**Overview**

Regional Education Consortia / Local Authorities[[1]](#footnote-1) are required to submit to the Welsh Government a Support Plan setting out how you will ensure effective use is made of the PDG in line with the *High Standards and Aspirations for All* eight key areas [highlighted by the Minister for Education and Welsh Language in 2022](https://www.gov.wales/bevan-foundation-high-standards-and-aspirations-all#:~:text=These%20eight%20areas%20%E2%80%93%20early%20childhood,standards%20and%20aspirations%20for%20all.):

* High quality learning and teaching
* Community Focused Schools
* Early childhood play, learning and care (ECPLC) (previously Early Childhood Education and Care)
* Health and Well-being of Children and Young People
* Developing high aspirations through strong relationships
* Curriculum for Wales and Qualifications
* Leadership
* Supporting post-16 progression

The Strategic Support Plan proforma below has been developed to enable Consortia and LAs to set out how you will provide strategic oversight of the use of PDG funding in your region in 2023-24, and how you will support schools and settings to make effective use of the funding.

Whilst the majority of funding is now being passported directly to LAs via the LAEG grant, the Welsh Government continues to require Consortia (or local authorities where there is no Consortium in place) to maintain their strategic oversight and support role on effective use of the PDG in their region.

The strategic oversight and support you provide in relation to the PDG and the eight key areas will also be reviewed at termly progress meetings, in advance of which you will be invited to share an update on progress against your support plan.

The proforma below has been split into six sections to focus on your specific plans. You are asked to provide details of the SMART actions you intend to take, together with any costs and timeframes for delivery. Crucially at this planning stage, due consideration must be given to how you will evaluate the impact of the range of actions being taken. These impact statements will then feed directly into your End of Year Report and enable you to clearly evidence the difference this additional resource is making to learners' attainment.

* Schools and settings (eFSM)
* Looked after and care-experienced children (LAC)
* Early childhood play, learning and care (EYPDG)
* Education other than at school (EOTAS)
* Wellbeing
* Consortia/LA-led strategic funding

Consortia / Local Authorities are asked to complete this proforma by 18/09/2023

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| **Consortia / Local Authority: GwE** |
| **Consortia / Local Authority PDG lead: Catherine McNamara** |

1. **PDG Funding for Schools and Settings (eFSM)**

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| **Area to Evidence** | | **Proposals for 2023-24** | **Progress Update** |
| **eFSM1** | **Supporting School Planning**  What actions will you take to support evidence-informed school development planning that focuses on the following key areas as identified in *‘High standards and aspirations for all’?*:   * High quality learning and teaching, drawing on evidence and research of effective practice, as identified in the EEF Toolkit * The development of Community Focused Schools, including family engagement * Strengthening leadership at all levels to reduce the impact of poverty on educational attainment. * Curriculum provision that provides opportunities and experiences for eFSM learners that meet their needs and aspirations. * Professional learning for teachers and support staff that focuses on reducing the impact of poverty, including an understanding of pedagogical approaches know to have the greatest impact on their progress. * The development of strategic partnerships with third sector or other agencies to work with schools to raise the attainment of lower-income learners. | The work of GwE Supporting Improvement Advisers (SIAs) alongside the wide-ranging Professional Learning Offer  is crucial in supporting all schools to support vulnerable learners including those entitled to FSM. Schools across the region work in primary clusters and secondary alliances to support each other offering professional learning and sharing successful practice.  SIAs hold professional discussions with school leaders regarding each School’s Development Plan. The PDG plan and expenditure is entered into the Regional Grant Planning Dashboard and signed off by the Headteacher, Chair of Governors and SIA. Professional Discussions are supported by clear guidance through the Grant Dashboard which sets out clearly what is required in respect of PDG and PDG-LAC.  GwE will ensure that all schools will respond accordingly to the Welsh Government Action Plan ‘High Standards and Aspirations for All’ 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. * Raising awareness of the joint consortia/WG resource “Supporting Vulnerable Learners Through Effective Teaching and Learning” to ensure that practitioners 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.   The GwE regional professional learning offer includes:   * RADY * Trauma Informed Schools * Supporting parents and carers * Investors in Families * Teaching and learning strategies known to be most effective for learners impacted by poverty * Supporting Vulnerable Learners through effective teaching and learning toolkit * Research based literacy and numeracy support including SAFMEDs, RILL * Foundation learning support for early years including oracy, physical development and early skill development |  |
| **eFSM2** | **Monitoring and Evaluating Impact**   * What actions will you take to ensure that schools set a baseline, and monitor and evaluate the impact of their approaches on a regular basis? * What actions will you take to ensure schools use their learning to improve effectiveness and appropriate targeting of need? * What corrective steps will you take if evaluation indicates that approaches are not delivering the intended outcomes? * How will you monitor and evaluate your own approaches to supporting and challenging schools? * How will you report on your successes and challenges? * If these actions are successful, what will the outcomes for learners look like? | GwE have developed a transparent regional Grant Dashboard that is completed for all schools. This allows SIAs to monitor how schools are planning to use their PDG allocations and ensures that all expenditure meets the terms and conditions of the Grant. This must be signed off by the Headteacher, Chair of Governors and GwE SIAs. Data and information from the dashboard is analysed on a regular basis. Information is shared with Local Authority Officers so that they know that all schools are compliant.    GwE SIAs, through their daily work with schools will:   * At least termly, will discuss the progress of e-FSM pupils with school leaders and ensure that there are suitable arrangements to monitor and evaluate the impact of the approaches the school takes. * Ensure that there is effective communication between leaders and school staff to ensure that professional learning and the findings of self-evaluation processes, are used effectively to ensure individual needs are appropriate and are met. * Provide challenge if self-evaluation processes show that approaches are not delivering the intended outcomes. * Ensure school leaders are monitoring the impact of their School Development Plan that includes their grant spending. * Provide bespoke support as appropriate.   GwE, through their own self-evaluation procedures will:   * Monitor the regional Grants Dashboard and provide bespoke support to any schools as required. * Ensure the challenge and support of all schools in relation to PDG is robust and consistent. * Report success and challenges through:   + School visit reports and overview reports   + Discussions with LA partners   + Business planning processes   + Welsh Government reports * Work with schools to develop case studies that demonstrate highly effective impact of PDG spend and share these regionally.   The case studies should capture improve outcomes for learners such as:   * Improved attendance * Improved behaviour * Greater readiness and improved learning |  |
| **eFSM3** | **Accountability and Transparency**   * How will you hold schools to account on their use of the PDG, including through the publishing of annual [PDG School Statements](https://www.gov.wales/sites/default/files/publications/2023-05/annex-1-pupil-development-grant-school-statement-template.pdf)? * How will you share best practice? Please also provide links to existing examples including from your website. * Please provide the link to your latest PDG Support Plan on your website. *This should be updated with the latest version once approved.* | All SIAs will monitor expenditure plans and will not sign off the plan until they comply with the terms and conditions of the grant.  All SIAs will monitor the impact of spend on e-FSM pupils through their support for self-evaluation activities with schools on a regular basis. SIAs will challenge any grant spending they deem ineffective through professional discussion with the Headteacher.  SIAs in their discussions on the Grants Dashboard will ensure all schools publish PDG amounts and areas of spending on their website using the Welsh Government PDG strategy statement.  Data and information from the dashboard is analysed on a regular basis. Information is shared with Local Authority Officers so that they know that all schools are compliant.  GwE will continue to facilitate the regional PDG steering group for LAC and Early Years Settings and the PRUs across the consortium.  Best practice case studies will be shared via our website and through network meetings. This is being established this year. |  |
| **eFSM4** | **Structure & Responsibilities**   * Please providean organisationalstructure chart, identifying strategic responsibility and staff within the Local Authority/ Consortia with responsibility for the PDG. * Please provide an outline of where Local Authority/Consortia PDG Advisor posts sit within your structure and what support (including administrative) they will have to deliver. | The documents below detail the PDG structure within GwE and the organisational structure of GwE, noting where PDG Advisor posts sits within the structure. |  |

1. **PDG for looked after and care-experienced children (PDG-LAC)**

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| **Area to Evidence** | | **Proposals for 2023-24** | **Progress Update** |
| **LAC1** | **Supporting LAC learners’ progression**   * Please provide an outline of the Local Authority/ region’s priorities for managing the care-experienced (LAC) children element of the PDG? * How do these support the *High Standards and Aspirations for All* eight key areas, particularly high-quality learning and teaching and community focused schools? | LAC-PDG funding is allocated using PLASC data from each Local Authority. The number of pupils per cluster is calculated and funding is provided based on those numbers.  We will continue to implement our regional LAC Grant Guidance PDG terms & conditions via the Regional Grant Planning dashboard and grant guidance.  Cluster LAC-PDG grant plans are reviewed, agreed and monitored by GwE and the Local Authority Officers. Expenditure plans will not be signed off until they comply with the terms and conditions of the grant.  The PDG lead will challenge any grant spending they deem ineffective through professional discussion with the cluster lead.  GwE work closely with the 6 LACEs to ensure clear communication and collaboration in regard to additional support and interventions with the LAC PDG and that all cluster plans are approved by both GwE and the LA. This 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.  Please refer to e-FSM1 for how GwE support the High Standards and Aspirations for All eight key areas through their professional learning offer and bespoke support for individual school/clusters |  |
| **LAC2** | **Activity**   * Please provide details of the specific Local Authority/regional actions you intend to take to deliver the priorities outlined above? * Please also provide any costs, time frames for delivery, intended impact and how you will evaluate the success of the action being taken. | The regional business plan focuses on delivering a regional approach via the cluster model, the grant guidance is implemented across the region and is coordinated and managed by the consortium. 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 in addition to this we intend to provide:   * Workshops and networks on the LAC PDG and cluster model * Half termly meeting with LACEs * Cluster bespoke support by the Regional LAC within the consortium * Half termly meeting with PRU leads / ALN officers / Education officers responsible for EY / Virtual School Heads * Professional learning offered to all settings (see above) * Designated lead training   We propose to continue with distributing the grant as follows in line with the WG Terms and Conditions. In 2022/23 we have reduced the regional and professional offer allocation and increased the grant that will be available via the cluster model.  All professional learning and it’s impact is evaluated in line with the GwE evaluation and impact strategy, this will include developing case studies to capture the impact of the LAC-PDG spend.  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 regarding LAC-PDG. * 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 sources. * Support schools to adopt an evidence-based sustainable model to develop their curriculum and support for LAC learners. Focus on Trauma Informed Schools. * Continue to develop the transition guidance for LAC to ensure effective primary to secondary / post 16 engagement with focus on measuring impact of interventions. |  |
| **LAC3** | **Monitoring and Evaluating Impact**   * What actions will you take to support schools/settings to ensure that schools set a baseline, and monitor and evaluate the impact of their approaches in improving educational outcomes for looked after and adopted children? * What actions will you take to ensure LAs/schools/settings use their learning to improve effectiveness and appropriate targeting of need? * What corrective steps will you take to if evaluation indicates that approaches are not delivering the intended outcomes? * How will you monitor and evaluate your own approaches to supporting and challenging LAs/schools/settings? * How will you report on successes and challenges? * If these actions are successful what will the outcomes for learners look like?] | This follows the same process as e-FSM 2 above, but schools use the LAC-PDG cluster dashboard. |  |
| **LAC4** | **Regional Planning**   * Please set out your arrangements for planning and delivering support to looked after and adopted children in your region. Who will you work with (e.g. Virtual Schools, children’s services, schools/settings, private fostering agencies and the third sector) and how will you coordinate to deliver these proposals? | GwE has a clear cluster model for supporting Looked After Children and Adopted children across the region.  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, LAC-PDG; 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. (See infographic in e-FSM4)  GwE has a strategic lead for Health and Wellbeing, and a strategic lead for 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. (See word document in e-FSM 4)  GwE work closely with a range of external partners such as:   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 - 3. CAMHS – focus on the In-Reach project and effective practise. 4. The Children’s University.   Regular meetings will be held with LACEs, EYPDG, PRUs and EOTAS.  Local Authority – both Education and Children Services. Strong collaboration between the consortia and the 6 LACEs and we will continue to work together in regard to the PDG and achievements of LAC across the region. This includes strategic meetings with Heads of Children Services. |  |
| **LAC5** | **Distribution of funding**   * Please provide a flowchart illustrating how the funding will be distributed to Local Authorities / Clusters / Schools / Settings. | 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. |  |
| **LAC6** | **Structure and Responsibilities**   * Please provide an outline of the role of the PDG-LAC Co-ordinator, where they sit within the structure of the Consortium / LA and what support (including administrative) they will have access to. | The document below shows the organisational structure of GwE, noting where PDG Advisor posts sits withing the structure.    The document below details the role of the PDG-LAC co-ordinator roles and responsibilities. |  |

1. **Early Years Pupil Development Grant (EYPDG)**

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| **Area to Evidence** | | **Proposals for 2023-24** | **Progress Update** |
| **EY1** | **Planning**   * Please set out your arrangements for planning and delivering support to schools and funded non-maintained nursery settings in your region. How will you work with your Local Authorities, Early Years Advisory Teachers and Foundation Learning leads on these proposals? * How do these planning arrangements take account of the Welsh Government Action Plan for tackling the impact of poverty? | * Continue our collaboration with the 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 Learning 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 Learning network meetings for 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 regard to the PDG. * Ensure all the EYPDG are targeting the key priority areas in schools and settings via the regional grant dashboard. |  |
| **EY2** | How will you ensure schools and funded non-maintained nursery settings address priorities for the EYPDG, in particular:   * Pedagogy * Family Engagement / Community Focused Schools * Leadership | GwE will continue to provide professional learning opportunities for Foundation Learning 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 * Physical development and wellbeing. – roll out of Relational PLAY as an offer * School Readiness and engagement with families * Deliver neuro-science evidence-based training including outdoor learning * Family Engagement - We have encouraged schools/settings to have a structured approach to engaging with families. New Networks will enhance our provision. * We will also ensure EY schools/settings are accessing the Supporting Vulnerable Learners Through Effective Teaching toolkit.   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. |  |
| **EY3** | **Partnership Working/Collaboration**   * How will you support schools and settings to work together and with other agencies (i.e. Flying Start) and with outside agencies and to pool resources to achieve more effective outcomes? This could include settings working with feeder schools and settings being involved in school cluster work. * How will you support senior leaders to have a firm knowledge and understanding of the impact of early years interventions on learners’ development and future learning? E.g. Curriculum for Wales and Enabling Learning set out the pedagogies critical to supporting child development and nursery education. | 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 Learning / Wellbeing will be available to staff in non- maintained settings * We will share the effective practise in regard to effective family liaison with all settings with reference to Mike Gershon’s work and Helping your child to learn and the “Supporting Vulnerable Learners Through Effective Teaching and Learning” resource/ * 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. |  |
| **EY4** | **Non-Maintained Settings (NMS)**   * Please attach a list of funded NMS in your LA/Consortia area * Please 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? | GwE and 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, 3-8 central support teachers and school teachers providing the support will also be invited on the training to ensure consistency. |  |
| **EY5** | **Structure & Responsibilities**   * Please providean organisationalstructure chart, identifying strategic responsibility and staff within the Local Authority/ Consortia with responsibility for the EYPDG. * Please provide an outline of the role of the staff leading on EYPDG, where they sit within the structure of the Consortium / LA and what support (including administrative) they will have access to. * Please set out how you work collaboratively across the LA and region, for example with school improvement partners and Foundation Learning leads to ensure effective evidence-based support. | This is detailed in the embedded document in  LAC 3 above.  We will utilise our Regional EYPDG group to support non-maintained settings to ensure that they are accessing and using effective evidence-base support. See attached Terms of Reference for the regional group: |  |

1. **EOTAS**

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| **Area to Evidence** | | **Proposals for 2023-24** | **Progress Update** | |
| **EOTAS1** | **Planning**   * What actions will you take to plan for and deliver support to children educated other than at school (EOTAS) in your region, * How do these actions align with the eight key areas in *High Standards and Aspirations for All?* * How will you work with your Local Authorities and/or EOTAS Co-ordinators on these proposals? | 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 PDG/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 regard 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. |  |
| **EOTAS2** | **Support**   * How will you support your School Improvement Partners to be aware of the particular difficulties faced by learners in EOTAS? * How will you inform and develop your School Improvement Partners if necessary? | All PRUs have a link SIA and have access to the GwE professional learning offer in addition to a bespoke support plan.  GwE have a designated PRU and Special School lead. 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 regard 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. |  |
| **EOTAS3** | **Monitoring and Evaluating Impact**   * What strategic action will you take to ensure practitioners monitor and evaluate their approaches to improve outcomes for EOTAS learners? * What corrective action will you take if these approaches are not delivering the required outcomes? * How will you report on successes and challenges? * If these actions are successful, what will the outcomes for learners look like? | See e-FSM 2 above |  |

1. **Wellbeing**

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| **Area to Evidence** | | **Proposals for 2023-24** | **Progress Update** | |
| **WB1** | **Planning**   * What action will you take to plan for and deliver wellbeing support to learners in your region, using PDG funding? * Which partners will you work with to deliver these actions, and how will you work with them on these proposals? * How do these arrangements support the *High Standards and Aspirations for All* eight key areas? | GwE have a designated Health and Well-being lead.  The Wellbeing element of the PDG support plan is incorporated into the services 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 regard 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 in 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. * Support Centre with access to both universal and targeted resources. * Supporting Vulnerable Learners Through Effective Teaching and Learning resource (alongside the wider GwE PL for supporting Teaching and Learning) * Professional learning to support Family Engagement. * Support for More Able and Talented through the GwE support centre. * All GwE staff have received DARPL training so that they can support schools in addressing diversity within the curriculum. * GwE work closely with the LA Healthy Schools Officers and the Local Health Board who also provided training to all GwE SIAs. |  |
| **WB2** | **Monitoring and Evaluating Impact**   * What actions will you take to ensure that schools set a baseline, and monitor and evaluate the impact of their approaches on a regular basis to improve the wellbeing outcomes for learners? * What action will you take to take corrective action if these approaches are not delivering the required outcomes? * How will you report on successes and challenges? * If these actions are successful, what will the outcomes for learners look like? | All professional learning and impact is evaluated in accordance to the GwE evaluation and impact strategy. See e-FSM 2 |  |

1. **Consortia / Local Authority led funding**

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| **Area to Evidence** | **Proposals for 2023-24** | **Progress Update** |
| * What actions are you intending to take forward using this strategic funding stream, in line with the terms and conditions for this grant? * How do these arrangements support the *High Standards and Aspirations for All* eight key areas? * Please provide timescales and likely costs. | We propose to focus the additional funds on support for schools/settings in three key categories:  **Teaching and whole-school strategies**  **Supporting Vulnerable Learners** through Effective Teaching and Learning resource – promoting the resource and sharing the practise from the schools piloting it as part of their whole school improvement.  **Whole School Approach** - Increase the numbers of schools in Wrexham and Gwynedd 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.  **Literacy & Numeracy** – We propose to continue working with the research team from the Collaborative Institute for Education Research, Evidence and Impact (CIEREI) and Bangor University to provide evidence-based strategies for schools to use.  **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.  **Targeted support to supporting key groups of learners**  **Professional Development of NQTs** –The TIS diploma for NQTs will continue this year  **Wider strategies (including supporting parents and carers)**  **Relationship Based Play training.** An 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 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.  **Supporting non-maintained/EY settings**  We propose to up skill both settings and LA staff in regard to Early Years Interventions. We will also work closely with the LA Non-maintained and 3-8 link in regard to further developing the professional learning offer and support those settings who have had a decrease in FSM funds.  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. |  |

**PDG Support Plan submitted by:**



Signature

Arwyn Thomas

Managing Director GwE

18/09/2023

**Countersigned by lead director**

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Claire Homard

Chief Education Officer

18/09/2023

1. Local Authorities which previously formed part of ERW but are no longer part of a consortium. [↑](#footnote-ref-1)