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GWE PDG SUPPORT PLAN 2022-23



**The PDG support plan is divided into the following sections with a nominated
GwE lead**

Focus		GwE Lead
Pupils Eligible for Free School Meals		LKR / BT
EFSM 1	Supporting Planning	LKR / BT
EFSM 2	Education Reform	RT
EFSM 3	Literacy & Numeracy of eFSM learners	VL / MD
EFSM 4	Monitoring & Evaluation	LKR / BT
EFSM 5	Re-balancing funding between KS3 and KS4	LKR / BT
EFSM 6	Target Setting	LKR / BT
EFSM 7	Accountability and Transparency	Senior Business Team (SBT)
EFSM 8	Distribution of Funding	SBT
EFSM 9	Structure and Responsibilities	SBT
EFSM 10	Strategic Advisers	SBT
Looked After Children		LKR / BT
CLA 1	Priorities	LKR / BT
CLA 2	Outcomes	LKR / BT
CLA 3	Targets	LKR / BT
CLA 4	Activity	LKR / BT
CLA 5	Regional Planning	LKR / BT
Early Years Pupil Development Grant		LKR / Early Years Team (EYT)
EY 1	Planning	LKR / EYT
EY 2	Strategic Targets / outcomes	

EY 3	Partnership Working	
EY 4	Non-Maintained Settings (NMS)	LKR / EYT
EY 5	Distribution of Funding	SBT
EY 6	Impact of the PDG Strategic Adviser	SBT
Pupils Eligible for free school meals who are educated in PRUs and EOTAS		GC
PRU 1	Planning	LKR / BT & GC
PRU 2	Support	
PRU	Monitoring & Evaluation	
PRU4	Target Setting	
PRU 5	Distribution of Funding	Business Support
Consortia Led Funding		LKR / BT

Staff

RT – Ruth Thackray Senior Lead for Curriculum for Wales

LKR = Louise Kerfoot-Robson Health and Wellbeing Supporting Improvement Adviser and Joint Lead for PDG and LAC PDG

BT = Bernadette Thomas Health and Wellbeing Supporting Improvement Adviser and Joint Lead for PDG and LAC PDG

GC = Gavin Cass Supporting Improvement Adviser for PRUs and Special Schools

VL = Vicky Lees Supporting Improvement Adviser Literacy

MD = Manon Davies Supporting Improvement Adviser Numeracy

Pupil Development Grant (PDG) Support Plan

The purpose of the PDG funding is to support the Welsh Government action plan on tackling the impact of poverty on educational attainment. Local Authorities and Regional Education Consortia are responsible for ensuring that the grant is used for the purposes for which it is intended.

Pupils Eligible for Free School Meals

The e-FSM element of the PDG is issued to local authorities/ Consortia on the basis of the number of pupils who were e-FSM at the census point (2021). In addition, those schools with no e-FSM learners at the census point for 2021 are allocated funding equivalent to one learner. The grant must be allocated to schools on the same basis.

Whilst Local Authorities/ Consortia may not top slice any of this grant for central activities, they have responsibility through their school improvement role to support schools to make the most effective use of the grant. Effective use and targeting spend to address identified need will be of critical importance in implementing the Welsh Government action plan.

Please outline below how you will discharge this responsibility. Please provide details of the actions you intend to take together with any costs, timeframes for delivery and how you will evaluate the success of the actions being taken.

To avoid duplication, if this information is already provided in the Consortium Business Plan or Outcomes Framework only a cross reference to identify the specific actions is required.

1. Supporting School Planning

How will you support schools to adopt an evidence-informed approach to developing their School Development Plans which reflects the Welsh Government Action Plan?

GwE will ensure that all schools will respond accordingly to the Welsh Government Action Plan 'High Standards and Aspirations for All' when it is published and the eight key drivers:

- *High Quality Learning and Teaching*
- *Community Schools*
- *Early Childhood Education and Care*
- *The Health and Well-being of Children and Young People*
- *Developing high aspirations through strong relationships*
- *The Curriculum for Wales and Qualifications.*
- *Leadership*
- *Post-16 progression*

In particular:

- Ensuring they focus upon high quality learning and teaching and the development of community focussed schools as being the key elements within the action plan.
- Including additional focuses on early childhood education and care, health and well-being, raising aspirations, leadership and curriculum and qualifications.
- Up-skilling staff so they use pedagogical approaches known to be most effective for learners from low-income households.
- Using research and evidence to make informed decisions, including using the Education Endowment Foundation's Teaching and Learning Toolkit which provides analysis of current interventions and approaches in an accessible way for practitioners based on cost and impact
- Ensuring the best staff work with learners from deprived backgrounds
- Engaging with families to help them support their children's learning
- Developing strategic partnerships with third sector or other agencies to work together to raise the attainment of disadvantaged and vulnerable learners.

E-FSM 2. Education reform

How will you ensure disadvantaged learners are not disproportionately impacted by the programme of educational reform including the new curriculum, pedagogy, well-being and accountability?

Evidence:

GwE is continuing to make good progress in delivering the national priorities in regards to the educational reform. Clear milestones have been identified to support schools on areas of the reform journey such as curriculum and assessment, leadership, professional learning, Welsh in Education, ALN and digital competency. All evidence is included in the Renew & Reform strategy and also the following infographic.



Education
Reform.jpg

E-FSM 3. Literacy & Numeracy of e-FSM learners

What will you do to ensure schools refresh their activity in relation to literacy and numeracy? In particular to raise the literacy and numeracy skills of learners from deprived backgrounds, with the goal that no e-FSM learner leaves KS2 or KS3 with poor literacy skills?

Evidence:

GwE operational Business Plans - Primary and Secondary Supporting Improvement Advisers (SIAs) has overall accountability for the implementation of their level Business Plan within GwE. However, there is clear links and targeted support for FSM learners and they work closely with the SIA for Wellbeing/PDG/LAC. In 2022/23 we will:

- Continue to ensure SIAs support schools to identify eFSM learners/schools who require additional support and identify examples of good practise within the area of Literacy & Numeracy.
- Continue to facilitate the Literacy & Numeracy Regional Networks. The focus has been on developing leadership, developing schools' understanding of changes in the procedural tests and developing understanding of cross-curricular numeracy/literacy and intervention approaches.
- Continue to raise awareness via our professional offer of the importance of effective pedagogy in GwE's L/N Strategy and links with closing the gap for FSM learners. The overall aim is the same in both strategies, a self-improving school system, with high quality teaching and learning embedded in all our schools.
- Roll out the Literacy KS3 early intervention programme/pilot across the region that have been identified as requiring additional support – this will include up skilling and pedagogical approaches. This will form part of our RADY programme.
- Continue to offer training that will improve pupils Basic Numeracy skills such as SAFMEDS in targeted school. We propose to increase via the catch-up programme and the use of the additional consortia funds.
- Oracy support and interventions in early years settings and foundation phase is a key priority within the Literacy business plan.
- The SIAs for Literacy and Numeracy will continue to work closely with the Regional lead for PDG to ensure that the Literacy and Numeracy agenda is aligned wherever possible to ensure the work streams make the biggest impact across all key areas.

E-FSM 4. Community Schools

As community schools is a Programme for Government commitment how are you supporting your schools to enable them to be community focused. E.g. support for families, community engagement officers etc.

Evidence:

During 2021-22 GwE have developed a regional strategy to support

parents/carers via schools/settings and Local Authority officers - see evidence in the attached Business Plan, page 11.



GwE Regional
Business Plan 2022 -

In addition, we:

- Ensure schools are aware of the WG FACE programme and have offered sessions across the region.
- Guide, support schools to use their PDG to support families and the wider community.
- Signpost schools and settings to professional development that focuses on community and family engagement – IIF/Nurture International/Parental Engagement by Nicola Morgan.
- Target School Family Engagement officers to the Diploma in Trauma informed Schools.
- Re-igniting learning with numeracy & literacy – we have and will be targeting foster carers to access the training and resources.
- Working with Anglesey LA to roll out the Trauma Informed Practice across education, social care, foster carers in regards to building a community approach to the schools.
- In most Local Authorities, we have Education Welfare Officers up skilled in Trauma Informed Practice.
- Working with CAMHS In Reach across the region to align the Diploma in TIS to support the school community.
- Referring schools to 3rd sectors providers across the region.

E-FSM 4. Monitoring and Evaluation

How will you ensure schools monitor and evaluate the effectiveness of their approaches on a regular basis to ensure continued effectiveness and appropriate targeting of need?

What arrangements do you have in place to take corrective action if these approaches are not delivering the required outcomes?

How will you monitor and evaluate your own approaches to supporting and challenging schools?

How will you monitor and report on successes and challenges?

Evidence:

GwE's performance management & business planning models have ensured a more consistent and rigorous approach in terms of monitoring and evaluating impact across all areas of the Business Planning models. The distributed leadership model gives portfolio leads greater responsibility and accountability for driving improvements in key areas – with a stronger focus on the monitoring and evaluating the overall performance of e FSM learners across key portfolio areas both secondary and primary. The PDG is also discussed during core primary and secondary team meetings throughout the year.

We will continue to implement our regional grant planning database where all WG grants are included with clear monitoring and evaluation processes.



School Grants
Screenshots.docx

Settings are expected to complete the dashboard in the Autumn term with January – to March focused on gathering evidence of impact and case studies. It is also discussed and monitored during Autumn SIA school visit.

If there are significant concerns regarding the use of PDG the Core Lead (primary/secondary) will be responsible for implementing the appropriate action and support. The SIA for Wellbeing will also be quality assuring a cross section of SIAs' reports across the region to identify and highlight best practice and monitor that schools are making most effective use of the PDG grant to target intervention. This will also highlight the schools the SIA for Wellbeing needs to visit in line with the WG Steering Group guidance.

We will also utilise the All Wales PDG steering group to discuss and evaluate most effective approaches to supporting and challenging schools and implement within the region.

E-FSM 6. Re-balancing funding between KS3 and KS4

How will you ensure secondary schools place more emphasis on the needs of KS3 learners (in through schools this only applies to funding for KS3 and 4)?

How will this be monitored?

Evidence:

One of the grant expenditure terms and conditions is the requirement for all settings to state how they have used their PDG to target KS 3 & 4 learners. It is also very clear in the guidance we have produced for schools and the workshop delivered. We will be able to monitor and evaluate the PDG against the terms and conditions of the grant allocation for each setting / LA and across the region.

During our PDG workshops we share effective practise on early intervention strategies and in our National PDG Focus Week we highlighted the EEF on

early intervention and support.

E-FSM 7 Accountability and Transparency

How will you ensure accountability?

What will you do to address inappropriate or ineffective use of the PDG?

Case studies should be published on your website as a way of sharing best practice. If this is already being done please provide the relevant link.

Will your local authority/ Consortia support plans be published on your website? If so, please provide the relevant link

Evidence:

The Regional Business Plan and the Renew & Reform Strategy are based firmly on the findings of the self-evaluation processes.

GwE have a robust accountability framework, which ensures that each service area has a named nominated designated lead officer. These plans are reviewed quarterly and the findings are reported to the senior leaders and management board. Progress is RAG rated appropriately and senior leaders challenge any slippage in expected progress.

SIAs have been proactive in ensuring schools / settings are sharing their PDG grant support plans and the grant planning dashboard has a section where schools will need to upload / complete the plan. We will continue to facilitate the regional PDG steering group for LAC and Early Years Settings and the PRUs across the consortium.

E-FSM 8. Distribution of funding

Please provide a flowchart illustrating how the funding is distributed to settings.

Evidence:

The PDG (FSM/ Early Years/EOTAS/PRU) funding is directly allocated to schools. There is no centrally retained element to the grant by the consortium.

Evidence:

Gwynedd Council, host LA for GwE, is responsible for allocating all funds across the region and this information is discussed and shared with GwE in terms of the numbers within each key element for all LAs and all settings. In addition, our Processes Manager has direct links with all education finance teams across the LAs. See attached list of distribution of funding model and

information per LA across the region.



Regional
Distribution Model.

E-FSM 9. Structure & Responsibilities

Please provide an organisational structure chart, identifying strategic responsibility and staff within the local authority/ Consortia with responsibility for the PDG.

Evidence:

The attached outlines the structure of team in implementing the Regional Vulnerable Learners and Health and Wellbeing Strategy. School Practitioners, Local Authority Officers and Relevant External Agencies as part of each team.



Vulnerable Learners
and Health and Wel

E-FSM 10. Strategic advisers

These staff are expected to have a strong knowledge of schools in the region, including understanding the associated data, to allow them to identify schools that need support to improve; build networks and identify best practice. They should be the point of contact for schools on effective and evidence informed interventions. Please provide an outline of where these posts sit within your structure and what support (including administrative) they will have.

Evidence:

See question EFSM 9 for evidence of staffing structure and post.

GwE have two Health and Wellbeing Supporting Improvement Advisers and Joint Leads for PDG and LAC PDG who are the regional strategic advisers for the PDG across the consortia. The Supporting Improvement Advisers also work with their link schools to ensure that all schools understand and undertake their duties, with a particular focus on preparing for the Health and Well-being Area of Learning and Experience in Curriculum for Wales. GwE has developed an overall PDG framework model that is been implemented in schools/LAs across the region. The SIA has responsibility for the development, implementation and monitoring of the Strong & Inclusive Schools Business Plan and is the key link with WG in terms of the All Wales PDG steering group and support plan. Focus has been on supporting targeted schools within specific LAs to raise the standards of FSM learners and ensuring a strategic steer to supporting SIAs to implement evidence-based interventions.

The PDG Strategic Adviser grant is used to pay for the salary costs of the

regional post and there is also additional support pro rata (.6 FTE) for the overall PDG/Wellbeing area.

The JD refers to the overall key responsibilities of the post that includes working with all settings in regards to the PDG element, the Foundation Phase team and Core Leads would also have reference to working with all settings within the remit and responsibility of GwE and school improvements in regards to all settings. There is no direct reference to non-maintained settings / PRUs /EOTAS as the JD is relevant to developing and monitoring the PDG framework for all settings and key link with LA education officers.

Any queries, please contact Nina James: Nina.James@gov.wales

Looked after Children

The PDG to support the educational attainment of looked after children (PDG-LAC) and other related groups who have similar needs will continue to be managed regionally by the local authority / Consortia.

A revised framework for PDG-LAC, co-produced by representatives of ADEW and the regional PDG-LAC co-ordinators, was implemented from April 2019. The revised framework includes terms and conditions for the grant and a set of core purposes for the regional PDG-LAC lead co-ordinator role.

LAC 1. Priorities

What local authority/ regional priorities are you developing for managing the looked after children element of the PDG and how do these support the Welsh Government Action Plan?

Evidence:

Strong & Inclusive Schools Business Plan:

The PDG LAC support plan is incorporated into the services detailed business plan. See attached.



Business Plan
2022-2023.docx

Evidence of cross referencing against support plan:

We will continue to implement our regional LAC Grant Guidance PDG terms & conditions via the Grant Planning dashboard and grant guidance below. Our focus for 2022/23 is to ensure all clusters / SEN schools /PRUs receive the PDG LAC funds with focus on supporting effective teaching & learning, emotional health and wellbeing, Professional Learning in regards to a whole school approach to trauma informed practise and in addition targeted support in line with the PEP.

We will continue to work closely with the 6 LAs to ensure clear communication and collaboration in regards to additional support and interventions with the LAC PDG and that all cluster plans are approved by both GwE and the LA. This ensures collaboration and avoids duplication of resources.

The GwE Grant Guidance dashboard / application process will be the method to apply for the grant and for clusters to complete. All plans have to demonstrate they are meeting at least 2 of the national/regional /local priorities.



Final GwE LAC
Guidance terms & c



LAC Cluster
Screenshots.docx

LAC 2. Outcomes

How are you planning to support schools in improving educational outcomes for looked after and adopted children? Please set out your regional SMART objectives and explain how you intend to report the outputs and outcomes from expenditure.

How will you monitor and report on successes and challenges?

Evidence:

Our regional Renew and Reform strategy outlines how we are supporting learners wellbeing and progression.



Renew and Reform
Strategy.docx

Our overall aim is to:

- Support schools to deliver the long-term programme of education reform, and ensure educational inequalities narrow and standards rise.
- Work with schools to implement the non-statutory School Improvement Guidance and ensure that all schools have a clear focus on improving educational outcomes for looked after and adopted children.
- Educational outcomes for looked after and adopted children will be included as a core function of the School Improvement Advisers' work during school visits.
- Continue to provide support to school leaders on the identification, engagement and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by the pandemic.
- Provide high quality support to enable head teachers and governing bodies to improve the educational outcomes for looked after and adopted children.
- Promote collaboration between schools and between schools and settings.
- Encourage schools to share effective practice.
- Monitor the strategy statements that schools will need to publish on their use of the PDG and its impact (see Annex B).

- Building networks through the identification of key leads within every school and establishing local and regional ‘networks of leaders’.
- Ensuring there is a designated lead for disadvantaged learners in each school/setting in receipt of PDG. This could be an equity or well-being lead or someone in a pastoral role. It is important to note that the PDG should not be used to fund this role. The designated lead should be an established member of the school community who is familiar with their cohort.
- Work with schools and local authorities to assess, track and monitor progress of LAC – looking at all data source.
- Ensure all the clusters access LAC PDG grant across the region.
- Support schools to adopt an evidence-based sustainable model to develop their curriculum and support for LAC learners. Focus on Trauma Informed Schools.
- Develop the transition guidance for LAC to ensure effective primary to secondary / post 16 engagement with focus on measuring impact of interventions. This focus will be on post COVID-19 transition and support.

Outcomes & Achievements at Key Stages:

- As a regional consortium we receive the CRCS data directly from the 6 LA every February to coincide with the WG submission deadline. This allows us to link the data to PLASC and allows the consortia to monitor the achievement / Attendance / Exclusion and ALN status of Looked after Children across the region.
- LAC PDG Evaluation against grant terms & conditions - We have a robust evaluation process in place for the LAC grant and across to all clusters / individual schools who are accessing the grant for 2022-23 will be required to complete. This will enable us to produce cluster / school and learner impact measurements/case studies. See copy of the Evaluation & Monitoring Guidance.



- Regional Business Plan – will be monitored quarterly with evidence of progress of the PDG.
- Tracking & Mapping – we have all the information via the LA on the number of LAC in each setting. This information is shared with SIAs

to ensure we are targeting individuals when required and linked to the PEP and statutory requirements. As mentioned above we are also working with the LACEs to ensure they are tracking and monitoring their caseload in regards to education outcomes. 4 out of the 6 LA have developed a robust system to track and monitor their caseload and the key indicators.

- Whole School Approach and Professional Development - see attached list of what we offer across the region, we are also able to share information on the number of settings who are trauma informed. We will also continue to target schools/settings who have high number of LAC and have not attended any professional development.

LAC 3. Activity

Please provide details of the local authority/ regional actions you intend to take together with any costs, time frames for delivery, intended impact and how you will evaluate the success of the action being taken.

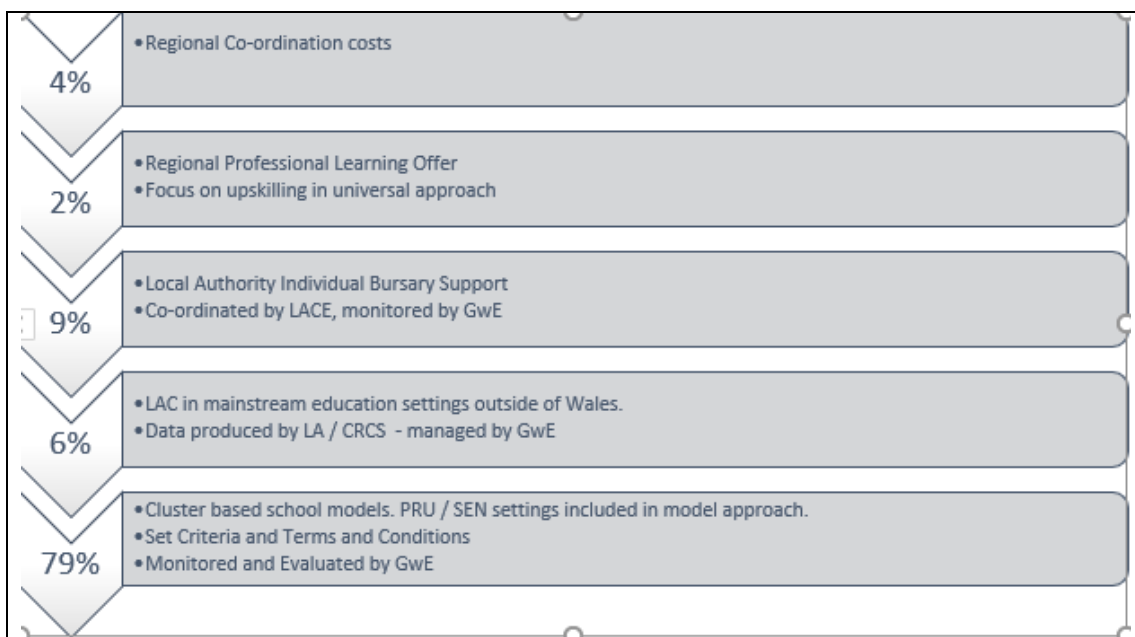
1. Evidence:

The regional business plan focuses on delivering a regional approach via the cluster approach, the grant guidance model is implemented across the region and is coordinated and managed by the consortia. We have used the CRCS data as evidence in terms of planning and allocating to each cluster/LA.

Details of all key activities are included in the attached Business Plan – cross referenced Amber.

2. Allocation of total Budget - £1,125,850.00

We propose to continue with distributing the grant as follows in line with the WG Terms and Conditions. In 2021/22 we have reduced the regional and professional offer allocation and increased the grant that will be available via the cluster model.



The CRCS/PLASC data has been used to identify and allocate funds to each cluster based on £1,050 per learner who is looked after.

3. Evidence Based and Effective Practice:

We are currently working with Mike Gershon and TIS UK to create a suite of teaching and learning video and written materials. These can be shared with schools /settings and LAs and disseminated throughout the region and across Wales. The overall aim is to provide schools/settings with models of what best practice looks like, alongside an insight into how colleagues in similar settings have successfully implemented, refined and sustained the initial training from TISUK.

4. Other Activities:

- Webinar and workshops on the LAC PDG and cluster model.
- Cluster bespoke support by the Regional LAC within the consortia.
- Half termly meetings with all the LACEs via the Regional Steering Group.
- Termly meeting with all LAs strategic Leads for looked after children.
- Half termly meeting with regional PRU leads / ALN/Inclusion Officers / Education Officers responsible for EY.
- Professional Learning offer offered to all settings.
- Designated Lead Training
- Regional TIS Network

LAC 5. Regional Planning

Please set out your arrangements for planning and delivering support to looked after and adopted children in your region and how you intend working with your local authority, particularly children's services, and other partners, including schools, private fostering agencies and the third sector on these proposals. This should include an outline of the role of the Lead Co-ordinator, where they sit within the structure of the Consortium and what support (including administrative) they will have access to.

Evidence:

GwE have a clear structure which outlines the teams who will develop and support the Regional Equitable Strategy in going forward. These include the following areas: PDG, LACPDG; PRUs and EOTAS: Early Years, Schools Causing Concern, Curriculum and Areas of Learning and Experience; ALN Relationship and Sex Education: DARPL and Basic Skills. This also outline the support for School Practitioners, Local Authority Officers and Relevant External Agencies are a part of each team. GwE has two strategic leads for Health and Wellbeing, PDG and LAC PDG. In addition, a team of Supporting Improvement Advisers also ensure that all schools understand and undertake their duties, with a particular focus on preparing for the Health and Well-being Area of Learning and Experience in Curriculum for Wales. We also have administrative support for the LAC PDG.

Also see attached terms of reference for the well-established Regional LAC Steering Group that is chaired by the Regional LAC Coordinator.



PDG Regional
Group ToR.docx

Partnership Approach:

We will continue to build on the good practise developed during the last 3 years in regard to working with:

1. Adoption UK Cymru & North Wales Adoption Services. Where there is sufficient evidence of formally looked after children within a cluster the consortia will support in line with the terms and conditions of LAC. We have also targeted the professional membership for schools who have adopted children via Adoption UK Cymru.
2. Fostering Network - currently all LACEs have been up skilled in the Fostering Network Wellbeing Masterclasses that has been rolled out across the region.
3. CAMHS – focus on the In-Reach project and effective practise. GwE

SIA's and the LACEs have / are been trained in the 2-day mental health first aid course. All In Reach CAMHS staff in North Wales will be up skilled in the 11-day TIS diploma in February 2021.

4. Local Authority – both Education and Children Services. Strong collaboration between the consortia and the 6 LA and we will continue to work together in regards to the PDG and achievements of LAC across the region. This includes strategic meetings with Heads of Children Services.

Any queries, please contact Nicola Giles: nicola.giles@gov.wales

Early Years

The local authority / Consortia will receive grant funding for disadvantaged learners in nursery and reception classes in the Foundation Phase in schools and also in funded non-maintained settings at a rate of £1,150 per learner. Please outline how you will support settings to make effective use of the EYPDG to improve outcomes for these learners.

In the **maintained sector**, the grant will be paid via local authorities / Consortia but must be delegated to schools and nursery schools at a rate of 100 per cent.

For settings in the **non-maintained sector**, the grant will be paid via the local authority / Consortia who will be expected to work with the local authorities and their Foundation Phase advisory teachers to direct funding to non-maintained settings based on local intelligence and a needs assessment undertaken by Foundation Phase advisory teachers. The local authority / Consortium remains accountable for the funding it receives from the Welsh Government and for ensuring effective reporting mechanisms are in place with local authorities to enable the Consortium to provide a meaningful analysis of the impact of the EYPDG where funding is delegated.

EY 1. Planning

Please set out your arrangements for planning and delivering support to Foundation Phase providers in your region and how you intend working with your local authorities and Foundation Phase Co-ordinators on these proposals.

How do these planning arrangements take account of the Welsh Government Action Plan for tackling the impact of poverty on educational attainment?

Evidence:

1. Strong & Inclusive Schools Business Plan:

The PDG support plan is incorporated into the service's detailed Business Plans. See attached 2022-23 Business Plan for:

- PDG / LAC
- Workforce wellbeing (GwE and schools)
- Whole school wellbeing (AOLE)
- Strategy to support parents / carers
- Re-ignite learning



4. CB Ysgolion cryf a chynhwysol_Strong

2. Key Focus:

- Further developing our collaboration with the 6 LAs for 2022/23 as well as settings across the region. We already have a regional EYPDG group that consists of local authority education officers/foundation phase leaders who have responsibility for EYPDG / Primary/Non-maintained settings and who are the key links in the LA.
- Continue to work with the Foundation Phase Team Leader and the team in GwE to provide support and guidance for settings and will also facilitate the links between the 6 LA as required.
- GwE will continue to facilitate and lead half- termly foundation phase network meetings for FP coordinators, to support practitioners with national and regional issues and to share good practice. Effective practice for supporting vulnerable pupils will be regular agenda items as well as the use and impact of the PDG.
- Roll out our Professional Learning offer across EYPDG settings and non-maintained in regards to the PDG.
- Ensure all the EYPDG is targeting the key priority areas in schools and settings via the regional grant dashboard.

EY 2. Strategic Targets/Outcomes

How will you ensure that Foundation Phase providers address priorities for the EYPDG as set out in the Welsh Government Action Plan, when planning, focussing on successes and challenges?? In particular,

Learning and Teaching

When children are in ECEC, rich pedagogical experiences are of great importance. This is particularly the case with their language development, as we know that low level reading and oracy skills is often a cause of low achievement at this age. It is also important that young children develop their thinking skills as a key facet of effective learning. Through play-based activities, their experiences should be focused on creative and problem-solving activities. They should be active participants in their learning, planning their future learning and receiving regular feedback on their progress.

A skilled practitioner is key to creating an engaging experience for children. They need to understand child development including the principles of play and how to support child-led learning.

Family Engagement

Children are in ECEC settings for a small proportion of their waking time. Much of their early development, therefore, takes place within their homes or in their communities. We know that the richness of the home learning environment- being supported by parents and having the facilities and opportunities to engage in learning is critically

important to the progression of children during the early years. This has become even more apparent during the period of home learning resulting from the pandemic. Effective family engagement should involve regular communication between the setting/school and home and opportunities for parents to learn how best they can support their children's learning.

Leadership and Professional Learning

The practitioners involved in early childhood education and care provision, whether in school or wider ECEC settings, require high-quality professional learning on effective ways of working with the most disadvantaged children and families. This will be particularly the case in areas such as language development, thinking skills and family engagement. They will also need deep understanding of child development, Adverse Childhood Experiences and overcoming trauma. Childcare practitioners play a key role in a young child's development both their social and emotional development as well as cognitive.

In schools, support staff are now a greater proportion of the workforce than teachers and they have specific professional learning needs in relation to how they can best be deployed in classrooms. For all practitioners, professional learning should draw upon research evidence and allow practitioners to relate this to their own context through undertaking professional enquiries.

School and setting leaders need their own professional learning to enable them to be able to operate effectively in overcoming inequalities, working with families, communities and other agencies.

Evidence:

GwE will continue to provide professional learning opportunities for foundation phase practitioners with a focus on effective pedagogy and practice and offer to non-maintained settings. Focus will continue to be:

- Early speech & language development and Oracy - Speech and Language - We will pilot the Early Years Talk Boost with the Rhyl cluster who has some of the highest numbers of FSM and EYPDG – we have up skilled both SIAs and LA staff in regards to Early Years Interventions for the development of Speech and Language via the TAs. An impact research will be carried out as part of this pilot. The Early Talk Boost also has guidance on working with the family to support the intervention.
- Physical development and wellbeing. – roll out of Relational PLAY as an offer
- School Readiness and engagement with families
- Outdoor Learning with a PLO on Biophilia
- Deliver neuro-science evidence-based training through Lego, block play, construction and outdoor learning - (in collaboration with the LAC PDG plan, and also linked to Transformational Curriculum).
- Ensure schools are up skilling in key Interventions such as ELKLAN/TALKBOOST/WELLCOM
- Family Engagement - We have encouraged schools/settings to have a structured approach to engaging with families.

- The Fostering Network is in the process of developing collaborative working and training between schools, LAs and foster parents. This should be beginning in late autumn and will promote greater engagement between foster carers and schools. The information about these Masterclasses are shared with the EY PDG Group as well as the LACEs to share with practitioners. Following feedback about the timings of these Masterclasses the Fostering Network are looking at evening session in the next round.
- We will also ensure EY schools/settings are accessing Helping your Child to Learn package

As mentioned above, each LA's plan aligns with the elements in the regional plan. Delivery of plan and its impact will be monitored quarterly. Settings can use evidence based diagnostic and tracking systems to assess the children as they enter the non-maintained settings and to determine their progress. Improvement packs will be created for parents to assist their children's language, numerical and physical development at home in addition to training sessions that will provide support for parents in developing their children's school readiness.

EY 3. Partnership Working

How are you going to assist early years settings to work together and with other agencies (i.e. Flying Start), with their feeder primaries and with outside agencies and to pool resources to achieve outcomes?

How will you ensure senior leaders and head teachers have a firm knowledge and understanding of the longer-term impact of early years interventions on learners' development and future learning? Play based learning is particularly important and evidence of such pedagogies should be outlined.

Evidence:

GwE will continue to:

- Meet with leads from each local authority, to identify and share best practice and identify training needs of practitioners.
- Liaise with local authorities to explore the professional learning opportunities offered around support for vulnerable learners and ensure that LA and GwE offers are complementary
- All GwE foundation phase training / Wellbeing will be available to staff in non-maintained settings
- We will share the effective practise in regards to effective family liaison with all settings in regards to Mike Gershon's work and Helping your child to learn – a regional multi agency group has been developed to support the implementation across the region.
- There will be training on the practical application on Dan Hughes' relational

model – PACE (Play, Acceptance, Curiosity and Empathy). The training is designed to support whole school implementation of trauma informed and mentally healthy practices into schools and organisations. Building on previous Trauma Informed/Solihull approach training the session will further staff knowledge, skills and understanding to optimise the wellbeing of both adults and pupils in their settings.

- Another new offer will be the Relationship Based Play training. This is adult directed, structured play in which all participants, adults included, are actively involved together. Based on the principles of Theraplay® it is modelled on natural patterns of healthy interaction between parent and child and encourages respectful, playful engagement of the child. Relationship Based Play (RBP) involves intentional touch and proximity, engaging the child in structured, playful ways. Delivering the play will involve engaging the child and challenging the child to keep them interested and nurture the child to help them feel cared for and special. Relationship Based Play is a trauma informed strategy which is an ideal strategy to embed into daily practice to enable practitioners to support pupils to become relaxed and feel safe in the school environment and with the company of others, building trusting relationships with peers and staff alike and develop social and friendship skills.
- Following feedback, specific Early Years Trauma Informed is being provided to Early Years practitioners. This training gives practitioners the understanding of how young children's brains are shaped by their early experiences and the impact of trauma. The training provides practical ways to respond, to help and support the young children in their care.

EY 4. Non-Maintained Settings (NMS)

Please attach a list of your funded NMS.

Outline how you will work with local authorities to achieve outcomes and strengthen links with NMS? Including raising awareness of the funding received via the EYPDG.

Evidence:

As mentioned in EYPDG1, Local Authorities are working together to deliver the regional EYPDG priorities. GwE will support LAs by delivering training on the three elements of the regional plan in which non-maintained settings have access. Flying Start settings, liaison teachers, Foundation Phase central support teachers and school teachers providing the support will also be invited on the training to ensure consistency.

The PDG lead promotes welsh government foundation phase goals through appropriate channels for example SIA meetings, LA officer meetings and daily work with school leaders

We will utilise our Regional EYPDG group to support non-maintained settings. See attached Terms of Reference for the regional group:



EYPDG Terms of Reference.docx

See attached list of non-maintained settings. Each local authority is provided with their funding as outlined below. Each local authority has their own Grant Planning Plan.



Denbighshire.xlsx



EY Settings Conwy.doc



Flintshire.docx



Gwynedd.xlsx



Wrexham.docx



Ynys Môn.docx

EY 5. Distribution of funding

Please provide a flowchart to illustrate how the funding is distributed to the settings, including NMS.

Evidence:

LAs are responsible for allocating funds to NMS. Most LA uses the funds to offer professional development as discussed above or towards staffing costs.



Regional Distribution Model.

EY 6. Impact of the PDG Strategic Adviser

Strategic advisers will be expected to have a strong knowledge of all settings (including non-maintained settings) in the region, including understanding the associated data, to allow them to identify settings that need support to improve and identify best practice so that this is shared regionally and nationally.

Evidence:

The JD refers to the overall key responsibilities of the post that includes working with all settings in regards to the PDG element, the Foundation Phase team and Core Leads would also have reference to working with all settings within the remit and responsibility of GwE and school improvements in regards to all settings. There is no direct reference to non-maintained settings / PRUs /EOTAS as the JD is relevant to developing and monitoring the PDG framework for all settings and key link with LA education officers.



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School Grants
Screenshots.docx

The PDG Strategic Adviser ensures evidence of impact of EYPDG via case studies/school visits and in addition the EYPDG is monitored via the Regional School Grant dashboard – see above attachment. This is part of the self-evaluation process to identify key areas to support for the following business plan cycle.

Any queries, please contact Averil Petley: [Averil Petley@gov.wales](mailto:Averil.Petley@gov.wales)

Pupils eligible for free school meals who are being educated in pupil referral units (PRUs) and education other than at school (EOTAS)

The PRU element of the PDG is issued to local authorities/ Consortia based the number of pupils who were e-FSM at the census point in 2020. This will include learners who are singly registered in PRUs and EOTAS. **For dual registered learners, the grant will be paid to the school or setting registered as the main provider.** There will be no in-year transfer of funding. The PDG may be pooled by schools/providers to deliver interventions which can be shared.

Please provide details of the actions you intend to take, together with any costs and timeframes for delivery, and how you will evaluate the success of the actions being taken.

PRU 1. Planning

Please set out arrangements for planning and delivering support to children in PRUs and EOTAS in your region.

Please state how you intend working with your local authorities and EOTAS Co-ordinators on these proposals.

Evidence:

The eFSM element of the PDG for EOTAS/PRUs is incorporated into the regional business plan for PRUs. The SIA (Supporting Improvement Adviser) for PRUs/EOTAS has the overall responsibility in terms of implementing and monitoring the plan and is working closely with the SIA for Wellbeing. The Business Plan Priorities include:

- Ensuring all of the 6 LA PRUs have a detailed and bespoke support plan
- Improve standards in PRU centres.
- Identify and share effective practise across the region
- Strengthen learner support in regards to health & wellbeing
- Support PRUs with the PDG (FSM/LAC) in the planning and cluster model
- Identifying Regional Professional Learning Offer

The PRU Regional strategic groups meet on a half termly basis and is chaired by the SIA from GwE, the SIA for Wellbeing (PDG) attends all meetings and the PDG (LAC/FSM) is a standing item on the agenda.

Bespoke support is offered to all 6 of the PRUs in regards to their PDG and LAC cluster plans via the SIA for Wellbeing (PDG).

All EOTAS pupils are either dually or singly registered within a school or a PRU in the region.

We have seen an increase in the number of FSM learners in some of the PRUs and therefore will need to discuss how they will use funds to support this increase in eligible learners.

PRU 2. Support

What will you do to ensure Challenge Advisors are aware of the particular difficulties faced by learners in PRUs and EOTAS?

What plans do you have to up-skill them if necessary?

What specific activity is planned for these learners in the context of the current public health crisis and consequent blended learning approach?

Evidence:

The Regional PRU heads / leaders meet on a half termly basis and get access to range of support from GwE. The meetings are chaired by GwE and there is set agenda items but also additional items such as ALN transformation / PLO/working with CAMHS and key partners etc.

The head of education for the North Wales Adolescence Mental Health Unit also attends the PRU regional meeting and this has been very successful in regards to sharing professional knowledge within mental health.

In addition, the SIA who has overall responsibility for the PRUs has on site termly support visits to monitor how the progress of the support plan as well as unlimited email check in and support as and when required. There is a strong relationship between the consortia and the PRUs that has resulted in raising the awareness of the needs of the PRUs and also working towards a consistent approach within key areas.

All PRU staff have and will continue to receive relevant information and access to training opportunities / professional learning and support within GwE.

Most of the PRU staff across the region have attended the Trauma Informed Schools 1-day training, with staff across all 6 of the PRUs either having completed the 10-day diploma or working towards the diploma.

The following attachment highlights the key areas that the PRUs will focus on post covid-19, however it will be challenging to use the PDG funds as most has been allocated towards staffing costs:



PDG EOTAS.docx

PRU 3. Monitoring and Evaluation

How will you ensure practitioners monitor and evaluate the effectiveness of their approach to improve the outcomes for PRU and EOTAS pupils?

What arrangements do you have in place to take corrective action if these approaches are not delivering the required outcomes?

How will you monitor and report on successes and challenges?

Evidence:

We will continue to implement our regional grant planning database where all WG grants are included with clear monitoring and evaluation processes.



School Grants
Screenshots.docx

PRU Settings are expected to complete the dashboard in the Autumn term with January – to March focused on gathering evidence of impact and case studies. It is also discussed and monitored during Autumn SIA school visit.

If there are significant concerns regarding the use of PDG the Core Lead (primary/secondary) will be responsible in implementing the appropriate action and support. The SIA for Wellbeing will also be quality assuring a cross section of SIAs' reports across the region to identify and highlight best practice and monitor that schools are making most effective use of the PDG grant to target intervention. This will also highlight the schools the SIA for Wellbeing needs to visit in line with the WG Steering Group guidance.

PRU 4. Distribution of funding

Please provide a flowchart illustrating how the funding is distributed to the settings.

How will you ensure settings without delegated budgets will have appropriate access to PDG?

Evidence:

The PDG (/EOTAS/PRU) funding is directly allocated to settings via the LA. There is no centrally retained element to the grant by the consortia.

Gwynedd Council, hosting LA for GwE is responsible for allocating all funds across the region and this information is discussed and shared with GwE in terms of the numbers within each key element for all LAs and all settings. In addition, our Processes Manager has direct links with all education finance teams across the LAs.

All PRUs across the region have confirmed they do receive PDG allocation.

See attached list of distribution of funding model and information per LA across the region.



Regional
Distribution Model.



School Grants
Screenshots.docx

Any queries, please contact Karen Bathgate: karen.bathgate@gov.wales

Consortia / Local authority Led Funding

Please tell us how you intend to use the funding as per the terms and conditions above?

Consortia Led Funding - £257,118

We propose to focus the additional funds on support for schools/settings in three key categories:

1. Teaching and whole-school strategies

Supporting Vulnerable Learners through Effective Teaching and Learning that will include working with Mike Gershon to develop an Integrated programme of videos and guides focusing on 5 key aspects of teaching and learning in relation to supporting vulnerable learners. We will work with targeted schools (40) with high number of FSM/Vulnerable Learners across the region and funds will be directed to the schools to implement.

Whole School Approach - Increase the numbers of schools in Wrexham to become Trauma Informed and engage in the professional development via the 11-day Diploma in Trauma Informed Schools – focus on targeting all secondary schools in the authority area.

Connect Wellbeing Pilot - The GwE-Warwick PhD student has undertaken a systematic review of literature on well-being provision in schools. There are a number of promising programmes, some of which are already in use in North Wales (and are detailed in the reports mentioned in section 1 above). One of the strongly evidence-based programmes is called 'Connect', and is based on clear theoretical principles and previous research findings. Connect is a very promising programme that will align well with the health and well-being AoLE as part of a whole-school approach. We propose to evaluate the impact of Connect with up to **20 targeted primary schools from January 2022**. The evaluation will be part of the GwE-Warwick collaborative PhD project.

Literacy & Numeracy – We propose to continue working with the research team from the Collaborative Institute for Education Research, Evidence and Impact (CIEREI), Bangor University, to develop a suite of High Frequency Words (HFW) and Repeated Reading (RR) materials in English and Welsh. These were successfully piloted in 2020-21, and we started training the first group of 42 schools in June-July 2021. We now propose to use additional funding to invite more schools for training in the autumn and spring terms 2021-22. This includes target schools in areas of deprivation

Network - Establishing a regional TIS Teaching and Learning Regional Network to share effective practise with release of funds for schools who participate across the region.

2. Targeted support to supporting key groups of learners

Professional Development of NQTs – we propose to pilot the 11-day TIS Diploma with 27 NQTs across the region – targeting schools who have high number of LAC/children who are vulnerable to learning.

Continuation of Secondary Reading Project – We will further target the bespoke reading pilot to an additional 10 secondary schools across the region with the highest numbers of LAC/ FSM learners. The aim to improve the reading skills of struggling readers who also lack motivation and interest. Schools involved have been provided with the practical resources they need as well as a programme of professional learning which focuses on effective teaching of reading; building fluency; improving engagement and strengthening reading habits at home.

3. Wider strategies (including supporting parents and carers)

- **Talk boost and supporting non-maintained/EY settings** - we propose to up skill both settings and LA staff in regards to Early Years Interventions and roll out within 1 cluster with high numbers of LAC/Vulnerable Learners. We will also work closely with the LA Non-maintained and Foundation Phase link in regards to further developing the professional learning offer and support those settings who have had a decrease in FSM funds.
- **SEAL** - In regards to universal Health and Wellbeing we propose to buy the SEAL license for all settings and LAs across the region. This will ensure consistency in both provision and resources and it is also available in Welsh.
- We propose to keep via the wider strategies for any individual request for support and provision – specifically the PRU settings and Non-maintained/SEN settings across the region.

Any queries, please contact Nina James Nina.James@gov.wales

Wellbeing

On 15 March 2021 the Welsh Government published statutory guidance on embedding a whole school approach to emotional and mental wellbeing. Schools and local authorities are expected to take into account the requirements of the guidance in delivering services to children and in particular those more vulnerable children, who may be at greater risk of developing poor emotional and mental wellbeing. Please provide details of the actions you intend to take, together with any costs and timeframes for delivery, and how you will evaluate the success of the actions being taken.

➤ **Well-being 1: Planning**

Please set out arrangements for planning and delivering of wellbeing support to children, stating how you intend working with partners on these proposals.

How do these arrangements support the Welsh Government Action Plan?

Evidence:

The Wellbeing element of the PDG support plan is incorporated into the services detailed business plan. In addition, we are focusing on:

- Providing support to school leaders and staff on implementing a culture/ethos that supports the whole schools approach to emotional and mental wellbeing as well as strong inclusive schools.
- Working in collaboration with key partners across the region in regards to supporting the AOLE Health and Wellbeing, a regional and local network has been developed.
- Supporting and training for all schools to develop their teaching and learning through Trauma Informed Practise across the region. Impact to date demonstrates that staff are more confidence tin their approaches and pupils are more able to self-regulate and reflect on their behaviours and feelings (a key element to reducing toxic stress and mitigating a life-long trajectory of mental ill-health).
- Being the first region in the country to develop a Trauma Informed Community network that brings together education with other sectors who work holistically with children – again further evidence for the whole school approach.
- Developing a regional network of practitioners built and offering both formal and peer supervision and support building well-being and capacity of staff. Focus on Coaching and Reflective Space for Leaders.
- We have 3 teachers training as trainers to further develop capacity and embed a common language and practice across the region and Wales.
- Access to the Wellbeing Support Centre with access to both universal and targeted resources.

Well-being 2: Monitoring and Evaluation

How will you ensure practitioners monitor and evaluate the effectiveness of their approach to improve the wellbeing outcomes for pupils?

What arrangements do you have in place to take corrective action if these

approaches are not delivering the required outcomes?

Evidence:

GwE's performance management & business planning models has ensured a more consistent and rigorous approach in terms of monitoring and evaluating impact across all areas of the Business Planning models and this includes wellbeing. The distributed leadership model gives portfolio leads greater responsibility and accountability for driving improvements in key areas – with a stronger focus on the monitoring and evaluating the overall achievement.

We will support and guide school to gather impact on a range of levels, for example:

- Whole school approach to measuring the mental health and wellbeing for pupils at key stages within the school – PASS/HAPPEN/SHREN.
- Targeted measures - for example Thrive Screens, Boxall Profiles/Motional/SDQ results about mental, physical, social health and wellbeing is accessed, analysed and used to influence practice and provision on at least an annual/bi annual basis.
- The outcomes of the above surveys are filtered through to curriculum content and planning.
- Curriculum and interventions are evaluated to assess impact and direct future development and provision

3. How will you monitor and report on successes and challenges?

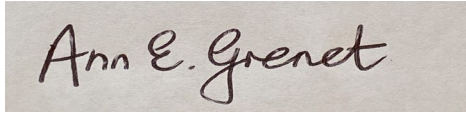
Evidence:

We will be implementing the Business Plan and self-evaluation cycle as stated in previous sections. We also believe that peer review and school to school support should be a key driver for continuous improvement in schools as they plan to deliver the new curriculum and national reform. We will work with schools and PRUs to embed a programme of peer review that is based on the following processes:

- Self-Review
- Peer Review
- School to School Support
- School causing concerns

We will also gather evidence via Grant dashboards and the range of regional strategic networks.

PDG Support Plan submitted by:



Signature

On behalf of GwE

Ann Grenet

Name

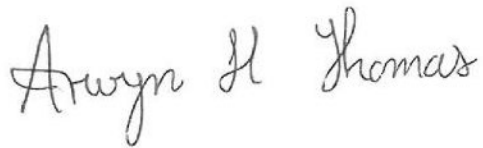
Processes Manager

Job Title

21.07.22

Date

Countersigned by lead director



Signature

Arwyn Lloyd Thomas

Name

GwE Managing Director

Job Title