include action identified by Estyn in its remit report, *Effective practice in tackling poverty and disadvantage in schools* (November 2012), the Sutton Trust Toolkit and Save the Children's report, *Communities, Families and Schools Together* (Egan, D, May 2012). The Learning Wales website is also a good source of information on strategies to support learners through, for example, improving thinking and learning skills: [www.learning.wales.gov.uk](http://www.learning.wales.gov.uk).

### **Reporting requirements**

September 2013 and 2014 – Termly highlight report required to include commentary on the schools' performance in meeting the targets set out in the schools spending plan.

October 2013 and 2014 – Target outputs to date (the spending plan) to accompany claim form.

February 2014 and 2015 – An evaluative report on the activities supported by the grant which must include an analysis of how expenditure has impacted on educational outcomes and a clear statement of the main lessons learned and how they will be applied for future years plans to accompany the final claim form.

### **Accountability of Grants**

Appropriate accountability structures are critical. Those structures must be proportionate and, wherever possible, add value to grant activity, rather than absorb valuable resources. In particular, consortia and local authorities should ensure that their schools work in collaboration to:

- produce a **costed annual programme** of collaborative, evaluative, developmental activities that clearly support the consortia and local authority's overall strategy for the use of the grant funding;

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

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

The School Standards Unit will, as part of their regional stock takes, assess the use and impact of the grants.

### **Allocations**

Indicative allocations for the SEG and PDG by education consortia are set out at annex A.

The **School Effectiveness Grant** will be distributed to consortia on the basis of the actual number of pupils aged 5-15 in each consortium (60%) the number of pupils aged 5-15 eligible for Free School Meals (20%) and the number of schools in each consortium (20%).

The **Pupil Deprivation Grant** will be allocated to each school on the basis of the number of pupils (aged 5-15) eligible for Free School Meals, based on 2012 and 2013 PLASC data and the number of looked after children (4-15 based on SSDA). Please note, whilst funding is allocated according to individual pupils there is no requirement on schools to match the spend to the individual children, **however the PDG, must only be used for interventions that support those pupils.**

These allocations have been agreed in consultation with ADEW and the WLGA.

### **Payment of the grants (SEG and PDG)**

Claims for both grants will be payable annually in two instalments, by financial year.

- **SEG claims will be paid in October (actual) and on estimated spend (October- March) in February.**
- **PDG claims will be paid in October (80% of PDG allocation) and February.**

If the Welsh Government is not satisfied that a consortium or local authority has, or will, use the funding solely for the approved purposes or that a consortium or local authority is not fulfilling any of the other terms and conditions of the grants, the Welsh Government may withhold payment of either instalment.

**SEG claim forms for 2013-14 and 2014-15** - The Welsh Government will issue a claim form for payment of the first instalment of the SEG in September 2013 and January 2014. The second instalment will be paid on the basis of estimated claims in February 2014 and February 2015.

**PDG claim forms for 2013-14 and 2014-15** - The Welsh Government will issue a claim form for payment of the PDG in September 2013 and January 2014 and September 2014 and January 2015.

**SEG and PDG** - In making a claim on these forms, consortia will have to disclose the actual eligible expenditure under each grant in the period covered, and the estimated out-turn for the next period. It is important to ensure that all grant resources are used in a timely and effective way. The Welsh Government will scrutinise the claim forms submitted by consortia and will require clarification from them of any issues that appear likely to affect overall spending figures for the year. Any match funding from Communities First will need to be clearly stated in the claim forms submitted to the Welsh Government.

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

Grant expenditure will be subject to external audit certification. The Welsh Government will confirm the deadline for submitting the audited claim form in spring 2014 and spring 2015. However, grants will be paid in full on the basis of the estimated claims submitted in February 2014 and February 2015.

Grant claims must be submitted promptly by the stated deadline. We shall reserve the right to withhold payment of any late claims, which must in all instances be accompanied by an explanatory letter from the chief of the consortium and the local authority chief education officer or equivalent, and by appropriate supporting data.

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

If local authorities or consortia are experiencing difficulties that will affect claims for payment, they should contact the regional consortia or Welsh Government at the earliest opportunity.

**In-year changes**

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

The full terms and conditions of the SEG and PDG grants will accompany the grant offer letters and any grant awarded should be used only for the purposes approved in the grant award offer letters.



## Annex B: Consortia spending plan format and proforma

Consortia must include in their spending plans:

- the outputs achieved in 2012-13 as a baseline

Spending Plans must include a rationale for how output targets have been arrived at. We would expect that to include an analysis of available assessment data to identify and evaluate need, including:

- reading test results, numeracy test results and formative teachers' assessments
- banding information and feedback from stocktakes
- performance management systems and school development plans
- sharing of good practice between outstanding teachers becoming embedded. We expect to see evidence of this practice being shared.

We would expect consortia to ensure that the quality of this analysis is robust and consistent across the whole consortia. We would not expect to see different approaches to use of data within each consortium as this would suggest that the consortia model is not being used effectively.

The outputs required for Literacy and Numeracy as part of the annual spending plan relate to the end outcomes and are listed as follows:

### **L&N-Identifier 1: Ensure all teachers have the skills, expertise and techniques to ensure they are able to teach to the requirements of the LNF**

Regional consortia will provide the:

- number of teachers identified as requiring additional literacy and numeracy support
- number of teachers receiving additional training
- average number of hours of support per teacher
- number of teachers whose core skills have improved as a result of this support (as evidenced by performance management data, assessment against the LNF and reading and numeracy test results).

### **L&N-Identifier 2: Effective use of assessment, including data from the reading and numeracy tests, to inform improvements to teaching and learning**

Regional consortia will provide:

- evidence of what data is used to determine demand for literacy and numeracy support;
- evidence that the data is used across the consortium;

- Spending plans which are seen to be based on the above evidence.

**L&N-Identifier 3: Provide school leaders and teachers with support, in coordination with the National Support Programme, to implement the Literacy and Numeracy Framework**

Regional consortia will provide:

- evidence of the additional support required by the National Support Programme;
- number of hours of additional support received.

**L&N-Identifier 4: Enable best practice to be effectively shared including through the use of outstanding teachers of literacy and numeracy to provide coaching and mentoring opportunities for teaching staff who are in need of additional support**

Regional consortia will provide:

- the level of support identified as needed for that consortium expressed as the number of schools, teachers, associate staff and learning support assistants who require support and are projected to receive support; and how much support will be delivered to each school (time in person hours);
- the criteria against which outstanding teachers have been recruited;
- the numbers of outstanding teachers to be recruited and subsequently deployed;
- details of other monitoring and evaluation data you will use to measure impact.

What is important is that we understand the impact on educational standards of the deployment of these Outstanding Teachers. These outputs along with more qualitative appraisals about what worked will inform that understanding.

**L&N-Identifier 5: Through use of the reading and numeracy tests data ensure that effective catch-up provision is available at the earliest stage for those children who have fallen behind**

Regional consortia will provide:

- the number of learners supported / to be supported and how this relates to the whole school cohort;
- the number of teachers and Learning Support Assistants trained and deployed to implement each catch-up programme;
- details of what catch up support has been / is to be supplied i.e. name of programme, number of hours of contact, whether one to one or small group, evidence of effectiveness;

- details of other monitoring and evaluation data you will use to measure the impact of catch-up schemes.

**L&N-Identifier 6: Ensuring that targeted support and provision is available to stretch our more able and talented pupils (including where reading and numeracy test data indicates performance over and above the expected range)**

Regional consortia will provide:

- the number of learners identified as more able and talented and how this relates to the whole school cohort;
- the details of activities identified as appropriate for these learners i.e. name of programme/activity, number of hours of contact, whether one to one or small group, evidence of effectiveness;
- the number of teachers and Learning Support Assistants trained and deployed to implement each programme/activity.

We expect each consortium to demonstrate how they have addressed the requirements in the following format. Activities/Interventions and Performance Indicators/impact will need to relate to the end outcomes that are listed in Section 1 and Section 3 (parts 1-2).



L&N Identifier	Mesurydd Perfformiad / Performance Indicator				
		Baseline data 12-13	Targedau / Targets	Rhagamcanol /Projected 12.13	Gwirionedd / Actual 03.14
<b>LITERACY AND NUMERACY</b>					
1	For example (refer to Section 3) : Nifer y / No of teachers identified as requiring additional literacy and numeracy support				
	Nifer staff / No of staff receiving additional training etc				
2	Narrative on evidence				
3	For example Number of hours of additional support received				

L&N Identifier	Mesurydd Perfformiad / Performance Indicator					
			Baseline data 12-13	Targedau / Targets	Rhagamcanol /Projected 12.13	Gwirionedd / Actual 03.14
4	For example Nifer o ysgolion / athrawon /staff angen hyfforddiant hyfforddwyd / Number of schools/teachers /associate staff requiring support (in person hours)	cynradd / primary				
		Uwchradd / Secondary				
	arbennig /special					
5	For example number of learners to be supported etc					
6	For example number of learners identified as more able and talented and how this relates to whole school cohort etc					
<b>LLEIHAU EFFAITH TLODI/REDUCE THE EFFECT OF POVERTY</b>						
<b>Outcomes</b>						
For example Parental and community engagement	For example Number of planned activities to engage with non maintained settings / home learning environment					
	Number of children supported					

L&N Identifier	Mesurydd Perfformiad / Performance Indicator					
			Baseline data 12.13	Targedau / Targets	Rhagamcanol /Projected 12.13	Gwirionedd / Actual 03.14
For example Impact on attainment between e-FSM and non e-FSM						
For example Attendance levels	Presenoldeb/ Attendance (%)					
NEET (%)						

We expect each consortium to demonstrate how they will ensure that the PDG funding allocated to them will be used to make a lasting impact on outcomes for vulnerable learners, to include an explicit plan, with focused and quantifiable targets for achievement, and detailed operational proposals which focus on improving differentiation.

Please include examples of effective practice as appropriate.

## **Consortia will be required to outline the CF PDG Match Fund**

### **Consortia will:**

- work with local authorities to identify and disseminate practical tools that have been shown to work
- support local authorities in the provision of advice and guidance to schools in the use of their PDG
- work with local authorities to identify and facilitate opportunities for partnership working.

### **Evidence**

The primary source of evidence will be in PDG spending plans and reports on the use of their PDG. Evidence will also be provided by:

- teacher assessments
- reading and numeracy test data
- annual performance data for achievement of Level 2 Threshold including English/Welsh and Mathematics (L2 inclusive) at the end of key stage 4
- attendance and exclusions data, and
- Estyn inspections.

## ADRODDIAD HYDREF 2013 / OCTOBER 2013 REPORT

Gweithgareddau / Activities	Mesurydd Perfformiad / Performance Indicator	Gwirioneddol 2013-13/Actual Targets	Targedau / targets 2013-14	Rhagamcanol/2013-14/projected	Gwirioneddol/actual 2013-14	Sylwadau / Comments	
<b>LLYTHRENNEDD /LITERACY /RHIFEDD/NUMERACY</b>							
L&N Identifier 1							

LLEIHAU EFFAITH TLODI /REDUCE THE EFFECT OF POVERTY- please include examples of effective practice					

How do you intend to spend the grants? Please provide a costed plan based on how much support has been identified as needed in 2013-14.

Net SEG 2013/14	Match funding	Total allocation	Delegation to schools	LAC funding	Non delegated amount	Admin costs	Consortia/LA amount retained

**SEG/PDG breakdown of Priority Area spend:**


Please include reference to the CF PDG Match Fund for the PDG

Please set out in detail (including costs) how those schools in bands 4 and 5, who are in receipt of an additional £10,000, will support groups of underperforming pupils. Your response should also include:

- a summary of action at the consortia level
- the number of pupils targeted
- targets for the year group e.g. the percentage of pupils reaching the Level 2 threshold, including English/Welsh and mathematics
- how the action undertaken is sustainable
- a copy of the detailed plan the school has submitted to the LA and consortium for the use of this funding, **using the template supplied** (annex C).

At the end of the grant period (31st March 2014 and 31<sup>st</sup> March 2015) schools and consortia will need to provide an evaluative report on the activities supported by the grant which must include a clear statement of the main lessons learned and outcomes

which have improved. A further report is required in Autumn 2013, to include commentary on the school's performance in meeting the targets set out in the school's spending plan (2012-13/2013-14)

I can confirm that in developing these plans, we ensured that the activity supported is collaborative, developmental, strategic, evaluative, sustainable and has outcome measures.

Signed on behalf of the consortia:

Print name:

Countersigned on behalf of the LA:

Print name:



## **Annex C: Additional funding for Bands 4 and 5 schools**

Banding uses the performance of schools to group them into one of five bands: from Band 1, schools which are performing well, to Band 5 schools which need to improve. Information about how well 15-16-year-olds have performed in examinations and information about their level of attendance is used to band schools.

Banding is designed to give us a clearer focus on our performance and progress and the most important aspect of banding is the support that is now being provided. Banding, coupled with the work being undertaken by the Standards Unit, is helping local authorities to work together on a regional basis to identify and support those schools most in need. This has enabled consortia to identify schools for additional support and put in place detailed action plans.

Banding involves grouping schools according to factors that identify:

- priorities for differentiated support
- schools from which the sector can learn.

On 11 January 2013 the Minister announced additional funding of £10,000 for every school in bands 4 and 5 to enhance their investment in school improvement.

**Following receipt and approval of the completed proforma for those schools in Bands 4 and 5, a payment of £10,000 per school will be made to the consortium for them to distribute to their schools.**

**2013-14 - INDIVIDUAL SCHOOL ACTION PLAN FOR USE OF THE GRANT FOR BAND 4 AND 5 SCHOOLS TO IMPROVE PERFORMANCE ON LEVEL 2 THRESHOLD INCLUDING ENGLISH AND MATHEMATICS AND AVERAGE CAPPED POINTS SCORE [School name]**

<b>School name</b>		<b>Consortium Link Officer:</b>			
<b>Baseline data for 2013-14 Year 11 cohort</b>	<b>Actions/ Interventions with dates</b>	<b>Resource to be deployed</b>	<b>Anticipated impact with timeline</b>	<b>2014 Target for L2 E/W and Maths and predicted change in Average Capped Points Score</b>	<b>Impact on FSM/ non FSM gap</b>

Total cost of support £10,000

# **Annex D: How to use the Pupil Deprivation Grant**

**A report by Professor David Reynolds**

## **Introduction**

The Pupil Deprivation Grant (PDG) makes possible targeted interventions to help our disadvantaged children and through helping them, help all children in a school do better. The balance of the whole school will improve as the disadvantaged improve. And there is lots of evidence that our more disadvantaged children are particularly heavily influenced by the quality of their schools, so improving the quality of what we do for them could have a dramatic influence on individual school results.

However, evidence is that, by itself, using the PDG to expand the 'quantity' of people like teachers and classroom assistants that are around in schools may have only very minor effects. Teaching assistants can help with the management of classes but they do not of themselves seem to be able to really promote children's development. Appointing more teachers, and therefore reducing the size of the classes in a school sounds useful, but the learning of children will only improve if the teachers and the children do different things in the classes. These will still be very close to their traditional sizes.

## **The Two Major Factors**

Overall, experience and research tells us that it is the 'quality' of our classrooms and schools, rather than the 'quantity' of the people in them that matters for all children, and for disadvantaged children especially.

Two 'quality' issues really stand out as important for disadvantaged children:

- Maximising teaching quality
- Maximising school quality

### **1. Maximising The Quality of Classroom Teaching**

High quality teaching involves behaviours for teachers such as showing high expectations for all pupils, having well managed classrooms, having clear rules that are known to all pupils, involving pupils through both a high quantity and quality of questioning and having good management of that most precious commodity of all – time! Having clarity of tasks and exposition generally also matters, as does use of pupil ideas, sensible pace of lessons and the right 'match' of learners and tasks.

Professional development activities, demonstration lessons by 'experts', and observation by teachers in a Department/school of the teaching of their best colleagues are all powerful ways of developing teachers, as is use of the world's best practice appearing over the next few months in articles and sections on the new Learning Wales website..

## 2. Maximising the Quality of Schools

Effective schools do the following:

- To get the teaching right, they focus on it, protect time to discuss it and resource its improvement
- Use data, such as on reading, to track pupils and then intervene rapidly and early to stop pupils' problems escalating
- Involve pupils fully in the life of the school through using leadership positions, clubs and societies as the 'hooks' to spread involvement, and listen to their children's views
- Develop a culture of high expectations for all wherever they may come from, independently of levels of social disadvantage, gender or ethnicity
- Involve parents and the community in the life and work of the school
- Ensure that the school is consistent in how the staff behave, constant in the support they give, and coherent in the vision they offer pupils. Modern societies may not be as 'cohesive' as historically – the 'C's may matter a great deal now for a school.

### **The Seven Interventions**

In addition to getting things right in the above two major areas, there are seven distinct Interventions which schools will find powerful:

#### 1. Giving High Quality Feedback To Learners and Teachers

Feedback to individual pupils about how they have been doing, and to their teachers about this too, is crucial. It involves teachers being clear about the learning goals, relating what the learners are doing at a point in time to their previous learning, both supporting and challenging pupils at the same time, being helpful whilst not stopping learners working things out for themselves and being focussed upon generating achievement through emphasising the positive more than focussing on any negatives. This feedback can come from teachers and/or from children's peers, in groups or one-on-one.

*Practical point:* it is best to focus on quality feedback for the harder or more complex tasks, since they are likely to require more sustained long term efforts that will be positively affected by the feedback.

#### 2. Developing Children's 'Learning to Learn' Skills

These skills – also known in the jargon as 'self-regulated learning', 'thinking about thinking', 'meta-cognitive strategies' and 'thinking skills' – involve helping children to self-manage their own learning. This involves children planning what they are going to do, self-monitoring how they are doing when they are doing it and then evaluating the quality of what they have done on completion of particular tasks. This ideally would be followed by planning to do better for the next task.

*Practical point:* planning, monitoring, evaluating and reflecting/re-planning can all be taught to children as explicit strategies, but in the medium to long term it is essential that the children are able to do these things and further develop their skills for themselves, which

then produces their own intellectual and personal development into the lifelong learners that we need.

### 3. Using Peer Tutoring/Peer Assisted Learning

This is based on the old adage that to teach something you have to know it well! In this, pupils teach each other in pairs to provide each other with support and the pupil teacher gains as well as the taught pupil. This can take the form of 'cross-age' tutoring where the tutor child is older than the other, or it can involve children of the same age taking turns to teach each other. In the latter case, one child is often further ahead on the particular task than the other. In the process both the achievement and the self-esteem of the tutor and the tutee improves, and it is the low achieving and disadvantaged children who derive the most out of it.

*Practical point:* this needs careful organising – matching the pupils, choosing activities that are sufficiently challenging for a tutor to be helpful to a tutee but not too difficult, and choosing the right topics and time allocation to maintain interest.

### 4. Involving Parents and Communities in Their Children's Education

Children spend much more time in their homes than in their schools. Getting parents 'on board' is therefore potentially powerful and can be done through:

- Encouraging them to actively support their children through help with basic skills and homework
- Involving parents in schools, and classrooms, through conventional visits, so they have knowledge about how the system works
- Trying to improve parents' own levels of basic skills so they can help their own children better
- Resourcing parents with a wide range of advice material to make their children 'school ready', in terms of what schools need of them, both in terms of academic needs and more general advice.

If parents can be involved in supporting their schools, the positive influence of the school will stretch into the non-school hours in the home. If the children can be made 'school ready', then the effect will be even greater. And if the communities within which parents and children live can also be reached, energised and encouraged to support our schools, then the effects may be dramatic.

*Practical point:* some schools are now using 'Manuals' which they give out at the beginning of the school year which cover topics such as health, nutrition, diet, psychological help, in addition to the 'normal' provision of educational information.

### 5. Maximising the Quality of School Leadership At All Levels of the School

We know that effective leadership of a school from the Headteacher and through to other 'middle leadership' positions is important in its own right and important in generating the high quality classroom teaching that can make a big difference to disadvantaged children.

High quality leadership involves leaders having clarity about personal and organisational goals, monitoring their achievement, changing school processes to reach them and having

simultaneous 'push' to get things done and the 'pull' through involving a school staff fully through consultation.

*Practical point:* leadership needs to focus on teaching and learning quality more than anything else – that is what children experience and that is what influences their achievement.

## 6. Using Homework

Tasks given to children to do outside school time can be very generative of high achievement. They can provide the opportunity for practice, and routinisation of new skills. They can also involve preparation for classroom work yet to come, thereby improving the quality of the classroom learning experience later. At the very least, homework adds to the time that children spend on academically related tasks and doing it may even keep them off the streets!

But to be effective, it needs to be integrated with existing lessons rather than be an add-on. It needs to be quickly assessed and fed back to children and be sufficiently inherently interesting to encourage children's participation in settings like homes, where for disadvantaged children particularly there may be distractions!

*Practical point:* all the evidence is, though, that homework is more effective for secondary rather than primary age children. It should not be overdone by setting much above one to two hours per night.

## 7. Promoting Extracurricular Activities

In these, children participate in after- hours activities supervised by teachers and/or other adults. They can be sporting, cultural, concerned with individual school subjects (e.g. Maths Club) or with general study skills. They enhance the amount of learning time, and provide an opportunity for children and teachers to relate in situations less structured than a classroom.

Crucially, there is some evidence that more disadvantaged children benefit more than others from these activities academically and that they are likely to have a more positive attitudes to school and to education if they can be helped to participate.

*Practical point:* the more the activities are tagged to the normal school curriculum the better.

## **Why Focus On These Nine Issues?**

There are of course other things that schools can do in addition to the above two 'big' issues and the seven interventions. Using more ICT, using one-to-one tuition or smaller class sizes may all have some minor effects. But these effects are usually bought at very large financial costs. They have a high cost/benefit ratio. Our list of two, plus seven, factors above come at minor or negligible cost by comparison with total school budgets. They have a low cost/benefit ratio.

The low cost is because putting them in place is relatively very quick and easy. The new Learning Wales website is filling up with the very best articles, sections and papers from around the world about Literacy, Numeracy, Behaviour, Additional Learning Needs and Reducing the Effects of Poverty Upon Educational Achievement amongst other things. The ESTYN website is a wealth of useful knowledge. Higher Education Institutions (HEIs) in

Wales have considerable expertise that they are generally happy to let go to schools. Private Sector consultancy companies, often set up by exemplary retired Headteachers and leaders, offer useful expertise and experience.

But the most powerful and cheapest expertise is available in our individual schools – in the shape of the exemplary classroom teacher in a primary school, the effective Department in a secondary school and the middle leader like a Head of Year. Existing in-service days, twilight sessions and professional development opportunities can be used to make each school's 'best' practice, particularly for its disadvantaged children, its 'standard' practice.

Similarly, groups of schools can learn from each other's best practice through collaborative, across school in-service provision. And learning from pre-existing local partners (like Communities First, Flying Start etc) and from voluntary and community groups may help with many school/teacher activities.

### **What Should My School Do Now?**

A lot depends on whether there are many children eligible for FSM in a school. If there are only a few and/or if the school is a small primary school, then the PDG could be targeted at the very small number of children who are disadvantaged by 'stretching' their school experience with extra-curricular programmes and activities, and using the resources to train their teachers so that some of the powerful interventions work in their classrooms – peer tutoring, learning to learn skills and homework are cases in point where the disadvantaged could benefit first as the interventions 'root' in classrooms.

If there are larger numbers of disadvantaged children, as in most secondary schools in Wales and the larger primaries, then the sums of money involved could be used for major efforts of school professional development related to the seven discrete interventions:

- Feedback
- 'Learning to learn'
- Peer tutoring
- Parental involvement
- Promoting leadership
- Homework
- Extra-curricular opportunities

But it is important to make clear in conclusion that 'whole school' actions in the seven areas alone will – while they should have positive effects on all the children in a school – *not of themselves* help those disadvantaged children catch up with others. This needs the special targeting of the interventions in the classes where these children are, and at the disadvantaged individual children in these classes also.

It also means focussing particularly upon the two of the seven interventions that have been shown to particularly affect more disadvantaged children especially positively:

- Peer tutoring
- Extra-curricular activities

If your school is a primary one, then all the seven interventions should work, except that using homework may not be particularly relevant with younger children. If you are a secondary one, then all seven should be useful.

If your school is socially disadvantaged, then three of the seven interventions may be more appropriate than the others, given that the foundations for learning such as parental involvement and extra-curricular activities are probably already in place, namely:

- Feedback
- Learning to learn skills
- Peer tutoring

These three interventions are technically quite difficult, and if your school is more disadvantaged in its catchment area, then the more foundational of the seven may be the place to start, involving:

- Parental involvement
- High quality leadership at all levels
- Homework
- Extra-curricular activities

Plus of course of the more difficult one -, because of its power:

- Peer tutoring



## **Annex E: Communities First Pupil Deprivation Grant Match Fund**

### **Guidance issued to Communities First contacts**

I want to inform you of a new funding opportunity which will shortly be open to all Communities First (CF) Clusters. The Minister for Local Government and Communities has agreed to make available £1m per annum for the next two years for CF Clusters to match fund with the Pupil Deprivation Grant (PDG).

This important opportunity is part of our commitment to encouraging greater investment in Communities First from other Welsh Government departments and Public Sector agencies (“Programme Bending”).

Much good practice already exists in co-operation between schools and CF to support young people to achieve their potential. We wish to encourage further progress to build on the success in this area.

Some brief details of the Communities First PDG match fund are:

- Applications for the CF funding must be via CF Clusters and their relevant Lead Delivery Body
- Applications are restricted to one per Cluster and should have the involvement of at least 2 schools, and preferably a family, or families of schools (i.e. secondary schools and their feeder primary schools)
- Applications from Clusters building stronger links with Welsh medium schools are encouraged
- Proposals must be matched with PDG money on a 50/50 basis
- Applications must involve CF Clusters and support the aims of the PDG Grant.
- Requests for CF funding should be at least £10,000 per annum, but not exceed £75,000 per annum.

The process will be kept as simple as possible, beginning with an Expression of Interest (EOI) stage, followed by a short application. The fund may then be opened to other applications but we encourage you to bid now to ensure you have a good chance of securing the funding. Both the EOI and application will be kept as short as possible and should build on the substantial work already included in your full Cluster Delivery Plan.

We hope this early notification will allow you to begin discussions with local schools now they have been informed of this through the revised PDG guidance published by the Welsh Government.

There are several sources of information that you may find useful in developing your proposal, these are:

[ESTYN - Effective practice in tackling poverty and disadvantage in schools](#)

[Save the Children, Wales - Communities, Families and Schools Together](#)

[Sutton Trust – Toolkit of Strategies to Improve Learning - Summary for Schools, Spending the Pupil Premium](#)

The EOI form is attached and should be returned to the Welsh Government by 1<sup>st</sup> March 2013 if you wish to be included in the first round of funding.

Please note that any application and subsequent offer of funding will be subject to the PDG match fund being secured for **each year** of CF funding. All applications to this funding must support the development and improvement of Clusters' Learning Communities Outcome.

This is one of several Programme Bending opportunities that are being developed under the new CF programme. Some of these will be open to all Clusters, whereas others may be targeted depending on the nature of the Programme Bending activity and the partners we are working with. We will be in contact soon to outline progress on Programme Bending generally and to keep you informed of possible opportunities for your Cluster.

If you have any queries please contact Michael Curties, Programme Performance and Improvement Manager – [Michael.curties@wales.gsi.gov.uk](mailto:Michael.curties@wales.gsi.gov.uk)



**communities** first **cymunedau yn gyntaf**



Llywodraeth Cymru  
Welsh Government

## COMMUNITIES FIRST – PUPIL DEPRIVATION MATCH FUND

### EXPRESSION OF INTEREST

<b>EOI Reference</b>	<i>TO BE COMPLETED BY Welsh Government</i>
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#### **General Information**

- Expressions of Interest **must** be sent electronically, followed by a hard signed copy by post. These must be received by 1<sup>st</sup> March 2012 if you wish to be considered in the initial round.
- All relevant sections must be completed in the boxes provided. No further information is required at this time.

#### **Expressions of Interest should be returned to:**

<b>Communities First Programme Performance and Improvement Manager</b>
Communities Division Welsh Government Rhydycar Merthyr Tydfil CF48 1UZ  Tel: 0300 062 8525

**Proposed Cluster/s**

1. Name(s) of Cluster(s) Covered by this Expression of Interest

**Lead Delivery Body Details**

2. Person completing this form (this should be the person who will be the key contact for any application)			
<b>Signature:</b>		<b>Date</b>	
<b>Name in Block Capitals:</b>			
<b>Organisation and Position</b>			
<b>Contact details:</b>			
3. Proposed Lead Delivery Body (this must be an approved LDB for one of the Clusters in your proposal)			
<b>Signature:</b>		<b>Date</b>	
<b>Name in Block Capitals:</b>			
<b>Organisation and Position:</b>			

## YOUR PROPOSAL

4. Which of the following key areas will your proposal cover?	Please Tick
<p>1. Improving community engagement in schools</p> <p><i>Examples might include working with local businesses to introduce the world of work, provide examples of career paths; organise visits to workplaces or social enterprises; and develop projects with community partners.</i></p>	
<p>2. Supporting children to do well at school.</p> <p><i>This might include interventions outlined in the Sutton Trust Toolkit or Estyn's report on effective practice in tackling poverty and disadvantage in schools.</i></p>	
<p>3. School transitions</p> <p><i>Interventions to support children moving from one Key Stage to the next, or moving from school to Further and Higher Education.</i></p>	
<p>4. Improving family engagement in their children's education.</p> <p><i>This may include home-school liaison, facilitating parental involvement in school life, or supporting parents to improve their own skills, particularly in relation to literacy and numeracy.</i></p>	

5. How have you identified this need? (maximum 300 words)
<p><i>Tell us about the needs you have identified for your project and how they affect children and families. Explain how you know that they have these needs and what you have learned from discussing your plans with parents and children. Much of this information should have been gathered in your Cluster application.</i></p>

6. What Outcome do you want to achieve, how will you do this? (maximum 300 words)

*Describe your proposal and how it will meet the need you have identified in question 5, Be specific (but brief) about the project or activities you want us to fund – tell us what you will do, how you will do it and what you would spend the grant on?*

7. How will your local community, children and parents be involved? (maximum 300 words)

*Tell us who will benefit and how you plan to involve them in the project.*

### Proposal Costs and Partners

8. How much Communities First Match Funding are you applying for? (this must be matched 50/50 with PDG money)		
Activity	Total Cost	CF Match Fund Request

9. Which schools are involved in your proposal and providing the PDG match funding?		
School	Address	PDG Funding Contribution

10.. Please provide details of any other delivery partners you are intending to work with
<p style="text-align: center;"><i>Please tell us if you have already identified any other key delivery partners.</i></p>