

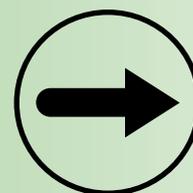
Better Schools Fund 2007-2008

National Assembly for Wales Circular No: 20/2006

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**Guidance
Circular**



**School
Standards**



- Title of Document:** Better Schools Fund 2007-2008
- Audience:** County and County Borough Councils in Wales
Welsh Joint Education Committee
Bwrdd yr Iaith Gymraeg
HM Chief Inspector of Education and Training
Welsh Local Government Association
General Teaching Council for Wales
- Overview:** Guidance to local education authorities on:
- priorities for expenditure in 2007-08;
 - grant allocations; and
 - arrangements for claiming grant.
- Action required:** Submit completed grant application pro forma (Annex D) and Management Information Returns (Annex E) by 3 November 2006.
- Enquiries about the contents of this Circular and requests for additional copies should be directed to:** Jane Sorton Davies
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- Related documents:** This document replaces the Better Schools Fund 2006-2007 Circular NAFWC 18/2005.

CONTENTS

	Page
Summary	ii
Funding Arrangements	4
Performance Monitoring and Evaluation	10
Other Information	11
Enquiries	12
Annex A:	
Activity 1: Basic Skills and Transition	13
Activity 2: Revised Curriculum and Assessment Arrangements	21
Activity 3: Pupil Support, Welfare and Health	25
Activity 4: Inclusion	31
Activity 5: Iaith Pawb mewn Ysgolion	37
Activity 6: ICT in Schools	42
Annex B: Allocations Indicative Formula 2007-08	47
Annex C: LEA Indicative Allocations	49
Annex D: Better Schools Fund 2007-08	51
Annex E: Management Information	57
Action for LEAs:	
Submit spending plans, grant application proforma (Annex D) and Management Information Returns (Annex E) by 3 November 2006	

SUMMARY

1.1 This Circular provides guidance to local education authorities (LEAs) on the Better Schools Fund programme for 2007-08. It describes the Activity and Priority Areas which are eligible for grant support within the programme, the management arrangements for the programme and the information which LEAs should provide. It also gives details of grant allocations for each LEA and the arrangements for the claiming and payment of grant.

1.2 The Circular also asks LEAs to submit formal spending plans for Assembly approval and provides details on each Activity and Priority Area to inform the preparation, monitoring and delivery of those plans.

Overview

1.3 The Welsh Assembly Government believes that every school has the capacity to improve and succeed, and is working towards a distinctive Wales school improvement programme which is “evidence-based, locally managed and professionally valid”. The Assembly’s broad agenda for supporting school improvement is set out in “Wales - a Better Country”, “The Learning Country” and “The Learning Country 2”.

1.4 Our Pedagogy Initiative will create the expectation that all practitioners will engage in the most effective teaching and learning strategies and we will draw in leading edge practice including that identified through the delivery of our strategic priorities including Foundation Phase, 14-19 Learning Pathways and the RAISE programme. The Better Schools Fund provides additional targeted support to complement these programmes by assisting schools and local authorities in the development of new initiatives and innovation.

1.5 Grant provided from the Better Schools Fund is time-limited. The normal expectation is that each Activity/Priority Area will be evaluated within a period of three years and that, where funding is required on an ongoing basis, it will be transferred into the Local Authority Revenue Settlement in accordance with the Assembly Government’s Grant Protocol with local authorities.

1.6 The Better Schools Fund may be used to assist schools and local authorities to deliver action set out in Single Education plans and to assist schools to respond to Estyn inspection reports provided the use of grant is consistent with the specific aims and objectives described in this Circular. Local authorities should take account of the full range of funding sources in developing their Better Schools Fund plans.

1.7 Grant payments are made under section 14 of the Education Act 2002.

Eligible expenditure in 2007-08

1.8 The Better Schools Fund programme for 2007-08 will consist of the following Activity Areas:

Activity 1: Basic Skills and Transition

Activity 2: Revised Curriculum and Assessment Arrangements

Activity 3: Pupil Support, Welfare and Health

Activity 4: Inclusion

Activity 5: Iaith Pawb mewn Ysgolion

Activity 6: ICT in schools

1.9 The key drivers for the use of this grant in 2007-08, which should be reflected in LEA spending plans, are:

- improving basic skills in Key Stages 2 and 3;
- improving transition from primary to secondary schools and delivering higher standards of attainment at Key Stage 3;
- preparing staff for the revised Curriculum and Assessment Arrangements;
- preparing staff for full implementation of 14-19 Learning Pathways;
- improving child protection, having regard to the recommendations of the Clywch Inquiry report;
- achieving higher levels of attendance and supporting improved educational outcomes for children and young people at risk of social exclusion including those from ethnic minorities and looked-after children;
- supporting the development of high quality services for pupils with additional educational needs;
- Iaith Pawb; and
- making the most effective use of technology to enhance teaching and learning.

1.10 In addition, the following themes are expected to underpin activities supported across the programme:

- Developing and sharing good practice;
- Promoting innovation;

- Encouraging whole-school approaches and cross-curricular interventions;
- Demonstrating the impact of measure supported by grant on teaching and learning; and
- Promoting collaborative working in line with the “Making the Connections” agenda.

1.11 In drawing up their spending plans for 2007-08, authorities should take into account the key messages contained in the Annual Report of Her Majesty’s Chief Inspector of Education and Training in Wales 2004-05, published in February 2006. They should also draw on the findings of Estyn inspection and thematic reports. The Better Schools Fund was recently the subject of a value for money study and LEAs should also take into account the WAO recommendations included in their report.

1.12 The Welsh Assembly Government recognises the crucial role of both primary and secondary schools in raising standards of attainment across Wales. Authorities are expected to consider the needs of both sectors in drawing up plans for the use of grant funding and to ensure that resources in each Activity Area are used both fairly and effectively to address these. Authorities will also need to take account of the importance of securing genuine and meaningful progression across Key Stages and in particular the transition from Key Stage 2 to Key Stage 3.

1.13 Grant provided from the Better Schools Fund can be used to support newly appointed as well as more experienced staff, including those working in the Additional Educational Needs field, and for non-teaching staff in schools (including Learning Support Assistants and Higher Level Teaching Assistants), if the training supports the objectives of the Fund.

Equal opportunities

1.14 Authorities should be aware of and take into account equal opportunities issues relating to all aspects of the grant programme for which they are responsible. No pupil, parent, teacher or other member of school or LEA staff should receive less favourable treatment on the grounds of: race; colour; sexual orientation; age; marital status; disablement; religion; family/domestic responsibilities or working patterns e.g. part-time or supply staff. Nor should any individual be disadvantaged by conditions or requirements that cannot be shown to be justifiable.

Governor training

1.15 Governor training has been discontinued as a separate Activity Area within the programme. Authorities should note, however, that expenditure on governor training will be eligible for support across other elements of the programme with particular reference to those measures which support whole-school planning.

FUNDING ARRANGEMENTS

Expenditure supported

2.1 The Welsh Assembly Government has announced provision of £38.4 million (gross) under the arrangements and conditions detailed in this Circular.

Rate of grant

2.2 The grant rate in 2007-08 will be 60% for all Activities.

Allocations

2.3 Allocations are based on a needs indicator based formula which was drawn up in consultation with LEAs. Details of the formula are given at Annex B. Most allocations will be made at Activity (not Priority) level and in general LEAs and schools will be free to decide how best to achieve the objectives for each Activity Area, taking into account local needs and circumstances.

2.4 Final allocations will be notified to authorities in January 2007, subject to approval of LEA spending plans and approval of the Assembly's budget for 2007-08.

Grant funding changes in 2007-08

2.5 No grant transfers into or from the Better Schools Fund are proposed for 2007-08. The following measures will cease to be eligible for grant support except (in the case of curriculum-based training) where they are eligible as part of preparation for the introduction of revised curriculum orders in 2008:

- Key areas for Curriculum Development
- Governor Training
- Disagreement Resolution Services
- Speech and Language Services

2.6 Those priority areas which are in their third year of funding in 2007-08 will be subject to evaluation with a view to developing appropriate exit strategies in consultation with authorities. The following table identifies the funding year for each Priority Area supported in 2007-08:

Priority Area	Year (maximum of 3)
1a - Effective transition	2
1b - Improving basic skills	2
1c - Joint working amongst small schools	3
1d - Developing thinking and learning skills	2
2a - Foundation Phase	1
2b - Supporting teacher assessment	2
2c - Training and preparation for the revised curriculum	1
2d - 14-19 Learning Pathways	3
3a - Promoting Attendance, Positive Behaviour and Emotional Health	3
3b - Safeguarding	3
3c - Appetite for Life	1 (of 2)
4a - Awareness raising and training on inclusion and specific duties relating to discrimination and equal opportunities	2
4b - Working in partnership with parents	1
5a - Raising standards across Key Stages	3
5b - Extending opportunities for pupils to practice and experience Welsh	3
6a - ICT Self Review	1
6b - Developing and sharing good practice	1
6c - ICT infrastructure and support	1 year only

Programme administration costs

2.7 LEAs may retain centrally up to 4% of their formula allocation for each Activity Area to support the administrative costs which they incur on the development and management of the programme.

Staff costs

2.8 The funding of permanent staff costs for tasks that do not accord with the objectives of the Better Schools Fund should not be met from the Better Schools Fund. If LEAs are in doubt about eligible expenditure on staff costs (e.g. peripatetic teachers), they should contact the Better Schools Fund team.

Virement arrangements

2.9 For the 2007-08 programme, the following virement arrangements apply:

- No specific restriction on virement in or out of any Activity Areas at the indicative allocation stage (except the ringfenced priority area 1C);
- Authorities should show in their spending plans for 2007-08 whether they are planning any virements between Activity Areas and why LEA allocations will be adjusted to reflect any virements agreed at this stage;
- LEAs will be given until 31 July 2007 to notify the Better Schools Fund Team of any further virements they have agreed with their schools;
- No virements will be approved after 31 July 2007.

2.10 The Welsh Assembly Government reserves the right to ask LEAs for revised spending plans where it appears that the virements proposed by the LEA will significantly affect delivery of approved spending plans. Authorities are encouraged to contact the Better Schools Fund Team as soon as possible to discuss any proposed changes to approved spending plans.

Delegating funds to schools

2.11 LEAs must involve schools closely in the implementation of grant funded activities, including decisions about the delivery of approved training and support activities.

2.12 It is a requirement that authorities will delegate an agreed proportion of their total formula-based allocation to schools. The LEA should consult with its School Budget Forum on its proposed approach to delegating grant to schools and notify plans to the Assembly on the Financial Proforma return attached at Annex D by no later than **3 November 2006**. If circumstances change, the Better Schools Fund Team must be informed as soon as possible.

2.13 LEAs should show in their completed grant applications (Annex D) what level of funding they will retain centrally or delegate to schools for each Activity Area. They should take account of any special arrangements that may apply to individual Activities and Priorities (these are set out under the relevant headings in **Annex A**). Authorities should note that, where funding is retained centrally by the LEA, no more than 4% should be used to manage and monitor these Activities.

2.14 Under the LEA Budget, Schools Budgets and Individual Schools Budget (Wales) Regulations 2003, a local education authority must include in its local schools budget expenditure offset by grant from the Better Schools Fund and the matching local authority contribution. The authority

is not required to include this expenditure in its individual schools budget distributed by formula to schools.

2.15 Where funding is delegated to schools under these arrangements, schools will need to demonstrate, through the LEA, that they are effectively carrying out the responsibility given to them under the programme. The LEA, with its schools, should establish appropriate cost-effective arrangements for doing this. These arrangements should ensure that schools effectively control devolved grant funds and use them in accordance with the relevant programme objectives, priorities and grant conditions. In particular, schools should:

- produce a costed annual programme of training and support activities designed to realise objectives made explicit in each School Development Plan;
- feature training systematically in annual development plans taking account of data made available in Estyn's annual report on standards in schools in Wales, and information published by the Welsh Assembly Government following National Curriculum Assessments of 7, 11 and 14 year olds;
- take action in as many of the relevant priority areas as possible given local circumstances and needs (taking into account School Development Plans);
- monitor programme delivery and expenditure against budget;
- ensure that copies of the annual programmes are available for examination by School Inspectors, the Wales Audit Office and LEA staff;
- provide LEAs with information required for programme monitoring and evaluation returns to the Welsh Assembly Government; and
- ensure that any likely underspend is surrendered to the LEA as soon as possible, so it can be put to good use elsewhere.

2.16 LEAs retain the ability to withdraw delegated funds, in whole or in part, from schools who fail to comply with the above requirements.

Out-of-School hours learning activities

2.17 Paragraph 53(c) of the School Teachers' Pay and Conditions Document 2005 allows employers to make payments to a teacher, including a head teacher, for participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body.

2.18 The guidance issued by the Department for Education and Skills (DfES) to accompany the School Teachers' Pay and Conditions Document 2005 indicates that:

- employers should decide whether to make payments to teachers who agree to take part in out-of-school hours learning;
- the level of payment should be covered by the school's pay policy;
- payments to full-time classroom teachers should only be made for those activities undertaken outside the 1265 hours of directed time;
- all agreements and payments to be made should be documented; and
- all such activities should require the exercise of the teacher's professional skills or judgement.

2.19 These payments can be made from the Better Schools Fund provided that:-

- the training is in line with the purposes of grant;
- the grant includes the supply cover cost of training as eligible expenditure; and
- they are not specifically excluded. In particular:
 - (a) payments should not be made for in-service training undertaken in any of the 1265 hours of directed time in which a full-time classroom teacher is expected to work; and
 - (b) payments should continue to be in line with any amended provisions to the School Teachers' Pay and Conditions Document 2005 and its supporting DfES guidance, or any replacements for them.

ICT procurement

2.20 Grant funding from the Better Schools Fund may only be used to support the procurement of ICT equipment and services under Activity Area 6, and under 1C where this can be shown to support links between small schools.

Payment of grant

2.21 Grant will be paid on a three-termly basis, covering the periods ending 31 July, 31 December and 31 March. Grant claiming arrangements for the 2007-08 programme are summarised in the table below. Claims forms will usually be issued to LEAs one month before the claim deadline. LEAs are required to send grant claims showing actual expenditure against each Activity Area (and, where appropriate, for specific ringfenced Priority Areas) as well as any virement actioned. **Please note, these arrangements represent a significant change to previous grant payment arrangements for this programme and LEAs will need to plan accordingly.**

Period ending	Claim on Form	Claim deadline	Notes
31 July 2007	BSF1 (2007-08)	30 September 2007	Actual expenditure
31 December 2007	BSF2 (2007-08)	31 January 2008	Actual expenditure
31 March 2008	BSF3E (2007-08)	15 March 2008	Estimated expenditure

2.22 Grant may only be paid for eligible expenditure incurred (or estimated to be incurred) in accordance with the terms of grant during the financial year ending 31 March 2008.

2.23 BSF expenditure will continue to be subject to external audit certification and authorities will be issued with an end of year grant claim form (BSF3F (2007-08)) as in previous years. However, grant will be paid in full on the basis of the estimated claims submitted in March 2008. If an overall under- or over-spend for 2007-08 is revealed at audit certification stage, corrective adjustments will usually be made to the second claim for the 2008-09 programme.

2.24 No grant for expenditure incurred after 31 July 2007 may be paid until the auditor's certificate for the previous financial year has been received.

2.25 Grant claims must be submitted promptly by the stated deadline. The Better Schools Fund team will issue reminders to authorities one week ahead of the deadline. We will reserve the right to withhold payment of late claims if these are not accompanied by an explanatory letter from the Director of Education.

2.26 If authorities are experiencing difficulties which will affect claims for payment, they should contact the Better Schools Fund team at the earliest opportunity.

Financial monitoring and forecasting

2.27 It is important to ensure that all grant resources are used in a timely and effective way. The Welsh Assembly Government will be closely monitoring outturn expenditure on the Better Schools Fund throughout the year and may need to follow up with authorities any issues which appear likely to affect overall spending figures for the year. To assist in this process, LEAs are required to give outline spending forecasts for each term in the grant application proforma at **Annex D**.

PERFORMANCE MONITORING AND EVALUATION

3.1 The Welsh Assembly Government is committed to developing the Better Schools Fund as an evidence-based programme. We are therefore looking to LEAs 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 Best Value and other requirements.

3.2 LEAs will be required to submit detailed spending plans for 2007-08 which set out clearly (using the prescribed proformas) the following information:

- Description of proposed training and other measures to be delivered under each Activity Area heading
- Completed Management Information targets for 2007-08 and forecast outturn figures for 2006-07
- Proposed monitoring and evaluation arrangements for 2007-08
- Details of evaluation carried out in previous years including:
 - what conclusions were drawn/lessons learned;
 - what changes have been made to planned activities in 2007-08 as a result; and
 - what arrangements LEAs will make in order to ensure that good practice/new initiatives supported by the Better Schools Fund are subsequently embedded into mainstream teaching and learning.

3.3 LEAs will also be required to submit completed proformas showing the final outturn Management Information for 2006-07, together with a brief narrative review, by no later than 31 May 2007. This information will be taken into account when planning the forward programme for 2008-09.

Guidance on Evaluation

3.4 The Welsh Assembly Government has awarded a contract to Tribal Education for the preparation of guidance on evaluating the Better Schools Fund for local education authorities and Welsh Assembly Government policy leads. This guidance is expected to be published in December 2006.

OTHER INFORMATION

Making the Connections

4.1 In line with the principles set out in “Making the Connections: Delivering Better Service for Wales” (2004) and the commitments set out in the “Delivering the Connections” Action Plan (2005), LEAs are encouraged to consider opportunities for collaboration in the planning and delivery of measures supported by the Better Schools Fund. They should also have regard to the conclusions of the Beecham Review of Service Delivery which reported in July 2006.

4.2 Where LEAs decide to work in consortia to provide specific training and support activities or projects, they may make an arrangement among themselves whereby one LEA applies for the approval of expenditure, employs any staff involved and claims grant, while the remaining LEAs contribute to the element of expenditure which is not covered by grant. Alternatively, they may prefer that each LEA takes responsibility for a share of expenditure with each making claims for grant following either separate Spending Plans or a joint Plan approved by the Welsh Assembly Government. Either arrangement is acceptable but must be clearly stated in spending plans.

Innovative approaches and other funding sources

4.3 LEAs and schools are strongly encouraged to seek opportunities to work co-operatively with other agencies, Education Business Partnerships, employers and other sponsors to develop educationally worthwhile activities or specialisms, and where possible to bolster grant provision with contributions from such partners. Activities supported from the Better Schools Fund, however, should not simply replicate or replace those already funded from other LEA resources or other Welsh Assembly Government grants. They should be additional to, coherent with and mutually reinforcing of similar activities funded through other sources. LEAs should not use any funding they receive from other government-specific grants to pay their contribution to the Better Schools Fund.

ENQUIRIES

5.1 LEAs should make sure that current Better Schools Fund service providers, and those expressing an interest in becoming a provider, are told about this Circular. Copies are available from Performance and Improvement Division 2, Welsh Assembly Government Department for Education, Lifelong Learning and Skills or from <http://www.learning.wales.gov.uk>.

5.2 Enquiries about the general content of this Circular, financial arrangements and programme conditions and procedures should be addressed to:

The Better Schools Fund Team
Performance and Improvement Division 2
Department for Education, Lifelong Learning and Skills
Welsh Assembly Government
Cathays Park
Cardiff
CF10 3NQ

Tel: 029 2082 6008

Fax: 029 2082 6016

E-mail: betterschoolsfund@wales.gsi.gov.uk

5.3 Enquiries about specific Activity and Priority Areas (but not matters of finance or virement) should be addressed to the contact officers identified at the end of each Activity Area in **Annex A**.

ACTIVITY 1: BASIC SKILLS AND TRANSITION

Priorities for 2007-08

- A EFFECTIVE TRANSITION
- B IMPROVING BASIC SKILLS
- C JOINT WORKING AMONGST SMALL SCHOOLS
- D DEVELOPING THINKING AND LEARNING SKILLS

Overall aim of the Activity

To raise standards and achievement through:

- the development and implementation of arrangements to support continuity and progression in learning for pupils moving into Key Stage 1 and between Key Stages. As in 2006-07 there is a specific focus on action to improve transition from Year 6 to 7;
- improvements in basic skills with a specific focus on reducing the number of pupils leaving school without good literacy and numeracy skills;
- the promotion of thinking skills on the basis that problem solving skills and creative skills are key features in developing pupils' cognitive abilities; and
- innovative schemes for small or rural schools to work together.

Formerly, authorities also received funding under the additional revenue funding grant arrangements to:

- support initiatives to improve standards at Key Stage 3; and
- support innovative working in small schools, including projects to enable small or rural schools to work together on raising standards and improving transition.

These resources were transferred into the Better Schools Fund in 2005-06 following consultation with the WLGA. Of this £11 million, £4.4 million was transferred into RSG to give authorities access to a source of match funding. Of the gross total, £9.5 million represents funding formerly distributed under Special Grant for initiatives to improve standards at Key Stage 3 (Priority 1A), and £1.5 million represents an element of the Special Grant for Small and Rural Schools (Priority 1C). 1C will be ring fenced as a source of funding enabling initiatives for small or rural schools to be maintained and

developed. Following discussions with LEAs the ring fencing of 1A has been removed, although authorities should ensure adequate provision is available to support the implementation of action set out in Transition Plans due to be in place by September 2007 to facilitate the transition of pupils from primary to secondary school at the end of Year 6.

PRIORITY 1A: EFFECTIVE TRANSITION

Objective

To support the development by schools, working in partnership, of effective approaches to the delivery of the curriculum so that there is continuity and progression in learning for pupils moving into Key Stage 1 and between Key Stages. This includes agreeing detailed arrangements for the sharing of information on pupils' achievements and learning needs and considering how teaching and learning methods, assessment, the tracking of pupils' progress and curriculum organisation can be best organised to improve transition.

Activities supported may include:

- **joint curriculum planning.** For example, arrangements for teachers to improve continuity in the delivery of specific subject areas or cross curricular themes such as literacy and numeracy. This might, where appropriate, be supported by use of Bridging Units.
- **achieving continuity in teaching and learning methods.** For example, arrangements for observation of classroom practice so that subjects are taught in ways that provide for continuity.
- **achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment.** For example, improving opportunities for teachers to work together to assess the work of pupils as they move from Years 6 to Year 7, including moderation of Teacher Assessment.
- **evaluating the impact of arrangements for transition on standards.** For example, agreeing appropriate indicators to monitor improvements in learning and standards resulting from improved arrangements for transition.
- **pastoral links to meet pupils' personal and social needs.** For example, **looking at means of** sharing information about pupils and providing a range of support for pupils in managing the transition into Key Stage 1 and between Key Stages.
- **communicating the learning needs of individual pupils.** For example, **considering how best use can be made of** information on those with additional learning needs, those for whom English/Welsh is an additional language, more able and talented pupils, pupils who are looked after by the local authority

and any other pupils who may be at risk of underachieving for a variety of reasons.

Eligible expenditure

- Training for teachers and other staff aimed at improving continuity and progression in learning transition.
- Costs related to staff from partner schools coming together to improve transition arrangements.
- The development of locally produced material to support improved transition arrangements.
- The salary and subsistence of staff seconded to projects to improve transition.
- The purchase of materials to be used to improve specific aspects of transition.

Grant funding may also be used to provide training against these headings for staff in special schools and peripatetic staff.

Other information

Specific attention should be given in 2007-08 to support the implementation of action set out in Transition Plans due to be in place by September 2007 to facilitate the transition of pupils from primary to secondary school at the end of Year 6. The requirement to produce a Transition Plan came into force on 1 September 2006. The first cohort to transfer under the new arrangements will be those due to transfer in September 2008.

Guidance on the development of Transition Plans for the movement of pupils from Key Stage 2 to Key Stage 3 is available from the Welsh Assembly Government.

The following publications are relevant to planning activities under this Priority:

- Aiming for Excellence in Key Stage 3, a joint discussion document produced by the Welsh Assembly Government and Estyn (2002).
- Aiming for Excellence in Key Stage 3: Moving On ... Effective Transition from Key Stage 2 to Key Stage 3. Produced by the Welsh Assembly Government and Estyn (2004).
- Aiming for Excellence in Key Stage 3: Transition planning - Key Stage 2 to Key Stage 3. A series of 2 videos and accompanying booklets produced by the Welsh Assembly Government and Estyn in partnership with BBC Wales (2004).

- Aiming for Excellence in Key Stage 3: Effective use of bridging units. Produced by the Welsh Assembly Government and Estyn (2004).
- Aiming for Excellence in Key Stage 3: Moving On ... Improving Learning. Effective Transition from Key Stage 2 to Key Stage 3. Produced by the Welsh Assembly Government and Estyn (2004).

PRIORITY 1B: IMPROVING BASIC SKILLS

Objectives

To improve basic skills with a specific focus on reducing the number of pupils leaving school without good literacy and numeracy skills. There is a specific focus on helping schools develop a whole school approach to the promotion of basic skills and support for initiatives targeted at pupils falling behind their peers at Key Stages 2 and 3.

As one element of the National Basic Skills Strategy, published in 2001, funding was provided to all local authorities, through a programme of Strategic Intervention Grants, to support the development of an innovative menu of activities to improve basic skills. This approach has been extended through the Welsh Assembly Government's basic skills strategy, Words Talk, Numbers Count. Specific attention is given to early identification and extra support for those not attaining the expected levels and falling behind their peers.

Resources made available under the Better Schools Fund should be targeted at developing and embedding the good practice developed through pump priming funding provided through Strategic Intervention Grants. The Better Schools Fund can also be used to complement other action being promoted by the Basic Skills Agency in implementing Words Talk - Numbers Count.

Eligible expenditure

- Development and implementation of whole school strategies to improve basic skills.
- Schemes and resources targeted at supporting pupils falling behind their peers in development of skills in literacy and numeracy. This can include:
 - catch up programmes;
 - activities aimed at disengaged young people;
 - provision of out of hours programmes;
 - sharing good practice;
 - training for teachers and other school staff to support a whole school approach to the improvement of basic skills;

- activities to support the achievement and retention of the Basic Skills Quality Mark;
- measures to close the gap in attainment between boys and girls; and
- targeted help for young offenders.

Activities under this Priority should help schools to improve standards of basic skills and should build on local literacy and numeracy strategies. Activity should not be limited, therefore, to activities to support work in Welsh, English and Mathematics.

There is, however, a focus on helping schools make progress at Key Stages 2 and 3. The Welsh Assembly Government expects LEAs to reflect this focus in determining the balance of their activities under this Priority. We will expect Management Information to demonstrate that attention has been given to measures for Key Stages 2 and 3.

Spending plans should also demonstrate how activity complements and adds value to work funded by the Basic Skill Agency.

Funding may also be used to provide training against these headings for staff in special schools and peripatetic staff.

Other Information

Local authorities have put in place strategies to improve standards of literacy and numeracy in the primary and secondary sectors. "Words Talk - Numbers Count" - the Welsh Assembly Government's Strategy to Improve Basic Literacy and Numeracy in Wales - has highlighted the need within such strategies to give specific attention to the development of basic skills. Basic Skills are defined as the ability to read, write and speak in English or Welsh, and to use mathematics at a level necessary to function and progress both in work and society.

The following publications are relevant to planning activities under this Priority:

- "Words Talk - Numbers Count" - the Welsh Assembly Government's Strategy to Improve Basic Literacy and Numeracy in Wales (Welsh Assembly Government, 2005)
- Raising Standards of Literacy in Primary Schools: A Framework for action (Welsh Office/OHMCI 1998).
- Raising Standards of Numeracy in Primary Schools: A Framework for action (Welsh Office/OHMCI 1999).
- Aiming for Excellence in Key Stage 3, a joint discussion document produced by the Welsh Assembly Government and Estyn (2002).

- Aiming for Excellence in Key Stage 3: Raising standards of literacy and numeracy. A series of 2 videos and accompanying booklets produced by the Welsh Assembly Government and Estyn in partnership with BBC Wales (2003).
- 'Making the Link' - curriculum guidance on literacy work across English, Welsh and Modern Foreign Languages (ACCAC, 2003, functions are now part of the Department for Education, Lifelong Learning and Skills).
- Report of a Research Project on whole school language policies in the Secondary Schools of Wales (ACCAC, 1999, functions are now part of the Department for Education, Lifelong Learning and Skills).
- Skills Across the Curriculum (ACCAC, 2002, functions are now part of the Department for Education, Lifelong Learning and Skills).

PRIORITY 1C: JOINT WORKING AMONGST SMALL SCHOOLS

Objectives

To support innovation and assist with developing schemes for schools to work together, so as to raise standards and improve transition. Small primary schools are defined for this purpose as those with fewer than 90 pupils, and secondary schools as those with fewer than 600 pupils for a 11-16 school, and 700 for a 11-18 school. Authorities without such schools should target resources on their smallest schools. Activities supported will be:

- formal and informal collaboration by schools sharing good practice and curriculum planning or sharing teachers for specific areas of the curriculum;
- clustering arrangements, federation arrangements and families of school projects;
- the secondment of advisers or teachers to promote good practice and collaboration between schools;
- sharing of administrative functions; and
- pilot projects for the development of joint working.

Eligible expenditure

- The purchase of shared curriculum materials and costs relating to dissemination and joint curriculum planning, including meetings
- Costs relating to links between school sites, including transport and IT
- Salary and subsistence costs of seconded staff, and shared staff.

Evaluation

This Priority Area will be in its third year of funding during 2007-08. The Welsh Assembly Government will therefore be undertaking an evaluation of expenditure in order to determine an appropriate exit strategy. Authorities' spending plans for 2007-08 should therefore include their assessment of the results of the spending on this priority in years 1 and 2, together with a view on whether it is necessary to continue with this funding stream as a separate ring fenced grant or whether it would be preferable to transfer the funding into revenue support grant (RSG) in line with the Assembly Government Grant Protocol in 2008/09. If funding were transferred into RSG grant there could be no expectation that it would be distributed according to the current formula.

PRIORITY 1D: DEVELOPING THINKING AND LEARNING SKILLS

Objectives

To provide support for schools to improve pupil performance through targeted initiatives to develop thinking and learning skills,

Priority should be given to the implementation of a whole school approach to the development of pupils' thinking and learning skills including problem solving and critical and creative thinking. Initiatives should also take account of guidance on the teaching and assessing of thinking and learning skills for 3-14 learners to be provided as part of the revised curriculum and assessment arrangements to be implemented from September 2008.

To support initiatives in this area the Welsh Assembly Government, working with BBC Wales, will publish in January 2007 materials for schools targeted at the development of thinking and learning skills.

It is recognised that problem solving skills and creative skills are key features in developing pupils' cognitive abilities. To develop such skills pupils have to pose questions, make predictions, take risks, express ideas and use their imagination.

Activities supported will be development and implementation of:

- a whole school approach for the development of pupils' thinking and learning skills including information processing, reasoning, enquiry, creative thinking and evaluation skills;
- structured programmes such as Instrumental Enrichment;
- subject specific programmes such as CASE and CAME;
- cross curricular programmes such as ACTS; and
- ICT based programmes.

Eligible expenditure

- Training for teachers and other staff aimed at improving thinking and learning skills
- The costs of schools coming together to share good practice
- The development of locally produced material to support development of thinking and learning skills
- The salary of staff seconded to projects to improve thinking and learning skills
- The purchase of materials to be used to improve specific aspects of thinking and learning skills

Grant funding may also be used to provide training against these headings for staff in special schools and peripatetic staff.

Other information

The Welsh Assembly Government, working with BBC Wales, will be publishing materials for schools targeted primarily at Key Stages 2 and 3 on good practice in the development of thinking and learning skills. These materials, which are being produced under the Aiming for Excellence programme, will be published for use in the 2006-07 school year and local authorities and schools should consider how BSF funds might be used to roll out and make best use of them.

The Welsh Assembly Government is also funding a development programme for Thinking Skills and Assessment for Learning. Details can be found on the Assembly website www.wales.gov.uk.

The Learning Country 2; Delivering the Promise (April 2006) recognised the progress of the Aiming for Excellence programme to date; it has also identified the need for secondary schools to raise standards of attainment at Key Stage 3 as a continuing major challenge.

ACTIVITY 1 CONTACT DETAILS

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ACTIVITY 2: REVISED CURRICULUM AND ASSESSMENT ARRANGEMENTS

Priorities for 2007-08

- A FOUNDATION PHASE
- B SUPPORTING TEACHER ASSESSMENT
- C TRAINING AND PREPARATION FOR THE REVISED CURRICULUM
- D 14-19 LEARNING PATHWAYS

Overall aim of the Activity

To support schools' preparation in familiarising themselves with the revised Orders and frameworks, and preparing schemes of work for Foundation Phase, Key Stage 2 and Key Stage 3.

To support school staff in preparing for implementation of a wider range of curriculum options especially in partnership with other learning settings.

To support and enhance the development of observation assessment procedures and teacher assessment for Key Stage 1, and transition to Key Stage 2.

To support arrangements to strengthen and secure teacher assessment at each Key Stage via internal standardisation and moderation procedures.

PRIORITY 2A: FOUNDATION PHASE

Objectives

To support schools' preparation for the introduction of the Foundation Phase from September 2008.

The aim of the Foundation Phase is to develop in pupils a positive disposition towards learning and stronger and better developed speaking and listening skills.

The effectiveness of both the training and Foundation Phase will be evaluated by Estyn and the Teacher Assessment results that are collected at the end of the Foundation Phase and in due course the end of Key Stage 2. However, these are long term outcomes which will become apparent after the Foundation Phase has bedded down and staff become familiar and comfortable with the philosophy and style required by the Foundation Phase.

Eligible expenditure

- Managing the planning for and introduction of the Foundation Phase.
- Training for teachers and classroom assistants in all aspects of the Foundation Phase curriculum including:
 - the pedagogy necessary to deliver the seven Areas of Learning;
 - developing children's skills through play and active involvement;
 - assessment through observation;
 - recording and reporting the assessment outcomes; and
 - use of the outdoor environment.

Other information

In addition to the BSF funding there is in the Foundation Phase budget a further £7.5 million. This budget is intended to cover the cost of continuing the Foundation Phase Pilot in 42 schools/settings, possibly extending the Pilot into some Flying Start areas and funding training for the maintained and non-maintained providers. The amount that will be set aside for training will not be known until late Autumn; however, it is intended that this money will supplement that which is available through BSF. An outline training programme and support materials will be prepared in late Autumn and will be developed and shared with LEA contacts. The aim of both the BSF money and the training element of the FP budget is to prepare teachers and classroom assistants in the pedagogy of the Foundation Phase.

PRIORITY 2B: SUPPORTING TEACHER ASSESSMENT

Objectives

To support and enhance the development of observation assessment procedures and teacher assessment for Key Stage 1, and transition to Key Stage 2.

To support the development of robust internal standardisation arrangements and moderation procedures for teacher assessment at Key Stages 2 and 3. The enhancement of systems and processes to support Key Stage 3 schools regarding external moderation. Development and sharing of good practice in teacher assessment specifically in relation to non-core subjects at Key Stage 3, attainment targets at Key Stage 2, and cross-phase moderation to support transition.

Eligible expenditure

- Costs relating to moderation, links between cluster groups and between secondary schools and their feeder primary schools, including meetings

- Costs relating to links between schools, including transport
- Salary and subsistence of seconded staff
- Measures to support teachers and other staff aimed at improving standardisation and moderation of teacher assessment
- Costs relating to support for teacher assessment and observation skills in Key Stage 1
- Development of robust practice in the teacher assessments of core/non-core subjects at attainment target level at Key Stages 2 and 3
- Training for teachers and administrative staff in relation to the establishment of robust procedures for effective use of ICT in recording, reporting, and exchange of teacher assessment data.

PRIORITY 2C - TRAINING AND PREPARATION FOR THE REVISED CURRICULUM

Objectives

To support schools' preparations for use of the revised Curriculum Orders for 3-14 year olds, that will be published in January 2008 for implementation from September 2008 onwards.

To support development and sharing of good practice, to promote effective teaching and learning strategies for 3-14 year olds.

To provide for specialist sex and relationships education support and training for teachers as recommended in the Estyn report on Sex and Relationships Education published in 2005.

Eligible expenditure

Measures to support:

- staff in familiarising themselves with the revised Orders and frameworks, and preparing schemes of work for Foundation Phase, Key Stage 2 and Key Stage 3;
- good practice, and training to support greater emphasis, for teaching and assessing thinking and learning skills for 3-14 learners;
- development of outdoor learning environments (in particular, for Foundation Phase);
- specialist training and support for teachers in sex and relationships; and
- development of innovative approaches to teaching science.

Other information

The Welsh Assembly Government will be working with Techniquest and other partners during 2006 on a feasibility study to examine options for promoting innovative approaches to science teaching in Wales, including outreach from the National Science Centre in York.

PRIORITY 2D - 14-19 LEARNING PATHWAYS

Objectives

To support school staff in preparing for implementation of a wider range of curriculum options especially in partnership with other learning settings. To support the enhancement of delivery for aspects of the Learning Core plus Learning Coach provision. Guidance and exemplification of good practice can be found at <http://old.accac.org.uk/eng/content.php?mlID=482>.

Eligible expenditure

- Measures to support staff in implementing 14-19 Learning Pathways, including wider options and opportunities and the Learning Core
- Good practice in collaboration between learning providers.

ACTIVITY 2 CONTACT DETAILS

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ACTIVITY 3: PUPIL SUPPORT, WELFARE AND HEALTH

Priorities for 2007-08

- A PROMOTING ATTENDANCE, POSITIVE BEHAVIOUR AND EMOTIONAL HEALTH
- B SAFEGUARDING
- C APPETITE FOR LIFE

Overall Aim of the Activity

To raise standards of attainment for disadvantaged pupils and pupils from disadvantaged communities.

To improve school attendance and reduce the number of pupils who are excluded from school.

To raise awareness of and equip staff in schools and education services to take appropriate action in response to child protection issues.

To build on and complement programmes of activity supported under the RAISE programme.

PRIORITY 3A: PROMOTING ATTENDANCE, POSITIVE BEHAVIOUR AND EMOTIONAL HEALTH

Objectives

To develop a rolling programme of innovative projects that will:

- promote community and school-based action to address pupil disaffection and behaviour difficulties, including working with parents and multi-agency approaches, aimed at meeting targets to reduce absence and make provision for excluded pupils;
- build on the guidance set out in Welsh Assembly Government Circular "Inclusion and Pupil Support" on reducing the risk of disaffection in the classroom, with particular reference to the promotion of good behaviour, and supporting secondary schools with serious problems of low attendance and low attention;
- develop approaches to improving attendance, setting in place effective anti-bullying strategies and dealing effectively with incidents of bullying;
- support curriculum development, staff training, specialist pastoral care, re-integration and training in behaviour management; and

- support the professional development of Education Welfare Service (EWS) staff, and build on the recommendations of the Assembly's review of the EWS.

Eligible expenditure

The Welsh Assembly Government is looking to focus on a rolling programme of targeted, innovative projects supporting the guidance outlined within "Inclusion and Pupil Support" (due for publication Autumn 2006), and consistent with local authorities' Single Education Plans.

The main activities which may be supported by BSF grant are as follows:

- Developing and monitoring effective anti-bullying policies, reflecting the recommendations of the Cardiff University Report on the assessment of school anti-bullying policies published in May 2006
- Preventative action aimed principally at the 4-10 age group
- Training to ensure effective use of new and updated school management information systems, incorporating attendance packages to monitor and follow up non-attendees. Specifically to assist the implementation of the capital funding in this area to achieve a minimum standard where systems can facilitate the delivery of electronic, pupil level attendance data by January 2008
- Developing arrangements to monitor and evaluate the effectiveness of out of school provision, including monitoring the placement and progress of individual pupils (in response to new education planning format)
- Developing arrangements for Induction and Continuing professional development for the Education Welfare Service, reflecting the recommendations of the Review of the Education Welfare Service in Wales
- Developing of support work with parents, specifically to support the introduction of parenting orders and parenting contracts from May 2006
- Coaching and mentoring schemes to support pupils in danger of disengagement and disaffection, with specific focus on counselling and emotional health issues.

Funding may also be used to provide training for staff other than teachers who are engaged in strategies designed to improve school attendance and behaviour and make provision for excluded pupils.

All activities should involve parents, pupils and where appropriate local agencies in their design and implementation.

As indicated at the beginning of the circular, Activity 3A is entering year 3 of grant funding. As such at the end of the year the Welsh Assembly Government will be contacting Local Authorities to request details of the impact and evaluation of work undertaken and funded under this activity over the 3 year period.

Other information

The Task and Finish Group Report on Attendance outlines the Assembly's future approach on improving attendance. National Assembly for Wales Circular 23/2003: "Respecting Others" sets out the Assembly's guidance on statutory duties and good practice on tackling bullying. Guidance on preventing and dealing with exclusions, including reintegration, is covered in Circular 1 and 1A/2004: "Exclusion from Schools and Pupil Referral Units".

Reference should be made, where appropriate, to the following:

- Review of Electronic Registration (Welsh Assembly Government)
- Review of the EWS in Wales (Welsh Assembly Government)
- Assessment of School Anti-Bullying Policies (Welsh Assembly Government)
- Review of Good Practice in anti-bullying strategies in schools in Wales (Estyn)
- Review of Good Practice in tackling attendance issues (Estyn)
- "Missing Out" (Audit Commission Report)

PRIORITY 3B: SAFEGUARDING

Objectives

To safeguard and promote the welfare of children.

Section 175 of the Education Act and its associated guidance introduces from 1st September a statutory duty for LEAs and governing bodies to safeguard and promote the welfare of children. Guidance on this duty is due to issue in the Autumn term. The importance of inter-agency working and timely training in support of these principles are also set out in "Safeguarding Children: Working Together to under the Children Act 2004" and the Welsh Assembly Government's response to the Children's Commissioner's Clywch Report.

Eligible expenditure

This Activity supports initiatives that:

- provide for training, including inter-agency and multi-agency training, for designated teachers and school staff in safeguarding pupils;
- provide for training for all education service staff to promote alertness to signs of abuse and neglect and knowledge of how to report concerns or suspicions, and liaison with the Local Safeguarding Children Board, within the context of school-based safeguarding measures;
- lead to the development of policies, procedures and effective systems that are designed to keep children and young people safe; and
- provide for training to support the implementation of action in response to the Clywch recommendations.

PRIORITY 3C: APPETITE FOR LIFE

Objectives

To support the introduction of more stringent standards for school lunches and new minimum standards for **all** food and drink available throughout the school day by developing a whole school approach to food and nutrition.

As part of the whole school approach to food and nutrition, develop strategies aimed at maximising uptake of free school meal entitlement.

Eligible expenditure

This activity supports initiatives that provide for the:

- development and implementation of a whole-school food policy in partnership with key stakeholders;
- development of effective monitoring and reporting systems on progress in meeting the objectives set out in the whole-school policy;
- development of mechanisms to facilitate work with parents and pupils to promote and support the whole-school food policy;
- training for school staff (and governors) on whole-school approach to food and nutrition in schools;

- development of approaches to maximise take-up of free school meal entitlement including strategies to help address stigma attached to free school meals;
- initiatives which will demonstrate ways of developing innovative approaches to the teaching of nutrition and cookery skills. For example clusters of primary and secondary schools working together to share expertise; and
- support and training related to the development of food and fitness actions in healthy schools.

Other information

Appetite for Life aims to improve the food and drink consumed throughout the school day which is one of the actions set out in the Food and Fitness Implementation Plan. It is therefore expected that schools will also consider the impact of physical activity in developing their whole-school food policy.

The Welsh Assembly Government is currently developing guidance on whole school food and fitness policies which will be available by April 2007 and should be referred to when taking forward action in this area.

Following the consultation period (20 June - 31 October 2006) for *Appetite for Life* the subsequent action plan will be published by June 2007. It is anticipated that all schools would have whole-school food policies in place by end of the Summer 2008. This Activity would support school preparation and early implementation of the new plans and therefore would only be available during 2007-08 and 2008-09.

Local authorities and schools should work in partnership with their local healthy school schemes in developing this activity.

It is anticipated that Estyn will introduce a comment in the inspection reports of individual schools on the school's general approach to healthy eating and food.

ACTIVITY 3 CONTACT DETAILS

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ACTIVITY 4: INCLUSION

Priorities for 2007-2008

- A AWARENESS RAISING AND TRAINING ON INCLUSION AND SPECIFIC DUTIES RELATING TO DISCRIMINATION AND EQUAL OPPORTUNITIES
- B WORKING IN PARTNERSHIP WITH PARENTS

Overall aims of the activity

This activity aims to ensure a range of provision and support is in place across all schools and LEAs in Wales to meet the needs of learners with additional needs. It aims to improve practice in developing mechanisms that supports inclusion and raises standards for disadvantaged groups of learners.

Other Information

“The Learning Country” and “The Learning Country 2” directly promote inclusive education and set out an agenda for education in Wales that enshrines the following principles:

- There must be high standards and expectations, together with progressive improvements in outcomes for all learners
- The interests of learners override all other considerations
- Barriers to learning must be recognised and steadily overcome
- Academic, technical and vocational learning pathways must have parity of esteem
- Inequalities in achievement between advantaged and disadvantaged areas, groups and individuals must be narrowed in the interests of all.

The term additional learning needs is used to describe pupils with a diverse range of needs who require targeted support to enable them to access educational opportunities and fulfil their potential (please refer to Inclusion and Pupil Support Guidance 2006). Potentially there are many pupil groups who could be identified as having additional learning needs which need to be addressed. However, the main groups for consideration in this activity area include:

- black and minority ethnic (BME) pupils including those learning English as an additional language (EAL);
- children of families seeking asylum or who have refugee status/ unaccompanied asylum seeking children;

- gypsies and travellers;
- pupils with special educational needs as defined within the SEN Code of Practice for Wales;
- disabled pupils;
- more able and talented pupils;
- those who are looked-after by a local authority;
- pupils with medical needs;
- young parents and pregnant young women;
- young offenders;
- children of families in difficult circumstances;
- young carers;
- lesbian, gay, bisexual and transgender pupils;
- school phobics and school refusers; and
- pupils who perform or who have employment.

This list is not intended to be exhaustive as children and young people may have additional learning needs at different times throughout their education.

PRIORITY 4A: AWARENESS RAISING AND TRAINING ON INCLUSION AND SPECIFIC DUTIES RELATING TO DISCRIMINATION AND EQUAL OPPORTUNITIES

Objectives

To ensure schools supported by LEAs and others actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with additional learning needs and disadvantaged groups. To ensure all teachers and learning support assistants are able to identify pupils with additional learning needs, are equipped with the knowledge and skills needed to provide appropriate support to individual learners and know when to seek specialist advice from others.

To ensure an adequate supply of teachers and specialists within an LEA or region with recognised qualifications for working with pupils with additional learning needs.

This priority area also relates to the statutory duties on schools and LEAs inherent in the SEN and Disability Act 2001 relating to inclusion and equal opportunities legislation.

Eligible expenditure

- Development of effective Inclusion policies and training within schools and LEAs as prescribed in Welsh Assembly Government guidance on Inclusion and Pupil Support (2006)
- Purchase, production and dissemination of materials associated with inclusion and equal opportunities
- Provision of bilingual (English/Welsh medium) training for teachers and Learning Support Assistants (LSAs) in aspects of additional learning needs and equality, including early identification and their statutory duties in this regard
- Appropriate training opportunities for teachers to undertake specialist training in additional learning needs, such as:
 - the mandatory qualification for teaching pupils with sensory impairments;
 - English as an additional language training;
 - Post graduate qualifications in ALN related training such as autism, speech, language and communication, behaviour, severe and or profound learning difficulties; and
 - E-learning course for SEN (30 credits towards Masters) to be developed in 2007/08 to a post graduate certificate in ALN.
- Awareness raising and training in relation to all matters of discrimination including age, race, sex, disability, gender and others
- Measures to address possible local or regional shortfalls in the number of specialists able to practice through the medium of Welsh
- Delivery of training on additional learning needs and equality within and across regional boundaries.

PRIORITY 4B: WORKING IN PARTNERSHIP WITH PUPILS AND PARENTS

Objectives

This priority area aims to promote good working relationships with pupils with additional learning needs and their parents. To ensure appropriate information, advice and guidance is readily available within LEAs and schools and to ensure appropriate mechanisms are in place to resolve disputes working with others such as the parent partnership service and in the provision of appropriate disagreement resolution services.

Eligible expenditure

- The production and dissemination of information and guidance materials for pupils and parents
- The provision of services to promote better partnership working and to ensure pupils and parents play an active role in the decision making process in relation to provision and support
- Working with other statutory agencies and the voluntary sector in the provision of one-stop information services for pupils and parents
- Provision of specialist advocacy services for pupils with additional learning needs
- Information, advice and guidance for parents whose home language is neither English nor Welsh
- Support for parents with special health needs and or learning needs.

Outcome Measures

- The development of a training needs analysis within an LEA in relation to training on the above activity areas to inform future training needs. Information must be gathered at school and LEA level relating to the number of teachers, LSAs and specialist staff employed, any specialist qualifications they hold, their ability to work through the medium of Welsh, the type of training undertaken, the delivery mechanism, date and duration of the training
- Number of teachers and LSA undertaking training, along with an evaluation of that training the type of training, delivery mechanism and accreditation must be evidenced
- Number of teachers in training and those having acquired a specialist qualification in an area of additional learning needs and specifically identify those who are able to work through the medium of Welsh
- LEAs to develop a register of teachers and LSAs with specialist qualifications for supporting pupils with additional learning needs and a profile of their training
- Evidence of collaborative working across agencies and regions to ensure a range of appropriate provision and support available to meet the needs of learners with additional needs
- Improved information and advice available to pupils with additional learning needs and their parents.

Monitoring and Evaluation

LEAs are required to submit a report annually to the Welsh Assembly Government on this Activity Area. This report must include:

- a copy of the training needs analysis;
- the training available for ALN within the LEA and across the region;
- the mechanisms used to evaluate the training of teachers, LSA and specialist staff;
- the mechanisms used for working in partnership with pupils and parents, how they evaluate their views on the information and advice provided and the development of specialist advocacy services; and
- any arrangements for collaborative working.

LEAs will also be required to submit evidence of how they have monitored the outcomes and progress of learners with additional learning needs, identifies gaps in support and future plans to meet the range of additional learning needs.

This activity should support the identified priorities within local authority single education plans for learners with ALN.

Other Information

Local Education Authorities should have regard to the following legislation and national guidance documents:

- Inclusion and Pupil Support (2005)
- Quality standards in Sensory Impairment Services (2006)
- ASD strategy for Wales (consultation 2006)
- Supporting Pupils with Medical Needs (consultation 2006)
- Quality Standards in supporting pupils who are More Able and Talented (consultation 2006)
- Working Together - Speech and Language Services for children and young people (2003)
- Emotional Health and Wellbeing of pupils
- Ethnic Minority Strategy for Wales (consultation 2006)
- SEN and Disability Act 2001
- The Education Act 2002

- The SEN Code of Practice for Wales (2002)
- “Shaping the Future for Special Education - An Action Programme for Wales” (1999)
- The SEN Handbook of Good Practice (2003)
- The Disability Discrimination Act (2005)
- The Race Relations Amendment Act (2001).

A range of training opportunities both at a local level and more formal courses provided by Higher Education Institutions are areas of eligible expenditure within this activity area.

ACTIVITY 4 CONTACT DETAILS

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ACTIVITY 5: IAITH PAWB MEWN YSGOLION

Priorities for 2007-08

- A RAISING STANDARDS ACROSS KEY STAGES
- B EXTENDING PUPIL OPPORTUNITIES TO PRACTISE AND EXPERIENCE WELSH

Overall aim of the Activity

This activity aims to ensure that the teachers' linguistic skills are at an appropriate level and there is a range of provision and support in place across all and between each Key Stage to ensure effective delivery of Welsh in schools and that pupils' learning of Welsh within the curriculum can be further supported through additional opportunities to enjoy activities both within and outside the school setting, through the medium of Welsh.

This Activity Area provides training and support measures to assist with implementation and development of Welsh as both a first and second language within the National Curriculum; and to extend opportunities for pupils to practice and experience Welsh in a non-curricular setting. Support should be made available to primary, secondary and, where appropriate, special schools. *Iaith Pawb*, a National Action Plan for a Bilingual Wales, set out the Welsh Assembly Government's vision of the ways in which support for the language should develop up to 2010. Chapter 4 of the Action Plan sets out the detailed vision for education and training.

The Welsh Assembly Government acknowledges that the challenges associated with the effective delivery of Welsh as a second language, as noted in Estyn Reports and the Annual Report of the Chief Inspector, continue and schools will need to address these. At the same time, schools should also develop strategies which will enable them to respond to the issues identified in *Iaith Pawb* in terms of continuity and progression, innovative approaches to language learning, expanding opportunities for offering selected subjects through the medium of Welsh, and improving the linguistic capabilities of teachers and other school staff.

As the Foundation Phase is rolled out across Wales we will see the development of a revised curriculum and new approaches to learning. The addition of a seventh area of learning, Bilingualism and Multicultural Understanding, will increase the opportunities given to young children to experience Welsh and to undertake activities through the language. Staff working in the Foundation Phase will, therefore, need to build on and extend the provision that they currently offer children from 3 to 7 years.

LEA and school action in this area should take account of successful applications for Welsh language education grant from the Welsh Language Board, together with the Estyn Report "Survey of the Work of Athrawon

Bro in Wales". Authorities and schools should also pay particular attention to "Developing Dual Literacy: An Estyn Discussion Paper", and to the findings and recommendations in Estyn's publication "A Survey of Welsh second Language in Key Stages 2 and 3 and Transition" published in 2004.

Other Information

As indicated at the beginning of the circular, Priorities 5A and 5B are entering year 3 of grant funding. The Welsh Assembly Government will initiate discussions with LEAs before Christmas 2006 on evaluation and future arrangements for these Priorities.

WJEC national programme

£200,000 has been earmarked for the Welsh Joint Education Committee to continue the funding for the National INSET Programme for Welsh and the Welsh-Medium National INSET Programme. This funding is administered separately from the remainder of the programme, and will be subject to evaluation in 2006-07.

PRIORITY 5A: RAISING STANDARDS ACROSS KEY STAGES

Objectives

To develop the linguistic and methodological skills of staff to enable them to teach Welsh/Welsh second language to National Curriculum standards in primary, secondary and special schools.

To promote linguistic continuity in the transition from primary to secondary school.

Eligible activities

LEA spending plans are expected to give priority to the development of strategies to complement the Iaith Pawb agenda and in particular those which target:

- continuity and progression, including strategies to counter the drift from first language to second language in the transition from primary to secondary school;
- innovative approaches to language learning including timetabling of lessons, immersion and intensive language teaching techniques;
- increasing the capacity to offer selected subjects through the medium of Welsh; and

- the creation and development of locally produced materials (print, electronic etc) to support the better delivery of Welsh as a subject, including training in its use in the classroom. The Assembly Government requires that any materials produced under grant from the Better Schools Fund, and which are suitable for ICT application, will be made available through NGfL Cymru in due course (subject to quality control mechanisms established for NGfL Cymru).

Training for teachers and classroom assistants remains eligible for grant support where LEAs can demonstrate with reference to evaluation that this will:

- improve the linguistic skills of teachers and classroom assistants;
- improve the methodological skills of teachers;
- develop the skills required to act as a subject co-ordinator within a school or cluster of schools;
- address the challenges associated with the successful delivery of Welsh at Key Stage 2;
- improve continuity and progression across Key Stages, particularly in the transition between Key Stages 2 and 3; and
- ensure the effective implementation of Welsh at Key Stage 4.

Other information

In the primary sector, LEAs and schools should aim to raise overall standards of attainment in Welsh/Welsh second language through, in particular, developing the skills required to act as a subject co-ordinator within a primary school or for a cluster of primary schools.

Schools will wish to have regard to the range of materials to support the teaching of Welsh second language, in particular the materials for GNVQ at Key Stage 4.

Authorities and schools should give particular attention to the links between measures which they wish to take in this area and the LEA strategies for literacy more generally.

Training programmes should be based on the achievement of specified linguistic competencies and lead to certification and, possibly, accreditation. Schools and LEAs will wish to have regard to the optional assessment materials for Welsh second language at Key Stage 3 and materials for Welsh at Key Stage 2 and 3 and Welsh second language Key Stage 2.

Linguistic continuity

In Iaith Pawb, the Welsh Assembly Government has identified linguistic continuity as an area to be addressed:

“The Assembly Government will research further into the question of **linguistic continuity** so that pupils will continue to develop their skills in Welsh as they move from one stage of their education to another. It appears that a drift from first language to second language occurs as pupils transfer from primary to secondary school. It may follow that a pupil sits an examination that is inappropriate educationally and linguistically. The same tendencies are evident as pupils who follow courses through the medium of Welsh up to Key Stage 2 choose not to do so in Key Stage 3. We shall be asking Estyn and the Welsh Language Board to examine these issues in more detail”

Detailed research into the reasons why this drift occurs has now been published together with the advice and recommendations. Four key factors were identified as having a crucial influence on language provision:

- The existence or otherwise of a clear language progression policy on the part of the LEA
- The existence or otherwise of a clear language progression policy on the part of the secondary school
- The clarity of understanding between primary schools and the receiving secondary schools
- The perception of parents and the advice provided to them by headteachers.

Accordingly, one of the recommendations to the Welsh Assembly Government, which the Minister for Education, Lifelong Learning and Skills has accepted, is that it should make:

“... language continuity a core feature in the Assembly's guidance on statutory transition schemes, thereby ensuring that progression in language is an issue for discussion at entry to secondary education”

PRIORITY 5B: EXTENDING OPPORTUNITIES FOR PUPILS TO PRACTISE AND EXPERIENCE WELSH

Objective

To extend opportunities for young people to undertake a range of new informal activities which support normal curricular activities within the school setting and complement (but not duplicate) work supported through alternative funding mechanisms.

Activities supported under this Priority Area should demonstrate clear added value and be available to young people as far as possible outside the school setting. They should demonstrate to young people that their learning of Welsh within the curriculum can be followed by the opportunity to enjoy activities outside school, through the medium of Welsh.

Some examples of activities already supported through the BSF to extend training on incidental Welsh, for which LEAs have reported positive outcomes, include:

- promoting “Chwaraeon Y Buarth” (Yard Games);
- conducting tuck shops, assemblies and other school activities through the medium of Welsh;
- writing, oracy and drama workshops;
- folk dancing; and
- preparing pupils for a jamboree of traditional and modern Welsh songs and games through the medium of Welsh.

Eligible expenditure:

- Support for informal as well as formal opportunities (for out of hours activities or activities that take place within the school day) which give pupils opportunities to practise their oral Welsh skills.
- Support for the delivery of Foundation Phase bilingualism in schools and other settings.

Other information

Local authorities will need to engage with a range of partners e.g. Mentrau Bro, Youth Services, Sports Clubs and other groups that provide activities to young people and make arrangements for young people to engage in taster sessions as well as longer involvement in these activities. Opportunities which offer first language Welsh speakers to engage with Welsh learners to undertake these informal activities will also be encouraged. The involvement of young people in developing such links will also be welcomed.

ACTIVITY 5 CONTACT DETAILS

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Performance and Improvement Division

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ACTIVITY 6: ICT IN SCHOOLS

Priorities for 2007-08

- A ICT SELF REVIEW
- B DEVELOPING AND SHARING GOOD PRACTICE
- C ICT INFRASTRUCTURE AND SUPPORT

Overall Aims of the Activity

To develop the effective use of ICT in order to enhance teaching and learning across the curriculum.

To demonstrate the impact of ICT in improving standards of attainment for pupils.

General requirements

It remains the Welsh Assembly Government's expectation that:

- all schools should have a level of ICT provision which is sufficient to enable pupils to develop and apply their ICT skills in their studies across the national curriculum (the recommended minimum pupil:computer ratio is 8:1 in primary schools and 5:1 in secondary schools);
- all schools will be connected to the Lifelong Learning Network; and
- LEAs will give particular attention to meeting the needs of small and isolated schools, pupils support units and special schools.

Procurement arrangements for ICT are a matter for local decision but authorities will need to demonstrate that they have complied with European procurement legislation and Best Value requirements. LEAs are encouraged to consider open source solutions where these will represent best value for money and are locally sustainable.

LEAs should ensure that their schools have effective arrangements in place to protect pupils from on-line access to undesirable materials and address other Internet-related child protection issues.

Where LEAs have used BSF resources to develop online curriculum resources for teachers, the normal expectation is that this will be published through NGfL Cymru (subject to quality assurance processes).

ICT Teacher Training

Training for teachers in the delivery of the ICT curriculum changes due to be introduced in 2008 may be supported under Activity 2.

PRIORITY 6A: ICT SELF REVIEW

Objectives

To promote understanding and adoption of ICT self review.

To enable schools to carry out a robust assessment of their ICT capabilities and identify action needed to secure the effective use of ICT in teaching and learning.

To assist schools to assess the impact of ICT in improving standards of attainment for their pupils.

Eligible Expenditure

- Training for local authority staff in the principles and practice of ICT self review and the operation of the ICT Self Review Framework in Wales
- Training for ICT coordinators and school leaders in the principles and practice of ICT self review and the operation of the ICT Self Review Framework in Wales
- Accreditation of local authority staff to act as assessors under the ICT Self Review Framework in Wales
- Collaborative initiatives between LEAs which will develop training or resources to help schools across Wales prepare for self-review.

As with other Activity Areas, training costs may include the costs of necessary supply cover.

Other information

The four UK Education Departments have been working with Becta (British Education Communications & Technology Agency) and other partners on the development of an ICT Self Review Framework which is intended to help schools assess their performance in the use of ICT and to identify and take appropriate improvement action in key areas including: leadership and management, professional development, curriculum, extending opportunities and assessment. An integral element of the Becta framework is the assessment by schools of the impact which ICT has had on pupil outcomes.

From September 2006, the Welsh Assembly Government will be supporting a pilot project in partnership with Becta in order to:

- assess the appropriateness of the Becta ICT Self Review Framework for adoption in Wales;
- develop bilingual support and documentation which is contextualised to Wales (including reference to the Estyn inspection framework and relevant LEA arrangements); and
- provide advice on the main challenges and opportunities encountered by schools in completing the self-review framework and how these might be addressed.

Subject to the outcome of the pilot project, the expectation is that the scheme would be rolled out in Wales during 2007-08.

Detailed information on the Becta **ICT Self Review Framework** and the associated voluntary accreditation scheme **ICT Mark** is available at <http://www.becta.org.uk>.

PRIORITY 6B: DEVELOPING AND SHARING GOOD PRACTICE

Objectives

To support and evaluate innovative approaches to the use of ICT in order to improve teaching, learning and organisational effectiveness in schools.

To promote joint working across the broadband Lifelong Learning Network.

To identify and share good practice in the use of ICT in schools.

Eligible Expenditure

- Training and other measures - including investment in hardware and software - which support innovative uses of ICT and assist schools to make best of ICT in order to improve the delivery of the national curriculum; to extend opportunities and improve ICT skills; and to raise standards of attainment.
- Development and dissemination of good practice including, where appropriate, case study materials for publication on NGfL Cymru.
- Training and other measures to assist LEAs and schools to respond to recommendations emerging from the Schools ICT Strategy.

LEAs spending plans must explain how school development plans and/or self review arrangements will be used to target support for individual schools.

LEAs should give particular attention to the potential for ICT to support collaboration between schools (and between schools and other learning providers) which makes effective use of the broadband Lifelong Learning Network; and to assisting schools to implement effective whole-school strategies for the use of ICT.

Other information:

Schools ICT Strategy

The Welsh Assembly Government has also established a working group to prepare a **strategy document on ICT in schools**. The strategy should be based on a clear vision of the potential for the use of ICT to transform:

- learning, teaching and attainment, within and beyond the curriculum, within and beyond the school; and
- organisational effectiveness.

The strategy document should give advice and make recommendations to the Welsh Assembly Government on:

- developing the school leadership and other leadership skills necessary to translate this vision into practice on the ground;
- ensuring that all school staff have the confidence and skills to embed the use of ICT in learning, teaching and assessment;
- the current state of ICT provision in Wales and future needs in sustaining and developing this provision (both in terms of levels on ICT provision and technical support);
- the role of ICT in supporting the Assembly's educational agenda for raising standards and improving educational opportunities and outcomes for all (including the National Curriculum, the Foundation Phase, 14-19 Learning Pathways, community focused schools) as set out in The Learning Country and related policy documents; and
- how school practice in the use of ICT should be measured and evaluated.

The strategy document should include specific measures (including levels of ICT provision and support) needed to ensure that ICT is used effectively to fulfil National Curriculum requirements (including those for IT), raise standards and improve organisational effectiveness. It should also draw on evidence of good practice in the use of ICT in Wales, the rest of the UK and elsewhere and identify key actions needed. It will have regard to the development of the wider e-learning agenda.

The working group is expected to produce a report in March 2007, with recommendations to be subject to wider consultation in 2007.

PRIORITY 6C: ICT INFRASTRUCTURE AND SUPPORT

The following expenditure will continue to be eligible for grant support from the Better Schools Fund **during 2007-08 only**:

- Internet connectivity for schools
- ICT maintenance and repair
- Licensing for Internet filtering software

This is a transitional arrangement to give those authorities who require it a reasonable period of time in order to make local, sustainable arrangements for supporting these costs from 2008-09 onwards.

LEAs must state in their spending plans for 2007-08 the amount of BSF grant that will be used to meet these costs. The Better Schools Fund will review with individual authorities what arrangements they are making to secure funding for these costs from 2008-09 during the 'one-to-one' meetings which will take place in April-May 2007.

The Better Schools Fund team will also consider during 2007-08 whether there is a requirement to transfer these resources from the Better Schools Fund to the local government revenue settlement for 2008-09 onwards. This decision will be subject to the outcome of the Welsh Assembly Government's forward financial planning review.

ACTIVITY 6 CONTACT DETAILS

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Performance and Improvement Division

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INDICATIVE ALLOCATIONS FORMULA 2007-08

The 2007-08 allocation formula is set out below. The following variables and weightings have been applied to the formula to calculate the individual LEA allocations for 2007-08 set out at Annex C. Final allocations remain subject to the outcome of the Budget Planning Round and will be announced in January 2007.

Activity Area	Amount to be allocated	Variables	Weighting
1. Basic Skills and Transition	£15.6m	Number of pupils (P, S, SP) Child Deprivation Index Settlement	33.3 33.3 33.3
Of which:			
<i>transition</i>	<i>9.5m</i>	<i>Distributed with former ARF formula</i>	
<i>Ringfenced small schools bel</i>	<i>1.5m</i>	<i>Distributed with former ARF formula</i>	
2. Revised Curriculum and Assessment Arrangements	£3.6m	Number of pupils (P, S, SP) Child Deprivation Index Settlement	33.3 33.3 33.3
3. Pupil Support, Welfare & Health	£5.0m	Model No of teachers Number of pupils (P, S, SP) Child Deprivation Index	33.3 33.3 33.3
4. Inclusion	£3.0m	SSA element:- population aged 0 to 19 settlement 40,000 dep children in low s-e group dep children in families on IS/JSA dep children in lone adult households	 80 10 3.33 3.33 3.33

Activity Area	Amount to be allocated	Variables	Weighting
5. Iaith Pawb mewn Ysgolion	£3.7m	Number of pupils learning Welsh as a First Language	15
		Number of pupils learning Welsh as a Second Language	65
		Child Deprivation Index	20
6. ICT in schools	£7.5m	Child Deprivation Index	25
		Number of pupils aged 5+	50
		Settlement	25

ALLOCATION FORMULA 2007-08

$$\sum \left[\left[\frac{N_{LEA1}}{N_{W1}} \times W_1 \right] + \left[\frac{N_{LEA2}}{N_{W2}} \times W_2 \right] \dots \right] \times \frac{\pounds_W}{100} = \pounds_{LEA}$$

Where:

N_{LEA} = number of the variable in the LEA (e.g. pupils)

N_W = number of the variable in Wales

W = weighting applied to that variable (i.e. N)

\pounds_W = allocation available for the Activity Area for Wales

\pounds_{LEA} = calculated allocation for the LEA

This shows the formula applied with two variables, (i.e. N_{LEA1} and N_{LEA2} etc.). In circumstances with additional variables, extra terms are added to the numerator of the equation as required.

INDICATIVE LEA ALLOCATIONS

	Priority 1A	Priority 1C	Other Activity 1	Revised Curriculum and Assessment Arrangements	Pupil Support, Welfare and Health	Inclusion	laith Pawb mewn Ysgolion	ICT in schools	Total (£000)	Total (in £) per pupil in primary, secondary, special ed
Isle of Anglesey	201	68	130	102	112	70	84	200	967	95
Gwynedd	350	129	215	168	193	117	150	334	1,658	91
Conwy	345	72	190	148	178	110	131	299	1,473	86
Denbighshire	389	56	151	118	165	97	123	250	1,348	81
Flintshire	432	77	234	183	241	156	179	382	1,884	76
Wrexham	347	58	196	153	198	125	148	311	1,536	81
Powys	364	131	225	176	193	129	147	360	1,726	85
Ceredigion	192	86	117	92	105	67	80	186	925	89
Pembrokeshire	346	84	218	170	204	124	145	342	1,633	84
Carmarthenshire	507	146	295	231	277	181	210	470	2,318	84
Swansea	714	69	316	248	377	207	276	519	2,726	76
Neath Port Talbot	447	64	215	168	232	144	174	345	1,789	81
Bridgend	424	46	190	149	227	132	166	320	1,654	73
The Vale of Glamorgan	353	39	171	134	207	127	158	296	1,485	68
Rhondda Cynon Taff	927	106	393	308	435	253	314	638	3,374	82
Merthyr Tydfil	207	20	98	77	114	64	80	158	817	84
Caerphilly	649	76	304	238	324	191	239	486	2,506	82

	Priority 1A	Priority 1C	Other Activity 1	Revised Curriculum and Assessment Arrangements	Pupil Support, Welfare and Health	Inclusion	laith Pawb mewn Ysgolion	ICT in schools	Total (£000)	Total (in £) per pupil in primary, secondary, special ed
Blaenau Gwent	283	29	122	95	130	79	93	192	1,024	90
Torfaen	363	23	129	101	171	102	130	225	1,243	76
Monmouthshire	190	49	120	94	118	90	90	200	951	74
Newport	528	32	205	160	265	147	192	348	1,876	76
Cardiff	943	37	366	286	535	289	390	640	3,485	70
Wales	9,500	1,500	4,600	3,600	5,000	3,000	3,700	7,500	38,400	80

BETTER SCHOOLS FUND 2007-08

I wish to apply for grant support for expenditure in 2007-08 as set out below:

Name of authority:

Signature:

Position:

Date:

Summary Information

Activity Area	Formula allocation	Proposed LEA expenditure	Proposed expenditure by schools*	Total proposed expenditure
Activity 1				
Activity 2				
Activity 3				
Activity 4				
Activity 5				
Activity 6				
TOTAL				

* i.e. amount of grant to be delegated to schools under each Activity Area

Forecast Expenditure Profile 2007-08

Term	Forecast expenditure (as % total formula allocation)
Term 1 (period ending 31 July 2007)	%
Term 2 (period ending 31 December 2007)	%
Term 3 (period ending 31 March 2008)	%

BETTER SCHOOLS FUND 2007-08

LEA:

Activity Area:

LEA Proposals

Please answer ALL questions in bullet form. Long, general descriptions are not necessary.

1. Please specify the Priorities which you will be targeting within this Activity Area.

Please explain your rationale.

2. Are you targeting specific schools/groups of schools in relation to Priorities within this Activity Area? Yes /No (Please circle as appropriate)

Please explain your rationale

Please list the schools/groups of schools

3. Specify the proposed training and other measures which will support and deliver the targeted Priorities within this Activity Area.

4. Specify the success criteria which will be used to monitor and evaluate expenditure across targeted Priorities within this Activity Area in 2007-2008.

- 5a. How will the LEA monitor and evaluate the impact of the expenditure on standards and quality in relation to targeted Priorities within this Activity Area?

- 5b. How will schools monitor and evaluate the impact of expenditure on standards and quality in relation to targeted Priorities within this Activity Area?

6. When you evaluated expenditure in this Activity Area for 2006-2007:
- what significant issues did you identify?
 - what action was taken?

7. What arrangements will the LEA make in order to ensure that good practice/new initiatives in this Activity Area are subsequently embedded and shared within and between schools?

8. What arrangements will the LEA make for securing financial control in respect of expenditure in this Activity Area?

9. Please give one example (only) which illustrates how you have achieved value for money within this Activity (not for each Priority) Area.

10. Please provide details and explain any proposals for:

- (a) virement into or out of this Activity Area
- (b) delegation to schools

LEA CONTACT DETAILS FOR THIS ACTIVITY:

Name:

Position:

Address:

.....

Tel:

E-mail:

MANAGEMENT INFORMATION

Better Schools Fund Targets for 2007-08

Activity/ Priority	Indicator	Target	Forecast Outturn	Actual Outturn
Activity 1	Basic Skills and Transition			
Priority A Effective Transition	% of schools benchmarked in 1st and 2nd quartile in relation to the Key Stage 3 core subject indicator (L5+ in each of English or Welsh first language, mathematics and science) compared with the % of schools benchmarked in the 1st and 2nd quartile in relation to the Key Stage 2 core subject indicator (2007 in relation to 2004)	Secondary		
	Number and percentage of staff receiving training to support transition from KS2 to KS3 and between other key stages	Primary Secondary		
	Number and percentage of schools with transition plans firmly in place and ratified by the governing body	Primary Secondary		
Priority B Improving Basic Skills	The number and percentage of schools supported in establishing and delivering intervention programmes in the Basic Skills			
	The proportion of primary schools, supported by this funding, where there has been an increase in the percentage of 11 year olds who reach level 4 or above in NC tasks and tests in English or Welsh first language and mathematics			

Activity/ Priority	Indicator	Target	Forecast Outturn	Actual Outturn
Activity 1	Basic Skills and Transition			
Priority B Improving Basic Skills (cont)	% of pupils in primary schools, supported by this funding, who have not attained NC level 4 but have made measurable progress in English or Welsh first language and mathematics	Primary		
	The proportion of secondary schools, supported by this funding, where there has been an increase in the percentage of 16 year olds who gain at least grades A*-C and A*-G in English, Welsh and mathematics	Secondary		
Priority C Joint Working amongst Small Schools	Number and percentage of small schools that are collaborating on the development of policies and schemes of work	Primary		
	Number and percentage of small schools where teaching expertise is shared across the schools to raise pupils' achievements	Primary		
Priority D Developing thinking and learning skills	Number and percentage of schools supported in their whole-school approaches to the development of pupils' thinking and learning skills	Primary Secondary		
	Number of training events (centre and/or school based) being held to disseminate good practice (identified in Aiming for Excellence materials) in the development of pupils' thinking skills	Primary Secondary		

Activity/ Priority	Indicator	Target	Forecast Outturn	Actual Outturn
Activity 2	Revised Curriculum and Assessment			
Priority A Foundation Phase	Number and percentage of teaching and support staff trained in the pedagogic and assessment techniques necessary for the Foundation Phase	Primary		
Priority B Supporting teacher assessment	Number and percentage of teaching staff trained in assessment techniques including internal standardisation and moderation	Primary Secondary		
	Number and percentage of schools involved in cross-phase moderation to support transition	Primary Secondary		
Priority C Training and preparation for the new curriculum	Number of training events (centre and school based) held to support schools' preparations for use of the new Curriculum Orders 3-14 (to be published in January 2008; implementation from September 2008)	Primary Secondary		
	Number of initiatives to support the development and sharing of good practice to promote effective teaching strategies for 3-14 year olds	Primary Secondary		
	Number and percentage of schools with appropriate provision for outdoor learning environments to support the Foundation Phase	Primary		
Priority D 14-19 Learning Pathways	Number of partners involved in collaborative Learning Pathways schemes 14-16 and 16-19	Secondary		
	Number of learners involved in collaborative Learning Pathways schemes 14-16 and 16-19	Secondary		

Activity/ Priority	Indicator	Target	Forecast Outturn	Actual Outturn
Activity 3	Pupil Support, Welfare and Health			
Priority A Promoting attendance, positive behaviour and health	Number of schools involved in innovative projects designed to address pupil disaffection and behaviour difficulties	Primary Secondary		
	Number and percentage of Education Welfare Officers following an agreed continuing professional development (CPD) programme	Primary Secondary		
	Number of support schemes for parents aimed at reducing the number of parenting orders and parenting contracts from May 2006	Primary Secondary		
	Number of parenting orders for attendance Number of parenting orders for behaviour	Primary Secondary		
	Number of parenting contracts for attendance Number of parenting contracts for behaviour	Primary Secondary		
	Number and percentage of schools where pupils can access a school-based counselling service	Primary Secondary		
Priority B Safe-guarding	Number of designated teachers trained in child protection matters and the number and percentage of schools covered	Primary Secondary		
	Number of non-designated teachers and non-teaching staff trained in child protection matters and the number and percentage of schools covered	Primary Secondary		

Activity/ Priority	Indicator	Target	Forecast Outturn	Actual Outturn
Activity 3	Pupil Support, Welfare and Health (cont'd)			
Priority C Appetite for Life	Number and percentage of schools with a whole-school food policy either separate to, or discretely within, a healthy school policy	Primary Secondary		
	The increase in the percentage uptake of free school meals	Primary Secondary		
	Number and percentage of teaching and support staff trained in the development of food and fitness actions	Primary Secondary		
Activity 4	Inclusion			
Priority A Awareness raising and training on inclusion and specific duties relating to discrimination and equal opportunities	On the basis of a training needs analysis:			
	Number of teachers and learning support staff who have undertaken specialist training in additional learning needs and the number and percentage of schools covered	Primary Secondary		
	Number of teachers and learning support staff who work through the medium of Welsh who have been supported by this training	Primary Secondary		
	Number of training opportunities in relation to all matters of discrimination and the number and percentage of schools covered (LEA spending plans should identify the particular aspect (s) on which training is to be/ has been delivered)	Primary Secondary		
	Number and percentage of schools with inclusion policies written in accordance with Welsh Assembly Government guidance on Inclusion and Pupil Support (2006)	Primary Secondary		

Activity/ Priority	Indicator	Target	Forecast Outturn	Actual Outturn
Activity 4	Inclusion (cont'd)			
Priority B Working in Partnership and Parents	The number and percentage of successful resolutions i.e did not require resort to an appeal	All schools		
Activity 5	Iaith Pawb Mewn Ysgolion			
Priority A Raising Standards across Key Stages	Number of teachers trained in and able to teach Welsh as a Second Language	Primary Secondary		
	Number of pupils entered for GCSE Welsh Second Language	Secondary		
	Number of GCSE Welsh Second Language passes A*-C	Secondary		
Priority B Extending opportunities for pupils to practise and experience Welsh	The number and percentage of pupils taking part in extra- curricular activities through the medium of Welsh	Primary Secondary		
Activity 6	ICT in schools			
Priority A ICT Self Review	Number and percentage of schools following the Becta self review framework SRF	Primary Secondary		
	Number of schools following an equivalent self review scheme	Primary Secondary		
	Number and % of schools attaining recommended level within the Becta SRF (out-turn stage only)	Primary Secondary		

Activity/ Priority	Indicator	Target	Forecast Outturn	Actual Outturn
Activity 6	ICT in schools (cont'd)			
Priority B Developing and sharing good practice	Number and percentage of schools, where IT was inspected, judged as good (to be grade 3 or above)	Primary Secondary		
	Number and percentage of schools inspected and judged to be good or above for ICT to support learning across the curriculum	Primary Secondary		
	Number and percentage of schools inspected and judged to be good or above for ICT to support teaching across the curriculum	Primary Secondary		
Priority C ICT Infrastructure and support	Average number of pupils sharing one computer	Primary Secondary Special		
	Percentage of schools connected to the lifelong learning network with a suitable bandwidth (data from eWales)	Primary/ Special (2Mb) Secondary (8Mb)		

MANAGEMENT INFORMATION

Better Schools Fund Outturn for 2006-07

LEA:

Activity/ Priority	Indicator		Forecast Outturn	Actual Outturn
Activity 1	Curriculum Development			
Priority 1A	Number and percentage of teachers receiving training to support transition from KS2 to KS3	Primary		
		Secondary		
	Number and percentage of teachers receiving training to support transition other than KS2 to KS3	Primary		
		Secondary		
	Number and percentage of schools where staff receive training in the development and implementation of plans to support transition from KS2 to KS3	Primary		
		Secondary		
	Number and percentage of schools where staff receive training to support transition other than KS2 to KS3	Primary		
		Secondary		
Priority 1B	Number and percentage of schools supported in the development and implementation of whole-school strategies to improve basic skills	Primary		
		Secondary		
	Number and percentage of staff receiving training in whole-school approaches to the improvement of basic skills	Teaching staff		
		Other school staff		

Activity/ Priority	Indicator		Forecast Outturn	Actual Outturn
Activity 1	Curriculum Development			
Priority 1C	Number of teacher training days provided and teachers attending training for:-			
	Modern Foreign Languages	Training days provided		
		Teachers attending - Primary		
		Teachers attending - Secondary		
	Physical Education	Training days provided		
		Teachers attending - Primary		
		Teachers attending - Secondary		
	Healthy Schools Schemes	Training days provided		
		Teachers attending - Primary		
		Teachers attending - Secondary		
	Global Citizenship and Sustainable Development	Training days provided		
		Teachers attending - Primary		
		Teachers attending - Secondary		

Activity/ Priority	Indicator		Forecast Outturn	Actual Outturn
Activity 1	Curriculum Development			
Priority 1C (Cont'd)	14-19 Learning Pathways	Training days provided		
		Teachers attending - Primary		
		Teachers attending - Secondary		
	Cwricwlwm Cymreig	Training days provided		
		Teachers attending - Primary		
		Teachers attending - Secondary		
Priority 1D	Number of clustering/ federation/families of schools projects supported	Primary		
		Secondary		
	Number of curriculum areas shared	Primary		
		Secondary		
	Number of IT networking projects supported	Primary		
Secondary				
Priority 1E	Number and percentage of teachers receiving training aimed at improving moderation of teacher assessment	Primary		
		Secondary		
	Number and percentage of teachers receiving training in relation to the establishment of robust procedures for the recording, reporting and sharing of teacher assessment data	Primary		
		Secondary		

Activity/ Priority	Indicator		Forecast Outturn	Actual Outturn
Activity 1	Curriculum Development			
Priority 1E	Number and percentage of school administrative staff receiving training in relation to the establishment of robust procedures for the recording, reporting and sharing of teacher assessment data	Primary		
		Secondary		
	Number and percentage of schools involved in collaborative working for the purpose of moderating teacher assessments	Primary		
		Secondary		
	Number of projects established to promote the sharing of best practice in relation to teacher assessment in primary and secondary schools			
	Number and percentage of secondary schools establishing collaboration and moderation links with their feeder primary schools			
Priority 1F	Number and percentage of schools supported in the development of whole-school approaches for the development of pupils' thinking and learning skills			
	Number and percentage of teachers receiving training in the development of thinking and learning skills	Primary		
		Secondary		

Activity/ Priority	Indicator		Forecast Outturn	Actual Outturn
Activity 2	Governor Training			
	Number of governor training courses identified by topic (excluding whole governing body sessions)			
	Number of governors attending (excluding whole governing body sessions)			
	Number of whole governing body training sessions identified by topic (excluding briefing sessions for section 10 inspections)			
	Number of whole governing bodies training attending whole governing body training sessions (excluding briefing sessions for section 10 inspections)			
Activity 3	Pupil Support			
Priority 3A	Number of schools operating a system of first day absence contact			
	Number of days training expected to be provided in 2006-07 for teachers in behaviour management			
Priority 3B	Number of designated teachers trained in child protection matters			
	Number of non-designated teachers and non-teaching staff trained in child protection matters			
	Number of schools covered by staff in the second category			

Activity/ Priority	Indicator		Forecast Outturn	Actual Outturn
Activity 4	Additional Education Needs			
Priorities 4A and B	Number of teaching staff training on a course of one term or more that leads to a recognised qualification in special needs			
	Number of teaching staff who have attended an SEN course at both Primary and Secondary levels			
	Number of LSAs receiving training			
	Number of teachers receiving awareness raising training in relation to disability discrimination and the duty to promote disability equality in service delivery			
	Number of Welsh speaking SEN specialists in training on a course of one term or more that leads to a recognised qualification in special needs			
	Number and range of Welsh medium assessment and teaching materials either purchased, produced or disseminated			
Priority 4C	Number of referrals made to the Disagreement Resolution Service			
Priority 4D	Number of teachers receiving training to specifically support children with speech and language difficulties			
	Number of LSAs receiving training to specifically support children with speech and language difficulties			

Activity/ Priority	Indicator		Forecast Outturn	Actual Outturn
Activity 5	Welsh			
Priority 5A	Number of teachers trained in and able to teach Welsh as a Second Language			
	Number of pupils entered for GCSE Welsh Second Language			
	Number of GCSE Welsh Second Language passes A*-C			
	Number of training days for teachers in teaching Welsh as a Second language			
	Number to be trained as Welsh co-ordinators			
Priority 5B	Number of pupils taking part in extra-curricular activities through medium of Welsh			
Activity 6	ICT in Schools			
Priority 6A	Number of schools connected to the Internet			
	Number of schools connected to the Lifelong Learning Network with benchmark connectivity			
	Capital expenditure (£) on ICT equipment and infrastructure			
	Average pupil: computer ratio in schools (all age computers)	Primary		
Secondary				
Special				
Priority 6B	Number of training days for teachers in ICT	Primary		
		Secondary		
		Special		
	Number of training days for senior school managers and subject leaders	Primary		
		Secondary		
		Special		
Other	Programme administration costs			
	Amount (in £s) of money retained centrally and spent to support administrative costs			