PUPIL DEVELOPMENT GRANT FOR LOOKED AFTER/ FORMER LOOKED AFTER LEARNERS

GwE - Grant Guidance

1. Introduction:

The purpose of the Pupil Development Grant funding is to make a lasting impact on outcomes for looked after children or formally looked after children. Overall administration and coordination of the grant resides with GwE, the Education Consortia for North Wales.

This document will outline the grant guidance for the Pupil Development Grant (PDG) for children who are / who have been looked after across the region. The document will be circulated to senior officers, LACE coordinators within the 6 local authorities, schools and senior officers within GwE as well as members of the Regional Strategic group. This document will not be shared with any organisations or individuals who may become procured contractors for the grant.

2. GwE Vision & Objectives:

The main priority for GwE is to support Local Authorities & Schools to raise the **educational attainments, achievements and engagement** of children who are looked after/formerly looked after across the region by delivering a joined up partnership approach programme that will be:

- Reaching and Accessible to learners
- Engaging & Motivating
- Child/Young Person centred
- Flexible & tailored in terms of support and provision
- Focused on transition and progression
- Driven by joined up regional partnership and collaboration whilst addressing local needs.

3. Guidance:

In 2019/20 the grant will continue to be held centrally via the regional education consortia with the support of the regional LAC coordinator. Most of the funding will be implemented via the cluster model to build capacity and to provide bespoke interventions, both of which need to be based on evidence and impact. A small proportion of the grant can also be used to provide individual bursary's for bespoke education needs of the learners.   The grant application form will need to be completed for both elements of funding.

4. Eligibility of Learners:

Eligible learners aged 3-15 who are:

1) **Currently Looked After**
2) **Formerly Looked after that includes - Adoption Order / Special Guardianship Order/Child Arrangement Order/Residence Order**

The grant is applicable for those learners whose originating home authority is within the GwE region. However if educated in maintained settings outside of Wales the individual bursary could be applied for based on evidence and assessment via the LACE coordinator of the home authority.
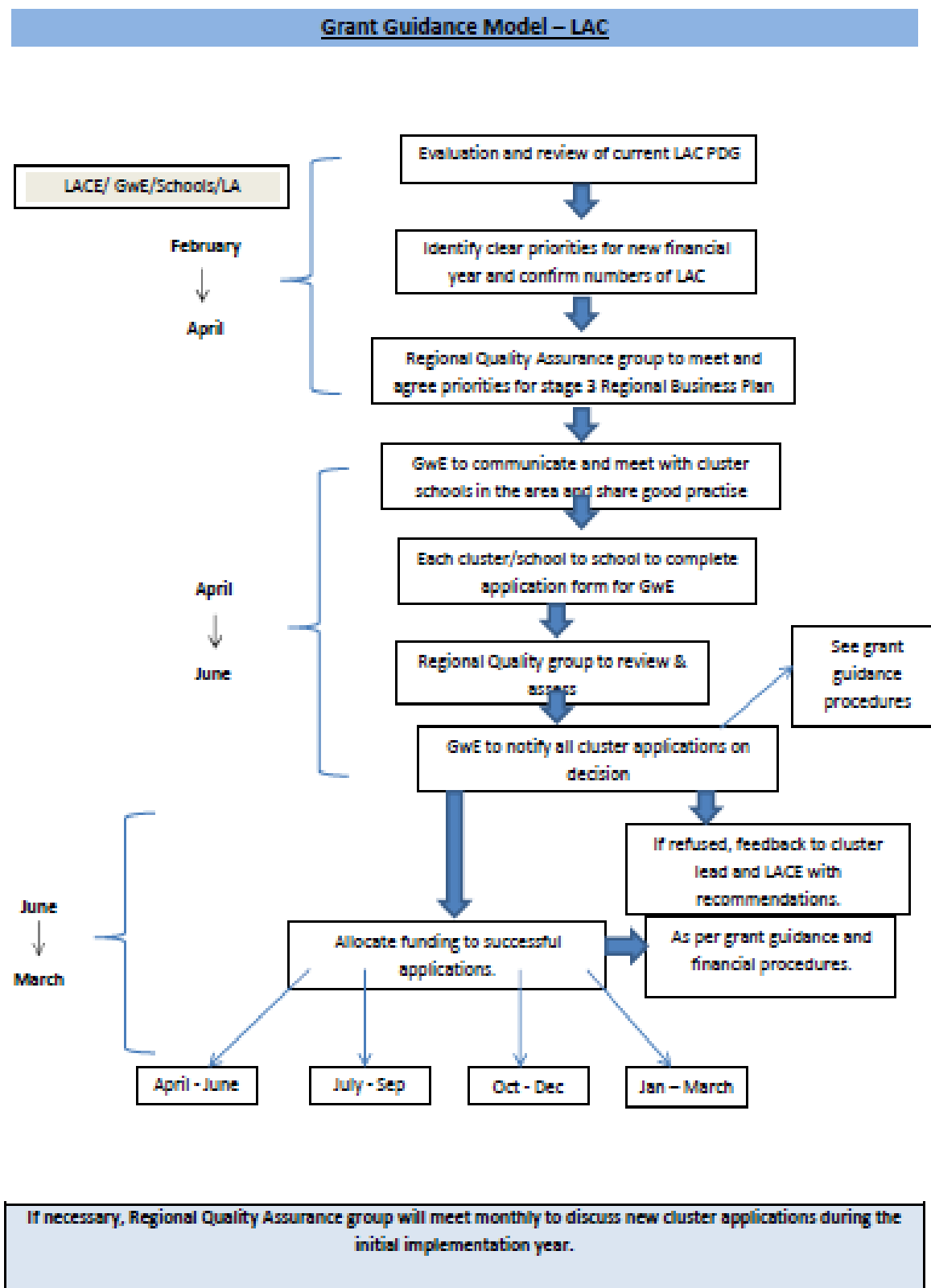
5. **Guidance form Welsh Government states** - it will be possible for the regional consortia to develop and implement interventions which have a beneficial impact on **all** children, but the expectation is that they will have a greater potential benefit on children who are or were looked after.

6. **Evaluation & Measuring Impact**

There is an expectation that clusters and schools will monitor and evaluate the impact of the grant on the educational attainment / wellbeing of the pupils it is supporting. The needs of the cluster / school / individual pupil must be at the centre of any bid and consideration needs to be given as to how the impact can be measured, shared and presented.

See additional guidance on Evaluating and Measuring Impact of the grant.

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7. Application for funding model;

Grant Guidance Model – LAC

LACE/ GwE/Schools/LA

February
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April

- Evaluation and review of current LAC PDG
- Identify clear priorities for new financial year and confirm numbers of LAC
- Regional Quality Assurance group to meet and agree priorities for stage 3 Regional Business Plan

April
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June

- GwE to communicate and meet with cluster schools in the area and share good practise
- Each cluster/school to school to complete application form for GwE
- Regional Quality group to review & assess
- GwE to notify all cluster applications on decision

See grant guidance procedures

If refused, feedback to cluster lead and LACE with recommendations.

June
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March

- Allocate funding to successful applications.

As per grant guidance and financial procedures.

| April - June | July - Sep | Oct - Dec | Jan – March |

If necessary, Regional Quality Assurance group will meet monthly to discuss new cluster applications during the initial implementation year.

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8. Terms and Conditions of the PDG

The regional group, with LA input, will review and approve all applications. All cluster applications will be assessed against the following national and regional criteria.

Criteria	No evidence	Satisfactory Evidence	Good Evidence
	Red	Amber	Green
All applications must show evidence of a cluster approach.			
All applications must show evidence of the additional provisions that are not currently available within statutory provision.			
The grant will **not** be used to sustain or develop statutory roles and /or provision such as designated teacher/LACE Co-coordinator/ALN funding.			
The provision must disproportionately support and benefit the educational attainment of LAC and formally LAC pupils.			
All applications will need to demonstrate sustainability beyond the lifetime of the grant.			
Funding will not be allocated to LA or school clusters unless robust systems and plans are agreed and are consistent with the regional approach.			
Applications must address at least **two** of the following regional objectives and outcomes; R1 -Raising Attainment and Achievement. R2 –Reduce Exclusions. R3–Target Early Intervention with a focus on transition across all the key stages. R4- Increase the knowledge and understanding of all school staff in trauma informed practice and attachment via a whole school approach. R5 –Promote strong and inclusive schools committed to excellence, equity and well - being. R6- Develop and use appropriate diagnostic and tracking systems to look at the achievements of LAC pupils. R7 – Support a Person Centred approach. R8 – Promote, encourage and develop learner voice in all provisions. R9 – Develop family engagements with foster carers and families.			

9. Application Guidance:

All applications will need to demonstrate the link to the following key funding elements:

Funding Elements	Examples
Bespoke learner support and provision	Any individual learner support / provision must be monitored and evaluated by each cluster: Additional resources could include: • Individual or small group interventions that are currently not available via statutory provision. This can include – additional tuition in key subject areas, play based therapy, equine therapy, behaviour management interventions, family learning interventions, short courses, music, further study support, additional teaching via one to one support in curriculum areas and for national tests, additional qualifications, literacy and numeracy support, social interaction and life skills support, some extra-curricular activities, speech and language interventions, mental health & wellbeing support.
Professional Development & Training	This sections refers to the Teaching and Learning aspects that can include whole school training, groups of staff or /and targeted and key individuals. This element can also include train the trainer aspects and schools supporting other schools. Training can include: • ELSA • Nurture • Trauma Informed Practice • Whole school approaches to Wellbeing • Mindfulness • SAP • Emotion Coaching • Lego Based Therapy • Drawing and Talking • Unearthing and Meditation • Attachment and Trauma aware schools and communities • Family engagement.
Resources	This refers to small pieces of equipment or provision that is required to undertake specific element. Examples of possible options: • Revision guides • Computer software • Licenses for initiatives • Resource pack for carers • Activities/games • Training material • Additional curriculum • Lego

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	• Books
Remuneration and Release of Staff	This cannot be used to replace school's/LA statutory roles and duties. Any roles funded via the grant will need to show evidence of sustainability beyond the life of the grant. Possible uses: • Appoint additional staff to build capacity and support key intervention to LAC leaners – Key Worker/Engagement Worker • LAC mentors • Share and develop cluster working in relation to transition • Release from class to undertake duties associated with project • Release of designated teacher to support other schools • Training other staff across the cluster • Visits to schools/clusters to share good practise

What the grant will not fund:

Statutory support and provision – that is existing services or statutory entitlements e.g. LACE Co coordinators role / ALN provision/Social Service provision linked to Corporate Parenting element.