



**Dinas a Sir Abertawe**

**Hysbysiad o Gyfarfod**

Fe'ch gwahoddir i gyfarfod

## **Panel Perfformiad Craffu - Ysgolion**

**Lleoliad:** Ystafell Bwyllgor 6, Neuadd y Ddinas, Abertawe - Neuadd y Ddinas, Abertawe

**Dyddiad:** Dydd Mawrth, 12 Rhagfyr 2017

**Amser:** 4.00 pm

**Cynullydd:** Y Cynghorydd Mo Sykes

### **Aelodaeth:**

Cynghorwyr: C Anderson, A M Day, M Durke, S J Gallagher, L S Gibbard, F M Gordon, D W Helliwell, B Hopkins, L James, S M Jones, L R Jones, M A Langstone a/ac L J Tyler-Lloyd. Aelodau Cyfetholedig: D Anderson-Thomas

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### **Agenda**

**Rhif y Dudalen.**

- |          |                                                                                                                                                                    |                  |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>1</b> | <b>Ymddiheuriadau am absenoldeb.</b>                                                                                                                               |                  |
| <b>2</b> | <b>Datgeliadau o fuddiannau personol a rhagfarnol.</b><br><a href="http://www.abertawe.gov.uk/DatgeliadauBuddiannau">www.abertawe.gov.uk/DatgeliadauBuddiannau</a> |                  |
| <b>3</b> | <b>Cofnodion 18/10/17 a 16/11/17</b>                                                                                                                               | <b>1 - 17</b>    |
| <b>4</b> | <b>Plant sy'n Derbyn Gofal - Canlyniadau Addysgol</b>                                                                                                              | <b>18 - 39</b>   |
| <b>5</b> | <b>Cefnogaeth i Ddisgyblion Diamddiffyn a Gwariant y Grant Amddifadedd Disgyblion ar draws Ysgolion</b>                                                            | <b>40 - 153</b>  |
| <b>6</b> | <b>Cynllun Gwaith 2017 - 2018.</b>                                                                                                                                 | <b>154</b>       |
| <b>7</b> | <b>Eitem Er Gwybodaeth</b>                                                                                                                                         | <b>155 - 175</b> |
|          | Nododd y panel yr wybodaeth gefndir am ysgolion.                                                                                                                   |                  |
|          | a) Grwp Cynghorwyr Craffu ERW 29 Medi 2017                                                                                                                         |                  |
|          | b) Adroddiad Blynyddol Archwiliadau Ysgolion 2016/2017                                                                                                             |                  |
|          | c) Gwybodaeth ddefnyddiol arall (caiff gwybodaeth gefndir ddefnyddiol berthnasol i'w darllen ei chynnwys ar agendâu neu ei e-bostio i'r panel)                     |                  |

**Cyfarfod nesaf:** Dydd Iau, 18 Ionawr 2018 ar 4.00 pm

*Huw Evans*

**Huw Evans**  
**Pennaeth Gwasanaethau Democrataidd**  
**Dydd Mawrth, 5 Rhagfyr 2017**

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**Cyswllt: Scrutiny - 01792 637256**



**To/  
Councillor Jen Raynor  
Cabinet Member for Children,  
Education and Lifelong Learning**

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*Date  
Dyddiad:*

**9 November 2017**

**BY EMAIL**

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Children, Education and Lifelong Learning following the meeting of the Panel on 18 October 2017. It is about Education Improvement Service and the 21<sup>st</sup> Century Schools Programme.

Dear Councillor Raynor,

## **Schools Scrutiny Performance Panel – 18 October 2017**

The Panel would like to thank Helen Morgan Rees and Brian Roles for attending the Schools Scrutiny Performance Panel on 18 October 2017. We received our annual progress update about the Education Improvement Service and we also explored progress with the 21<sup>st</sup> Century Schools Programme.

We are writing to you to reflect on what we learnt from the discussion, share the views of the panel, and where necessary, raise any issues or recommendations for your consideration and response. The main issues discussed are summarised in the following paragraphs.

### ***Education Improvement Service***

We heard about the ten objectives in the operation plans for 2016/17 and that success is being rated on improved outcomes (impact) and qualitative feedback (quality control). Of these ten objectives the panel particularly focused on:

- *Improve outcomes in Foundations Phase*, where they heard that there has been a slight improvement in the Foundation Phase indicator. We heard that further work is required to reduce the gap in performance of pupils who receive free school meals.

**OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU**

**SWANSEA COUNCIL / CYNGOR ABERTAWE**

**GUILDHALL, SWANSEA, SA1 4PE / NEUADD Y DDINAS, ABERTAWE, SA1 4PE**

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- *Improve outcomes in maths, numeracy, English and literacy:* improvements have been seen across all phases apart from key stage 4. Changes in the national qualifications have had an impact on the results across the Board at key stage 4 and a similar pattern has been shown across Wales. We heard that further work was required to support English and Mathematics at secondary level.
- *Improve provision for digital competence and building on requirement of new Digital Competence Framework.* We heard that further work was needed including ensuring adequate staffing. We wished to emphasise the importance of ensuring that schools have enough staff trained and the right facilities for pupils to become digitally competent. Especially in light of the City Deal and what this will have to offer people with the right skills. We wanted to ensure that we are going to be 'ahead of the game'. We felt that using people who have the 'know how' like local business and the university to move this agenda forward quickly and effectively was important.
- *Monitor and evaluate schools effectively:* we were informed that it can be difficult to get an honest dialogue with a few schools so further work was required to stabilise staff to ensure consistency.
- *Build leadership capacity in schools:* we were pleased to hear that there is a good range of provision afforded to develop staff in schools currently but that we must ensure that provision is in line with new National Academy for Leadership.

We were pleased to hear that EIS has improved and developed through engaging more fully with regional partners to provide a clear professional learning prospectus and menu of support to schools. That the breadth of leadership support to schools has improved and that strategic opportunities for schools to work with others have increased. We welcomed the good support for leaders in schools that will help improve key areas of teaching. The use of HWB in improving collaboration across schools was praised recognising that as a result teachers have better access to useful resources, networks and training materials.

Education Improvement Officer capacity including Challenge Advisors in Swansea are currently at the optimum level of 12 core funded full time employees.

We asked about the professional learning available to teachers and the consistencies in which this is taken up. We heard that there is a lot of interschool activity around professional learning and more use of cost effective ways of developing staff like for example. We were pleased to hear that there is a strong performance management process in place that schools use and where training needs are identified and monitored.

We asked if there are any potential barriers to further improvement, we heard that

- There is uncertainty and a lack of clarity about the role of ERW in delivering an education improvement services and that this may create unhelpful tensions and misconception for employees and services users.
- Unstable staffing levels can hamper continuity and progression in the service provided to schools.
- The publication of National Categorisation outcomes can work against the trust and rapport required for schools and challenge advisors to work in a collaborative way.
- The pace of change for schools does not always provide time and space for self-improvement. The effect on the wellbeing of headteachers continues to be a concern.
- Regionally agreed core visits to schools are perceived to be creating a workload issue for headteachers and this is at odds with reducing workload.
- The simple act of monitoring a school is becoming less authentic as a result of electronic systems that cannot compete with real time.

### ***21<sup>st</sup> Century Schools Programme***

We were pleased to hear that Band A of our 21<sup>st</sup> Century Schools Programme was progressing well and that most of the projects are complete or progressing recognising the difficulties with the one outstanding new build.

We heard that for Band B the grant for capital projects remains at 50%. The Voluntary Aided Schools receive 85% from Welsh government and require 15% from that voluntary body. We also heard about the potential contribution rate for Mutual Investment Model which will be 75%. We understand that Swansea should hear about the outcome of the submission for Band B funding in late October / early November 2017.

We were interested to hear that some projects could be delivered by a Mutual Investment Model as a form of public private partnership. Also that the Mutual Investment Model, unlike traditional forms of Private Public Partnerships (PPP), includes long-term obligations to secure community benefits, create apprenticeships and training places for Welsh workers and for sustainable development, in which the private partner will be required to support the delivery of the Well-being and Future Generations Act. We understood that potentially four schemes might be identified for the Mutual Investment Model but these would be unlikely to be delivered early within Band B.

We were pleased to hear that the priorities contained in the submission were identified through a robust and objective set of assessment criteria and consistent with previous extensive stakeholder engagement. We also heard that the proposed submission to the Welsh Government reflects the natural development of the previously approved longer term strategy but also reflects further consideration of changes in demands and priorities. We were also informed that the programme has been repeatedly scrutinised by Welsh Government.

We asked what the potential risks to the programme might be and these were identified as:

- Getting the full Welsh Government funding envelope required for Swansea's Band B submission
- Working through the complexity of the Mutual Investment Model
- Meeting the required local capital contributions
- Officer capacity to develop the detailed business cases and then deliver schemes
- Construction industry capacity to deliver schemes
- Voluntary aided body contributions

***Your response***

We are interested in hearing any further thoughts you have about the issues raised in our letter but would ask that you respond to the following issues by the 30 November 2017

1. We would like further information on how schools and the local authority are including others, like for example, the private sector and the university in moving the Digital Competence Framework for schools forward in order to ensure that our up and coming pupils are being prepared for the employment opportunities that the City Deal will offer.
2. Can you inform us of the outcome of the Band B submission to Welsh Government once it is available?

Yours sincerely,

**COUNCILLOR MO SYKES**

Convener, Schools Scrutiny Performance Panel

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City and County of Swansea

## Notes of the **Scrutiny Performance Panel – Schools**

Committee Room 3A, Guildhall, Swansea

Wednesday, 18 October 2017 at 4.00 pm

**Present:** Councillor M Sykes (Chair) Presided

**Councillor(s)**

C Anderson  
D W Helliwell  
L J Tyler-Lloyd

**Councillor(s)**

M Durke  
L R Jones

**Councillor(s)**

L S Gibbard  
M A Langstone

**Co-opted Member(s)**

D Anderson-Thomas

**Officer(s)**

Helen Morgan - Rees	Hub Head of Education Improvement
Michelle Roberts	Scrutiny Officer
Brian Roles	Head of Education Planning and Resources

**Apologies for Absence**

Councillor(s): B Hopkins and S M Jones

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**1 Disclosure of Personal and Prejudicial Interests.**

None

**2 Notes and Conveners letter from Panel meeting on 21 Sep 2017**

Notes were agreed with two clarifications made to both the notes and Conveners letter from the 21 September, namely

- *We were encouraged to hear about the memorandum of understanding that has been agreed with schools detailing the support that will be provided to enable children to return to school.* Clarification: There is not as such a memorandum of agreement in place but there is a clear memorandum of understanding around managed moves in Swansea.
- *The panel were pleased to hear about behaviour self-evaluation toolkit for schools that has been designed and that this will form part of the Challenge Advisors visit.* Clarification: The self-evaluation toolkit is in the process of being developed but not complete at this current time. It is hoped that it will be complete by the end of the Autumn Term 2017.

**3 Education Improvement Service (EIS) Performance Update**

The Hub Head of the Education Improvement Service (EIS) for Neath Port Talbot and Swansea, Helen Morgan-Rees attended the meeting and presented an update

on the performance, priorities and capacity of the School Improvement Service in Swansea.

The following issues were raised discussed by the Panel:

- Consortia in Wales currently deliver school improvement services, Swansea are part of the ERW Consortia, which is an alliance of six local authorities including Neath Port Talbot, Powys, Carmarthenshire, Pembrokeshire, Ceredigion and Swansea. ERW has a business plan and this is aligned to the local priorities.
- The Business Plan contains school improvement actions, governance arrangements and corporate improvement actions. All priorities are linked to measureable outcomes in schools.
- There are ten objectives across the three Consortia operation plans for 2016/17. Success is rated in relation to improve outcomes (impact) and qualitative feedback (quality control). Of the ten objectives the panel focused on the following particularly:
  - *Improve outcomes in Foundations Phase*, where they heard that there has been a slight improvement in the Foundation Phase indicator. Further work is required to reduce the gap in performance of free school meals pupils.
  - *Improve outcomes in maths, numeracy, English and literacy*: improvements have been seen across all phases apart from key stage 4. Changes in the national qualifications have had an impact on the results across the Board at key stage for and a similar pattern has been shown across Wales. Further work includes support for English and Mathematics at secondary level.
  - *Improve provision for digital competence*: build on requirement of new Digital Competence Framework. Further work includes ensuring adequate staffing. The Panel wished to emphasise the importance of ensuring that schools have the staff trained and the facilities needed for pupils to become digital competent. Especially in light of the City Deal and what this will have to offer. The Panel felt that it was important that we are ahead of the game, using people who have the 'know how' like local business and the university to move this agenda forward quickly and effectively. The Panel will ask the Cabinet Member for more information on how schools and local authority are included others like the private sector and the university to in moving this particular aspect forward as quickly as possible to ensure our up and coming pupils are prepared for the opportunities the City Deal may offer.
  - *Monitor and evaluate schools effectively*: the panel were informed that it can be difficult to get an honest dialogue with a few schools. Further work required to stabilise staff to ensure consistency and explore new methods.
  - *Build leadership capacity in schools*: there is a good range of provision afforded to develop staff in schools currently. Must ensure that provision is in line with new National Academy for Leadership.
- The EIS has improved and developed by engaging fully with regional partners to provide a clear professional learning prospectus and menu of support to schools. The breadth of leadership support to schools has improved. The strategic opportunities for schools to work with others have increased.



- The progress in teaching and learning. The EIS supports improvement in Welsh, English, Mathematics, additional learning needs and digital competence. There is also well co-ordinated support for new teachers. Further support can be brokered via the ERW central Team. Good support for leaders in schools to improve key areas of teaching. The use of HWB is improving collaboration across schools. As a result teachers have better access to useful resources, networks and training materials.
- Consistency in teacher assessment has been facilitated by attendance and guidance from officers at cluster moderation events. Schools have been encouraged to develop electronic learner profiles and there has been continuation in Foundation Phase moderation. There is generally greater consistency and accuracy in teacher assessment. There is now greater emphasis on progress of individual pupils and it is likely that future performance measures will place greater emphasis on children rather than data.
- The barriers to further improvement identified as
  - Uncertainty and lack of clarity about the role of ERW in delivering a school improvement services. This may create unhelpful tensions and misconception for employees and services users
  - Unstable staffing levels can hamper continuity and progression in the service provided to schools
  - Publication of National Categorisation outcomes works against the trust and rapport required for schools and challenge advisors to work in a collaborative way
  - Pace of change for schools does not always provide time and space for self-improvement. The effect on the wellbeing of headteachers continues to be a concern.
  - Overuse of data may be an impediment to school and challenge advisors in knowing what individual pupils can and cannot do
  - Regionally agreed core visits to schools are perceived to be creating a workload issue for headteachers and this is at odds with reducing workload.
  - The simple act of monitoring a school is becoming less authentic as a result of electronic systems that cannot compete with real time.
  - School to school support and collaboration. Highly effective school on school support but can be impacted upon by external factors like for example Adverse Childhood Experiences (ACEs).
- School improvement officer capacity, including challenge advisors, in Swansea Council is currently at the optimum level of 12 core funded full time employees. However not all support is delivered by challenge advisors and is brokered for example performance specialists.
- Professional development, the panel ask about the professional learning available to teachers and the consistencies in which this is taken up. There is a lot of interschool activity around professional learning and more cost effective ways of developing staff than sending of courses like mentoring, lesson challenge etc. There is a performance management process in place across school where training needs are monitoring and identified.
- Support and challenge for pupil referral unit and both special schools in Swansea is progressing well with a dedicated challenge advisor and performance specialist.
- There are four key priorities for the next year and they are:

- Improve the quality of leadership and its impact on outcomes
  - Improve the quality of teaching and learning experiences
  - Reduce the impact of poverty on attainment
  - Deliver high quality and bespoke support, challenge and intervention to schools
- There is a correlation between optimum capacity of challenge advisors and the ERW school improvement risk register for Swansea. If the number of challenge advisors fall below optimum there is a heightened risk of schools falling into Estyn follow up categories because of weaker monitoring and evaluation of schools.

#### **4 Quality in Education (QED) and 21st Century School Programme**

The Head of Education Planning and Resources, Brian Roles, attended the meeting to discuss progress with the Quality in Education and 21<sup>st</sup> Century Schools Programme. The following issues were discussed:

- Band A progressing well and have completed projects at Newton, Glyncollen, Burlais, Gowerton and Pentre'r Graig primary schools and YGG Lonlas, with works at YG Gwyr and Pentrehafod under construction. The only outstanding is delivery of new build for Gorseinon Primary School due to the village green application. The total investment in Band A programme is £51,310,000 with 50% funded by Welsh Government.
- For Band B the grant for capital projects remains at 50%. The grant rate for Mutual Investment Model is 75%. Voluntary aided schools receive 85% from Welsh government and require 15% from the voluntary body.
- The priority investment schemes are identified through the following criteria: standards, risk, condition, specific suitability issues, landscape, basic need (where there is a clear shortfall in places), sufficiency (surplus places), viability, sustainability and deliverability.
- Major priority options are identified through extensive stakeholder engagement.
- The robustness of Swansea's programme has been repeatedly scrutinised by Welsh Government and is subject to their ultimate approval,
- The proposed submission to the Welsh Government reflects the natural development of the previously approved long term strategy but also reflects further consideration of changes in demands and priorities.
- The proposed key submission areas for Band B includes:
  - Transitional spending from Band A for Gorseinon Primary School
  - Education Other Than At School (EOTAS) facility
  - Delivering commitments within the Welsh Education Strategic Plan
  - English-medium Secondary provision
  - English-medium Primary Provision
  - Aided sector needs
  - Special Schools Review
  - Wider Area Transformation
- Welsh Government funding for Bank B will be £600m capital and £500m revenue for whole of Wales. The available funding is unlikely to support the anticipated scale of bids from local authorities. The revenue aspect will be provided by a Mutual Investment Model a form of public private partnership. The Mutual Investment Model unlike traditional forms of PPP includes long-term obligations

to secure community benefits, create apprenticeships and training places for Welsh workers and for sustainable development, in which the private partner will be required to support the delivery of the Well-being and Future Generations Act.

- Swansea should hear about the outcome of the submission for Band B in late 2017.
- Looking to potentially identify four schemes for the Mutual Investment Model but this will be in the longer term.
- Potential risks and barriers to programme moving forward include:
  - Getting full submission grant for Band B
  - Complexity of Mutual Investment Model
  - Meeting local contributions always a challenge
  - Officer capacity to deliver schemes
  - Construction industry capacity to deliver schemes
  - Voluntary aided body contribution

## **5 Workplan 2017/2018.**

The next meeting of the Panel will be on the 16 November at 2pm and will take place in Olchfa School.

The meeting ended at 5.50 pm



**To/  
Councillor Jen Raynor  
Cabinet Member for Children,  
Education and Lifelong Learning**

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Dyddiad:*

**29 November 2017**

**BY EMAIL**

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Children, Education and Lifelong Learning following the meeting of the Panel on 16 November 2017. It is about Pioneer Schools and the New Curriculum for Wales.

Dear Councillor Raynor,

### **Schools Scrutiny Performance Panel – 16 November 2017**

We met at Olchfa Comprehensive School to look at the collaboration that Parklands Primary and Olchfa Comprehensive Schools are doing in helping to map out the future New Curriculum for Wales.

We are writing to you to reflect on what we learnt and to share our views and learning points from this exercise.

#### ***Young People and the New Curriculum***

We met a group of six young people from the Olchfa School Advisory Board to gain their thoughts about the new curriculum. We asked them to consider:

- ❖ How the school is helping them to prepare for life?
- ❖ What they think the school does well and what it could do better?
- ❖ Whether they feel they have a say in decisions affecting the school and their learning?

The key messages from these pupils about the New Curriculum are:

- It is good because learning is now more linked to pupils day to day life, for example in maths learning about elevation and this being linked to map work or architecture.
- Skills learnt in these types of lessons are the skills needed for life.

**OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU**

**SWANSEA COUNCIL / CYNGOR ABERTAWE**

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To receive this information in alternative format, or in Welsh please contact the above

- Respect is important to ‘both school life and for life outside...it is very important for pupils to have a voice: every pupil in the school must have a voice. Pupils must feel that their opinions matter’.
- Young people thought that learning about their own culture and identity and that of others was important.
- Lessons are teaching us skills that also help build pupils confidence, so they can then become more involved and willing to give their views.
- Pupil Voice has been the biggest difference at the school. For example: pupils decided on which subjects would be looked at in PSE this year. ‘Pupils then see this happening which proves they have the ability and confidence to put their ideas forward this will help them with life.’
- The way things are taught now allows everyone to get involved. Not just about exams but developing ideas and to think about and question them. Reflection time is also good for exploring different ideas and experience.
- More freedom in how things are done so we can learn and develop our own learning styles. Can therefore be more creative and have more ownership of the learning process.
- More respect between teachers and pupils which results in pupils feeling that they can have their say more, which helps pupils to be more engaged and enjoy lessons.
- When asked what the school could do better, pupils said that the needs of every pupil in relation to food/meals could be addressed. That the food available does not have many vegetarian options and does not cater for examples for Halal or vegan etc. The pupils thought that to enable full equality the school meals available should be reflective of pupils needs.

***Parklands Primary and Olchfa Comprehensive School collaboration work in relation to Pioneer Schools and the New Curriculum for Wales***

Scrutiny Councillors met with Hugh Davies and Anne Lloyd the Headteachers from Olchfa Comprehensive School and Parklands Primary School, the Chair of Governors from Olchfa School Mary Jones and the Challenge Advisors for the two schools Sharon Jones and Mark Thompson. We discussed how the development of the New Curriculum for Wales is progressing from their viewpoints. The Panel took away a number of learning points from this session which they would like to share with you and for use when moving forward in the development of the new curriculum in other schools in Swansea:

- Strong leadership within schools will be key to moving forward, but must recognise that School readiness for the new curriculum will be varied.
- Both the School Governing Body and Leadership Team within a school must be committed to it and be ready to move it forward.
- Collaboration is happening not only because of the new curriculum pilot, some schools were thinking this way and starting to move down that road but this has been an impetus to moving forward. There are some schools that are not pioneer schools but are starting to do this because they recognise that it is the right thing to do.

- There are a minority of individuals within schools that are not convinced and therefore not as supportive of Donaldson and the ethos of the new curriculum. There is still a need to be winning of hearts and minds with some.
- Must recognise schools are at different stages of learning and development, therefore their ability to move forward with the new curriculum will vary and will need different levels of support.
- Ensure everything is grounded in the 4 core purposes, 'they are the fundamental touchstone'. Teachers must understand and be committed to this in order to move forward.
- The pedagogy and type of knowledge is different so teachers need to embrace this as part of their continuous improvement journey. It will be important moving forward for the criterion to fit with the pedagogy that goes with the new curriculum.
- It is vital to use evidence to inform the development of the practice needed. Moving forward must be underpinned by research and evidence based decisions.
- The learning for pupils is much broader within the new curriculum than with the old one, subjects are looked at in more depth and breadth, enabling pupils to question and think, it also frees up time to explore issues more. This enables children to think/question and not just acquire knowledge.
- The new curriculum needs to be about teaching and learning, about what the child needs and not only about results and data.
- Working across clusters will be important moving forward, the primaries and secondary schools working together to ensure smooth transitions and shared practices will be of benefit to all.
- There is an important role for all the pioneer schools in being reflective and looking at the effective pedagogy learned and that is needed, also encouraging and giving confidence to other schools to start down this process.
- The main challenges to moving forward with the new curriculum include:
  - Schools being able to release resources to bring in the new curriculum will be necessary, so any reduction in resources will negatively impact on their ability to move forward.
  - nature of changes in communities, for example the increases in second language and free school meals pupils
- If local authority could do anything to help it would be to create a climate for professional learning that is valued and at the forefront education.

We were extremely impressed with both schools and their commitment and drive in improving the outcomes of their pupils. We recognise that they both have taken this great opportunity to shape new practice and have embraced it fully. We look forward to seeing how it progresses in the future within both schools and across their cluster.

### ***Your response***

We are interested in hearing your thoughts about the issues raised in our letter and would ask that you respond to the following issues by the 20 December 2017.

1. What is being done across schools in Swansea to ensure that we are reflecting the varied needs of pupils within the school meals that are offered, for example vegetarian, vegan, Halal?
2. How you think we can build upon the positive impact that rights respecting schools have had and how we can further develop the themes of culture and identity?
3. How do you believe the budget situation across schools both now and in the near future will reflect in their ability to take forward the new curriculum?
4. What are we doing as an authority to help create a climate for professional learning that is valued and at the forefront education in Wales?

Yours sincerely,

**COUNCILLOR MO SYKES**

Convener, Schools Scrutiny Performance Panel

✉ [Cllr.mo.sykes@swansea.gov.uk](mailto:Cllr.mo.sykes@swansea.gov.uk)



City and County of Swansea

## Notes of the **Scrutiny Performance Panel – Schools**

**Olchfa Comprehensive School, Swansea**

**Thursday, 16 November 2017 at 2.00 pm**

**Present:** Councillor M Sykes (Chair) Presided

**Councillor(s)**

L James  
L J Tyler-Lloyd

**Councillor(s)**

L R Jones

**Councillor(s)**

M A Langstone

**Officer(s)**

Hugh Davies  
Anne Lloyd  
Mary Jones  
Mark Thompson  
Sharon Jones  
Six pupils  
Michelle Roberts

Headteacher Olchfa Comprehensive School  
Parklands Primary School  
Chair of Governors at Olchfa Comprehensive School  
Challenge Advisor for Parklands Primary School  
Head of Curriculum Support (EIA)  
School Advisory Board at Olchfa Comprehensive  
Scrutiny Officer

**Apologies for Absence**

Councillor(s): B Hopkins, S M Jones, Mike Day, Steven Gallagher, Mike Durke, Louise Gibbard, Fiona Gordon and David Helliwell.

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**1 Disclosure of Personal and Prejudicial Interests**

None

**2 Pioneer Schools, the Future Curriculum in Wales (context to the visit)**

Achieving the full benefits of [Successful Futures](#) for our children and young people, together with *Teaching Tomorrow's Teachers*<sup>1</sup>, and the New Deal for the Education Workforce will require us all to engage fully and work together. It will be a collaborative process that will involve the teaching profession, Estyn, local authorities, academics, parents/carers, businesses and a wide range of other stakeholders, experts and groups. To ensure we get it right, we will need to strike the right balance between proceeding at pace so that the new curriculum is available as soon as possible, with our desire to develop the new curriculum in partnership with schools and other partners to ensure we get it right. As we move forward together the development of the new curriculum will be: evidence-led, based on subsidiarity, ambitious and inclusive, manageable, with pace, passion and professionalism, unified.

**Professor Graham Donaldson**

Parklands Primary School and Olchfa Comprehensive School are working together in collaboration and are one of a small number of schools who are helping to map out the future of curriculum reform in Wales. This is as a result of the Donaldson



report Successful Futures Independent Review of Curriculum and assessment Arrangements in Wales.

The Panel met the Headteachers, Chairs of Governors and Challenge Advisors for both Parklands Primary and Olchfa Comprehensive School at Olchfa School. Members before meeting with professional spent 30 minutes discussing the new curriculum and their thoughts with a group of 6 pupils from across different years within Olchfa Comprehensive.

### **3 Session with young people who are pupils at Olchfa Comprehensive School**

Scrutiny Councillors met with 6 young people from the Olchfa School Advisory Board asking them to consider

- ❖ How the school is helping them to prepare for life?
- ❖ What they think the school does well and what it could do better?
- ❖ Whether they feel they have a say in decision affecting the school and their learning?

The key messages from pupils about the new curriculum are summarised as follows:

- It is good because learning is now more linked to pupils day to day life, for example in maths learning about elevation and this being linked to map work or architecture.
- Skills learnt in these types of lessons are skills needed for life.
- Respect is important to both school and for life outside...it is very important for pupils to have a voice: every pupil in the school must have a voice. Pupils must feel that their opinions matter.
- Lessons are teaching us skills that also help build pupils confidence, so they can then become more involved and willing to give their views.
- We felt that the pupils having a voice have been the biggest difference to the school for their perspective. For example: pupils decided on which subjects would be looked at in PSE this year. Pupils then see as this is happening that they have the ability and confidence to put their ideas forward, this will help them with life.
- The way things are taught now allows everyone to get involved. Not just about exams but developing ideas and to think about and question them. Reflection time is also good for exploring different ideas and experience.
- More freedom in how things are done so can learn and develop our own learning styles. Can therefore be more creative and have more ownership of the learning process.
- More respect between teachers and pupils which results in pupils feeling that they can have their say more, which helps pupils to be more engaged and enjoy lessons.
- When asked what the school could do better, pupils said that needs of every pupil in relation to food/meals could be address. That the food available does not have many vegetarian options and does not cater for examples for Halal or vegan etc. The pupils thought that to enable full equality meals should be reflected pupils needs.

## 2 Session with Parklands Primary School and Olchfa Comprehensive School

Scrutiny Councillors met with the Headteachers, Chair of Governors from Olchfa and the Challenge Advisors for both schools to discuss how the development of the new curriculum for Wales is progressing from their viewpoints. The Panel took away the following learning points from the session:

- Leadership within schools will be key to moving forward, but must recognise that School readiness for the new curriculum will be varied.
- Both the School Governing Body and Leadership Team within a school must be behind it and be ready to move it forward.
- The majority of those involved teachers and governors must believe that this is the best way forward and be committed to it.
- Collaboration is happening not only because of the new curriculum pilot, some schools were thinking this way and starting to move down that road but this has been an impetus to moving forward. There are some schools that are not pioneer schools but are starting to do this because they recognise that it is the right thing to do.
- There are a minority of individuals within schools that are not convinced and therefore not as supportive of Donaldson. There therefore needs to be a winning of hearts and minds.
- As a school it is important to assess where you are at in relation to this and to now your capacity to make the change. Important to take staff along with you, school and staff need to be in right place to make the necessary changes.
- Must recognise schools are at different stages of learning and development, therefore their ability to move forward with the new curriculum will vary and need different levels of support.
- Ensure everything is grounded in the 4 core purposes ...they are the fundamental touchstone, schools teachers must understand and be committed to this in order to move forward.
- The pedagogy and type of knowledge is different so teachers need to embrace this as part of their continuous improvement journey. It will be important moving forward for the criterion to fit with the pedagogy that goes with the new curriculum
- It is vital to use evidence to inform the development of the practice needed. Moving forward must be underpinned by research and evidence based decisions
- The learning for pupils is much broader than with the current curriculum, subjects looked at in more depth and breadth, enabling pupils to questions and think and frees up time to explore issues more. This enables children to think and question and not just acquire knowledge.
- Working across clusters will be important moving forward, the primaries and secondary schools working together to ensure smooth transitions and shared practices will be of benefit to all.
- There is an important role for those pioneer schools in being reflective and looking at the effective pedagogy learned and that is needed, also encouraging and giving confidence to other schools to start down this process.
- The new curriculum needs to be about teaching and learning, about what the child needs and not only about results and data.
- The main challenges to moving this forward include:

Notes of the Scrutiny Performance Panel – Schools (18.10.2017)  
Cont'd

- Schools being able to release resource to do this so less resource will negatively impact on this.
- the only nature of change in communities, increase in second language and free school meals pupils
- If local authority could do anything to help it would be to create a climate for professional learning that is valued and at the forefront education.

The Convener of the Panel Cllr Mo Sykes thanked everyone including pupils for their participation in the session and for the useful and informative information given.

The meeting ended at 4.10pm

# Agenda Item 4



## Report of the Convener of the Schools Performance Scrutiny Panel

### Schools Scrutiny Performance Panel – 12 December 2017

## Looked After Children Educational Outcomes

<b>Purpose:</b>	To update the scrutiny panel on progress with education outcomes of Looked After Children in Swansea
<b>Content:</b>	Information on educational outcomes of Looked After Children
<b>Councillors are being asked to:</b>	Consider the information provided and make their views known to the Cabinet Member via a Conveners Letter
<b>Lead Councillor:</b>	Councillor Jennifer Raynor Schools Education and Lifelong Learning
<b>Lead Officer &amp; Report Author:</b>	Kathryn Thomas, Head of Learner Support Service Dominic Nutt, Deputy Education LAC Co-ordinator

### 1. Background

- 1.1 The panel agreed to schedule to look at the educational outcomes of looked after children at their meeting 31 August 2017

### 2. Educational Outcomes of Looked After Children

- 2.1 The Head of Learner Services and Deputy Education LAC Co-ordinator will attend and update the panel on progress and answer any questions the panel may have.

- 2.2 See below are the questions sent to the officers for consideration in advance of the meeting:

1. What results are achieved by looked-after children compared with other children at local schools, and with looked-after children in other authorities?
2. What work are you doing to bridge the gap and improve educational outcomes of LAC?
3. How well are LAC children who are placed outside the local authority area doing at school?
4. What plans do the council have to raise the educational attainment of LAC children?

5. How are individual children and young people supported to achieve: both within and outside school?
6. How are children supported to continue in further and higher education?
7. Do all looked-after children have a personal education plan and are these audited for quality?
8. What do looked-after children and young people themselves say about their education and aspirations?
9. Do you monitor the numbers of looked-after children excluded from school? How do you work with them to get them back into school?
11. How many children do you currently have that are not being educated in school (being educated via the EOTAS service or elsewhere?)
12. Do you have a system for seeking feedback from LAC and care-leavers about the services they receive?
13. How do you work with others including parents, carers, schools and other agencies to improve outcomes?

### **3. Conclusions**

- 3.1 The panel to discuss and consider the information provided and to give their views via a Conveners letter to the Cabinet Member.

#### **Appendices:**

Appendix A – Educational outcomes for looked after children report.

**The Schools' Performance Scrutiny Panel - 12 December 2017.**  
**Responses to questions received regarding looked after learners.**

- 1. What results are achieved by looked after children compared with other**  
**i) Children at local schools?**  
**ii) With looked after children in other authorities?**

Reporting cohorts are small and therefore liable to significant fluctuation and are largely dependent on the individual abilities of the individual learners each year. Individual potential and Additional Learning Needs (ALN) status are not requested, nor considered, in national reporting, which has been raised as an issue with Welsh Government. Currently Fischer Family Trust predicted scores are not available for individual analysis.

All data attached is extracted from Local Authority and ERW data reported annually through PLASC. This includes all looked after learners attending Local Authority education in Swansea from other counties also in line with our responsibilities to other education departments.

Consideration of the impact of additional learning needs is considered in Appendix B

- i) Comparison of LAC pupils with all others in Swansea schools.**  
**(See Appendix A attached)**

**Pupils achieving the Foundation Phase Indicator (FPI) at end of Foundation Phase (outcome 5 or higher in language, mathematics, PSD)**

In Foundation phase the gap between looked after children (LAC) performance and all learners in Swansea is the narrowest of any key stage. Over a 3 year period LAC learners in Swansea are 15.7% behind their peers.

This cohort is consistently the highest in key stage reporting over the past 3 years it is noted by education information manager that this is in line with increase net migration into Swansea.

**Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 2 (KS2)**  
**Level 4+ in English/Welsh, Mathematics and Science.**

In Key Stage 2 the gap between LAC performance and all learners in Swansea is second narrowest of any key stage. In 2017 LAC learners achieved 64.7% their highest over 3 years and indicating an improving trend.

**Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 3 (KS3)**  
**Level 5+ in English/Welsh, Mathematics and Science.**

In Key Stage 3 the gap between LAC performance and all learners in Swansea shows an increase to a 3 year average gap of -33.2%. Learners achieved a 3 year average of 52.7%. However LAC learners in KS3 in 2017 achieved 70%, the highest ever reported and demonstrating a significantly improving trend.

**Pupils achieving Level 2+ at end of Key Stage 4 (KS4)**  
5A\* - C including English/Maths, and Science.

In Key Stage 4 the gap between LAC performance and all learners in Swansea over a 3 year average is greatest at -35%, but a narrower gap between all others in Wales. It is worthy to note that performance in all Wales learners has shown a decrease in 2017 reporting.

ii) **Comparison of LAC pupils with all LAC learners in other counties in ERW (See Appendix B attached)**

**Pupils achieving the Foundation Phase Indicator (FPI) at end of Foundation Phase (Outcome 5 or higher in language, mathematics, PSD)**

2017 reporting (see Appendix B) shows LAC learners in Swansea achieving 66.7% significantly higher than the ERW average of 59.7% and above the 46.7% reported by both neighbouring counties of Carmarthenshire and Neath Port Talbot.

Swansea had the largest reporting cohort of 21 learners within ERW. It should be noted that only 7 learners were reported on in Pembrokeshire who achieved the highest reporting of 85.7%

In this reporting Swansea had significantly more learners with additional learning needs which was 66.7% compared to the ERW average of 39.4% on School Action Plus and pupils with Statements.

Over 3 years Swansea LAC learners have achieved the highest percentage of any county in ERW with an average of 70.7% compared to an ERW average of 58.5%. Both neighbouring counties reported significantly lower results with NPT showing 43.9% and Carmarthenshire 53.2%. During this 3 year period Swansea had significantly more learners with additional learning needs on school action plus and with Statements at 51.4% compared to the ERW average of 35.4% and Carmarthenshire and NPT reporting 41.7% and 8% respectively.

3 year average figures show that Swansea had the greatest number of learners in cohort reporting, the highest number of learners with ALN but achieved the highest results in ERW. We are delighted to report this excellent performance.

**Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 2 (KS2)**  
Level 4+ in English/Welsh, Mathematics and Science.

2017 reporting shows LAC learners in Swansea achieving 66.7% slightly below the ERW average of (67.1%) however in line with Carmarthen and significantly above NPT reporting 50%

Swansea are the second largest reporting cohort of 15 after NPT with 22. Swansea had the highest number of learners with additional learning needs School Action Plus and Statements with 50% which is above ERW average of 41.7% and Carmarthen were 45.82% and NPT 28.6%.

Reporting in 2017 of 66.7% shows an increase on the 3 year average of 63.3%. The increase in 2017 is despite the greater number of learners with additional learning needs from the 3 year average rising from 29.6% over the 3 year average of 50% in 2017.

### **Pupils achieving the Core Subject Indicator (CSI) at end of Key Stage 3 (KS3)** Level 5+ in English/Welsh, Mathematics and Science.

The total number of pupils in the cohort is 18 and 66.7% achieved the core subject indicator. Concern is expressed as Swansea Performance Management Unit has identified an overall cohort of 20 LAC pupils achieved 70%. The published data does not however recognise this discrepancy.

2017 reporting places Swansea (with 18 pupils in the cohort) sharing highest reporting with Ceredigion (with only 3 pupils in the cohort). Swansea's performance was significantly above the ERW average at 66.7% compared to ERW at 55.1% and NPT reporting of 45% and Carmarthenshire 55.2%

22% (4 pupils) of Swansea's cohort had additional learning needs on school action plus or with Statements this was above NPT at 44.4% but below Carmarthenshire at 60% and the ERW average of 54.5%.

Swansea's top performance in 2017 shows a significant increase in the previous 3 year average of 52.6% where Swansea had a higher percent of learners with ALN than the ERW average.

### **Pupils achieving Level 2+ at end of Key Stage 4 (KS4)**

5A\* - C including English/Maths, and Science - only is included in reporting.  
**(See Appendix C attached)**

It should be noted that the introduction of capped point scores has contributed to a decrease in results reported in 2017.

In 2017 Swansea matched the ERW average of 20%. This was the third highest outcome but it should be noted that the 2 counties reporting have had very small cohorts of 10 and 4 learners compared to the 20 in Swansea. Swansea outcomes were in line with Carmarthenshire and above NPT reporting 15.8%. The 3 year average within ERW places Swansea second in performance and above results for NPT Carmarthenshire and the ERW average.



Over the 3 years Swansea has had the second highest number of learners with additional learning needs at 21.4% above the ERW average of 15.8%

No looked after learner left a Swansea school without an approved external qualification in 2016 – 17. All looked after learners achieving approved external qualifications remains a priority for schools and our local authority. The LA and Swansea schools place a high priority to ensure that Swansea learners leave school an approved qualification.

Information is also collected and analysed below for learners with any LAC status by Swansea Council in Year 11 placed both in and out of county. Analysis shows the total Y11 cohort for 2016-17 was 33 pupils and 19 achieved a level 1 (57.57%), 4 achieved level 2 (12.12%) and 3 achieved level 2 plus (9.09%). See Appendix C which is locally collected data only.

Within the cohort 19 learners attend mainstream schools (57.57%), 3 are in specialist provision (9.09%), 6 in EOTAS/Pathways provision (18.18%). Also within the cohort of 33 a total of 5 learners are out of county, 3 are in mainstream schools outside Swansea, 1 is in specialist provision and 1 in hospital/secure.

It is worthy of note that of the 33 there are 16 with additional learning needs (48.48%) and 9 have a Statement of special education needs (22.27%).

## **2. What work do you do to bridge the gap and improve these educational outcomes?**

Each school has a Designated Teacher for LAC who is in a position of authority at their respective school. Meetings are held for LAC Designated Teachers by the Education LAC Co-ordinator, with advice and support available on request by all schools.

The local authority dedicated LAC Education Team has expanded to extend support funded through the LAC Pupil Development Grant (LAC/PDG). The team now comprises one full time Education LAC co-ordinator (teacher on leadership scale with 21 years teaching experience in Swansea secondary schools assigned to this position in 2003), Sue Phillips who has recently taken early retirement from this post. A new appointment is to be made early December. A Deputy LAC Co-ordinator with 8 years teaching experience as LAC Designated Teacher and Head of Well-being, 4 Project Workers all qualified to graduate level (including two with post graduate teaching qualifications and 1 with a post graduate counselling qualification) who offer mentoring 1:1 support for LAC learners. Two project workers offer support to all LAC learners in key stage 4 in Swansea schools and the other two project workers offer support on priority for referrals from Year 9 learners and younger. Support is offered where possible as requested by learners who are adopted or on Special Guardianship Orders as required by Welsh Government under the LAC /PDG. In addition there are two Education Welfare Officers from the core Education Welfare Team who offer a total of 25 hours per week support in following up attendance concerns and other welfare matters as well as supporting the work of the Education LAC Co-ordinator.

Much of the work of the education LAC Co-ordinator and deputy is focussed on individual case work with schools to support LAC learners and resolve any issues that arise in relation to their education.

LAC learners in Key Stage 4 are provided with study resources including English, Mathematics and Science workbooks and in other subject areas as required by individual learners, funded by the LAC/PDG.

The LAC /PDG has also enabled the reintroduction of after school home tuition for LAC learners in Key Stage 4 this is to be extended to meet increasing demand.

Training for Designated LAC Teachers in schools on Attachment Awareness has been provided, an ERW priority and has been delivered in three phases. This training provided by Kate Cairns Associates is being offered to all schools in Swansea since January 2017. This aims of the training is to outline the impact of attachment issues on learners and outline strategies to best support learners to reach their educational potential in schools.

The Education LAC Co-ordinator provides training for the designated LAC governors on a termly basis on their legal responsibilities for LAC learners. Clear guidance has been issued to all Swansea schools as an expectation of what should be reported in the headteachers report to governors on a termly or annual basis. This guidance has been adopted as good practice by ERW.

The LAC Education Team has developed strong links with the 'Reaching Wider' team at Swansea University. A number of events for groups and individual support for LAC learners has been accessed. LAC learners have benefited from individual advice and support for future career ambitions and one has made an excellent film exploring issues faced as a LAC learner, outlining best practice in school.

The LAC learners' participation work in raising the profile of the learner voice in Swansea is featured as a good practice case study in the ESTYN report 'Raising the attainment, achievement and aspiration of children who are looked after – a best practice report 2016.' The group are currently working on a best practice guide for LAC Designated Teachers and have prepared a presentation for the next education department's Senior Leadership Team meeting, to share their views and extend knowledge and understanding.

### **3. How well are children placed outside the local authority area doing at school?**

The LAC Education Team collates data for all Swansea LAC learners in key stage 4 to provide an analysis of achievements in Year 11, which includes learners in out of county placements and schools. All learners in the Key Stage 4 CSI reporting for 2016-17 attended provisions in Swansea.

It should be noted that some LAC learners placed out of county are in specialist educational provision due to a high level of additional learning need. Results are largely determined according to the individual's ability and potential.

A learner's progress in education is discussed in each LAC review, in annual reviews of statements as applicable, school consultation events, reports and contact is made with the Education LAC Co-ordinator as required.

#### **4. What plans does the council have to raise the educational attainment of LAC children?**

Originally grant funding to support LAC Learners has been delegated to schools. Since 2015 (6) Welsh Government have required grant funding to be retained centrally by Local Authorities. Early indication for grant funding 2018-19 identifies 11% reduction. This is a time of uncertainty as we await official confirmation of support to LAC learners and those on Special Guardianship and Adoption Orders. Confirmation of continued grant funding for 2018-19 is uncertain, however we are optimistic and have been asked for ongoing planning details by Welsh Government.

Mentoring support is offered to all looked after learners in Swansea schools in Key Stage 4, and to younger pupils as funding permits. Swansea LAC learners placed in other Welsh local authorities receive reciprocal support and those placed outside of Wales have had a premium forwarded directly to any local authority school for additional support who has claimed the funding from Swansea.

After school home tuition for LAC learners in core subjects, targets improvement in educational attainment. The provision of study resources further targets individual support as needed.

The provision of attachment aware schools training has developed following recognition of the impact of attachment issues on learners and the developing brain. It is hoped that the provision of training will increase staff understanding in all Swansea schools about issues faced and thus help develop strategies to support LAC learners to further improve attainment.

The Additional Learning Needs Unit (ALNU) is seeking to introduce Emotional Literacy Support Assistant (ELSA) training for schools, funded by the LAC /PDG. This will further extend individual support available to learners in our schools.

The expectation is that schools set appropriate targets for LAC learners, evidenced in their Personal Education Plans (PEPs) for discussion at LAC reviews and in consultation events e.g. with parents/carers.

Fischer Family Trust data, where available, is used to analyse the individual progress of LAC learners in reporting. An Education LAC Management Group has operated in Swansea since 2007.

When the Corporate Parenting Forum was reviewed early in 2017 the Education LAC Management Group developed into a Multi Agency LAC Group, a sub group of the Corporate Parenting Forum. The Education LAC Co-ordinator provides a termly report to the Education LAC Management Group on key stage performance and outcomes and reporting against performance indicators. This practice will continue reporting to the Multi Agency LAC Group.

The Education Management Information Unit has also developed a Vulnerability Assessment Profile (VAP) for LAC learners, which highlights areas to be targeted. Schools and the Education LAC Team have access to this data to help identify and target support.

The LAC Education Team works with schools in relation to individual LAC learners at educational panels, school admissions and managed moves as needed to ensure LAC learners are prioritised.

### **5. How are individual children and young people supported to achieve: both within and outside school?**

Within schools LAC learners are supported by a Dedicated LAC Teacher. LAC Education Project Worker support is offered for Key Stage 4 learners. For LAC learners in Year 9 and below project worker support is available on a priority basis with increased availability this year with the appointment of an additional Project Worker.

As previously mentioned in previous years schools were allocated the LAC/PDG however this is no longer the case. Monies are now directed to regional consortia according to the terms of the grant as required by Welsh Government. Within the ERW region the focus has been on the development of attachment awareness training for schools. Any underspend is shared with schools to extend their support for LAC learners.

The Education LAC Co-ordinator provides training for foster carers on meeting the educational needs of LAC learners twice a year.

LAC learners are encouraged to attend the increasing number of in, and after, school revision clubs.

### **6. How are children supported to continue in further and higher education?**

Good links have been established with Gower College and further education in neighbouring counties. In addition to support from schools, project workers can liaise and arrange individual appointments for LAC learners as needed. Gower College's LAC and Care Leaver Officer links with the LAC Education Team and schools and attends training. Gower College also host transition support events for LAC learners and have developed their own PEP.

The LAC Education Team are also working with the 'Reaching Wider' partnership seeking to promote entry into higher education. We have supported Key Stage 4 learners to engage in a range of activities at Swansea University to encourage aspiration and arrange individual support as needed. Activities for younger learners are currently being planned.

The LAC Education Team actively promotes the 'Higher Education Bursary' for previously looked after children. There are currently 10 recipients of this bursary.

## **7. Do all looked after children have a Personal Education Plan and are these audited for quality?**

All statutory aged LAC learners should have a Personal Education Plan (PEP). The PEP has been revised following multi agency workshops and the input of young people.

The PEP has been issued to all Swansea schools and is needed within 20 school days of a learner becoming looked after, or moving schools if already looked after. A standard form has been issued to all Swansea schools. There is individual advice and guidance given to LAC Designated Teachers and the social worker by the LAC Education Co-ordinator or Deputy for every learner who becomes looked after. Past educational summaries are also shared at this stage together with the PEP. Completion within timescale is a development area identified going forward with additional staff to support this are now available.

Personal Education Plans (PEPs) are reviewed as part of the LAC review process. Independent Reviewing Officers (IROs) follow up with the school and the Education LAC Co-ordinator as required if any concerns are identified. The Education LAC Co-ordinator and deputy regularly review the quality of PEPs through sampling. Feedback is given to LAC Designated Teacher to improve the content and aims within PEP's as identified.

It is worthy of note that the PEP process is under review with Education and Social Services to improve the quality of the PEP with more robust quality assurance checks undertaken by the LAC Education Team. The process will also ensure that the PEP is completed within 20 school days of the young person becoming looked after. Welsh Government have also initiated work for a "one page PEP" standardised within each local authority in Wales. This work is on-going.

## **8. What do looked after children and young people themselves say about their education and aspirations?**

Young people's views about their education and aspirations are requested in their PEPs. LAC Designated Teachers play a crucial role in listening to LAC learners, encouraging education, aspiration and advocating as needed. Views of young people and encouragement to succeed are also an important part of LAC Project Worker's one to one mentoring support sessions.

LAC learners in Swansea are also supported by the LAC Education Team in a number of participation events seeking the views of the young people, as in weekly 'Shout Out' after school meetings. Corporate parenting events, to which all LAC learners are invited, have sought the views of young people on their education and are the focus of development work. This has included the production of the #lamme film produced discussing education, current work on developing a best practice guide for schools (to be shared with Welsh Government) and preparing a presentation for the Education Department's Senior Leadership Team.

There have been a range of consultation events supported by the Education LAC Team with Welsh Government ministers, "CASCADE" at Cardiff University, the Children's Commissioners Office and "Voices from Care". Work with the 'Reaching Wider' partnership looked at educational issues and best practice as discussed with young people and led to the making of a film featuring one of our LAC learners.

**9. Are looked after children able to participate in after school activities and enjoy learning and achievement in all its forms? If not, what are the barriers?**

Governors are reminded in governor training that no looked after learner is to be disadvantaged from any arrangements put in place because they have care status.

Carers have a role to play in supporting pupils to participate in after school activities and reference is made to this in the training provided to foster carers. The revised PEP requests information on after school activities and transport arrangements and any issues followed up with school, carers and social workers. The LAC Education Team transport young people to a range of events after school as needed.

The LAC Education Team are not aware of any instances reported to them of LAC learners being unable to participate in after school activities. If they were made aware of any concerns they would pursue options with the school.

Foster carers are encouraged to share success achieved in any out of school activities with the school, for celebration as appropriate. This should also be identified in their PEP.

**10. Do you monitor the numbers of looked after children excluded from school? How do you work with them to get them back into school?**

Schools notify the Local Authority and the Education LAC Co-ordinator of any LAC learner who is excluded. The Education LAC Co-ordinator liaises with school staff to attend any exclusion meeting or return to school meeting following any exclusion. All pupil exclusions are recorded on the Local Authority's database and specific data is recorded and reported as a Performance Indicator.

There has been no permanent exclusion for a looked after child from a Swansea school in many years. The average number of days spent out of school on fixed term exclusions has fallen to 3 days, well below the Welsh average of 6.3 days in 2015-16 reporting. Schools are mindful of the negative impact of exclusion on looked after learners and their placement and seek to avoid exclusion if possible. The Education LAC Co-ordinator attends all pupil disciplinary meetings for LAC learners who have been excluded for more than 16 days in an academic year. Support and challenge looked after learners in any meeting as provided as required.

The School Support Unit (SSU) should be informed of exclusions and the Manager and the Education LAC Co-ordinator, liaise directly regarding any exclusion. The

LAC Education Co-ordinator will seek to liaise with schools and other local authorities as needed. The education LAC Project Workers can support LAC learners to reintegrate following exclusions.

**11. How many children do you currently have that are not being educated in school (being educated via the EOTAS service and can you provide a breakdown of the service they are receiving i.e.: are they in a PRU, on Pathways etc.)**

As of the 14 November 2017, there were 13 learners looked after by Swansea and other counties on EOTAS provision in Swansea 4 less than on 26 November 2016. Of these 13 learners:

- 4 were on EOTAS Pathways, all looked after by Swansea
- 5 were in the Primary PRU, of which 1 was from another county.
- 4 were in the Key Stage 3 PRU, of which 1 was from another county.

**12. Do you have a system for seeking feedback from looked after children and care-leavers about the services they receive?**

All LAC learners should meet with their independent reviewing officer (IRO) prior to their LAC review to forward their views. Education is a highlighted area for discussion in each LAC review. Individual LAC learners participate in their PEPs and are encouraged to participate in and even chair their own LAC reviews.

The LAC Education Team have also participated in previous corporate parenting events seeking the views of LAC learners, as in the residential stay at the 'Down to Earth Project' this summer. There was a focus on young people's views and experiences of education which were fed back to the whole group and are determining development work. Young people often feedback very positively to LAC project workers on support they have received.

**13. How do you work with others including parents, schools and other agencies to improve outcomes?**

The LAC Education Team are involved in direct 1:1 working with schools, foster carers, social workers and other agencies e.g. the LAC Health Team. We seek to participate in looked after reviews as needed, in initial reviews and especially where there are educational issues. The team also participate in admission meetings, planning meetings, child sexual exploitation meetings, child protection meetings, annual reviews of statement meetings and others, as required to secure better outcomes for LAC learners.

The education LAC co-ordinator is a member of the 'Family and Friends Foster Care Panel' and the Designated Education Welfare Officer for LAC is a member of the 'Mainstream Foster Care Panel.' Both work with social services to appoint foster carers ensuring they meet all competencies as required, with regard especially to their ability to meet a child's educational needs.

The education LAC Co-ordinator and Deputy Co-ordinator are members of the multi-agency 'Stable Life Panel' seeking to ensure that a learner's educational needs are met if moved out of county.

The education LAC Co-ordinator liaises with education staff in other counties to support Swansea LAC learners seeking provision and appropriate education placement. Similarly, the Education LAC Co-ordinator supports LAC from other counties placed in Swansea to access appropriate school placement support.

The Head of School Support Unit is the Line Manager for the Education LAC Co-ordinator and is also Chair of the Multi Agency LAC Group and a member of the Corporate Parenting Forum. The role of the Chair is to ensure good communication channels exist between the Forum and the group and vice versa.

**Dominic Nutt**

**Deputy education co-ordinator for looked after children**

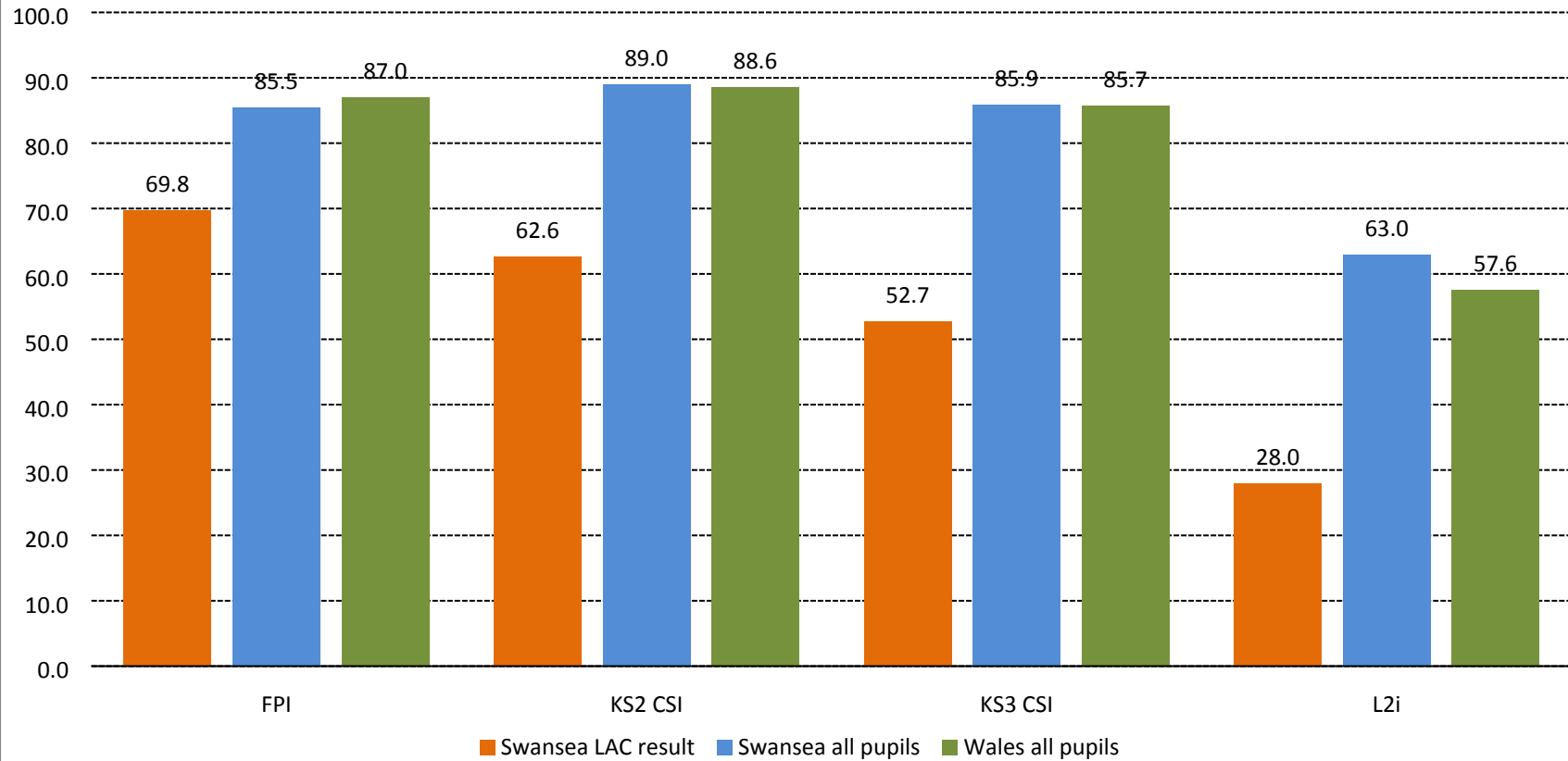
**23 November 2017**



## Appendix A - Comparison of Results for Looked After Children in Swansea

Year	Measure	No. of LAC	Swansea LAC result	Swansea all pupils	Wales all pupils	Swansea LAC gap
2015	FPI	32	68.8	86.1	86.8	-17.3
	KS2 CSI	15	60.0	89.2	87.7	-29.2
	KS3 CSI	27	48.1	83.2	83.9	-35.1
	L2i	20	40.0	64.9	57.9	-24.9
2016	FPI	23	73.9	85.0	87.0	-11.1
	KS2 CSI	19	63.2	88.2	88.6	-25.0
	KS3 CSI	15	40.0	86.3	85.9	-46.3
	L2i	16	25.0	66.3	60.3	-41.3
2017	FPI	21	66.7	85.5	87.3	-18.8
	KS2 CSI	16	64.7	89.5	89.5	-24.8
	KS3 CSI	20	70.0	88.2	87.4	-18.2
	L2i	21	19.0	57.7	54.6	-38.7
3 year average	FPI	76	69.8	85.5	87.0	-15.7
	KS2 CSI	50	62.6	89.0	88.6	-26.3
	KS3 CSI	62	52.7	85.9	85.7	-33.2
	L2i	57	28.0	63.0	57.6	-35.0

## Three Year Average LAC Results Compared to Swansea and Wales



## Appendix B - ERW LAC Performance Data September 2017

Pupils achieving the **Foundation Phase Indicator (FPI)** at end of Foundation Phase (Outcome 5 or higher in language, mathematics, PSD)

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	6	4	66.7	11	7	63.6
Ceredigion	3	2	66.7	6	4	66.7
Pembrokeshire	7	6	85.7	21	13	61.9
Carmarthenshire	15	7	46.7	47	25	53.2
<b>Swansea</b>	<b>21</b>	<b>14</b>	<b>66.7</b>	<b>75</b>	<b>53</b>	<b>70.7</b>
Neath Port Talbot	15	7	46.7	57	25	43.9
ERW	67	40	59.7	217	127	58.5

...of which, have ALN provision School Action Plus / Statemented

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	3	1	33.3	4	1	25.0
Ceredigion	1	0	0.0	3	1	33.3
Pembrokeshire	2	1	50.0	8	3	37.5
Carmarthenshire	9	3	33.3	24	10	41.7
Swansea	9	6	66.7	35	18	51.4
Neath Port Talbot	9	2	22.2	25	2	8.0
ERW	33	13	39.4	99	35	35.4

Pupils achieving the **Core Subject Indicator (CSI) at end of Key Stage 2 (KS2)**  
Level 4+ in English/Welsh, Mathematics and Science.

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	9	7	77.8	22	14	63.6
Ceredigion	6	4	66.7	15	10	66.7
Pembrokeshire	9	9	100.0	20	17	85.0
Carmarthenshire	12	8	66.7	54	34	63.0
<b>Swansea</b>	<b>15</b>	<b>10</b>	<b>66.7</b>	<b>49</b>	<b>31</b>	<b>63.3</b>
Neath Port						
Talbot	22	11	50.0	62	36	58.1
ERW	73	49	67.1	222	142	64.0

**...of which, have ALN provision School Action Plus / Statemented**

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	8	4	50.0	22	12	54.5
Ceredigion	2	1	50.0	8	5	62.5
Pembrokeshire	4	1	25.0	17	3	17.6
Carmarthenshire	24	11	45.8	64	34	53.1
<b>Swansea</b>	<b>8</b>	<b>4</b>	<b>50.0</b>	<b>27</b>	<b>8</b>	<b>29.6</b>
Neath Port						
Talbot	14	4	28.6	37	15	40.5
ERW	60	25	41.7	175	77	44.0

Pupils achieving the **Core Subject Indicator (CSI) at end of Key Stage 3 (KS3)**  
Level 5+ in English/Welsh, Mathematics and Science.

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	12	7	58.3	36	24	66.7
Ceredigion	3	2	66.7	14	11	78.6
Pembrokeshire	7	3	42.9	27	11	40.7
Carmarthenshire	29	16	55.2	85	53	62.4
<b>Swansea</b>	<b>18</b>	<b>12</b>	<b>66.7</b>	<b>57</b>	<b>30</b>	<b>52.6</b>
Neath Port						
Talbot	20	9	45.0	56	26	46.4
ERW	89	49	55.1	275	155	56.4

**...of which, have ALN provision School Action Plus / Statemented**

	LAC PUPILS					
	16/17			14/15 - 16/17		
	<i>Cohort</i>		%	<i>Cohort</i>		%
Powys	3	1	33.3	9	2	22.2
Ceredigion	4	2	50.0	8	4	50.0
Pembrokeshire	3	3	100.0	9	6	66.7
Carmarthenshire	10	6	60.0	43	23	53.5
<b>Swansea</b>	<b>4</b>	<b>2</b>	<b>50.0</b>	<b>21</b>	<b>11</b>	<b>52.4</b>
Neath Port						
Talbot	9	4	44.4	24	11	45.8
ERW	33	18	54.5	114	57	50.0

Pupils achieving Level 2+ at end of Key Stage 4 (KS4)  
5A\* - C including English/Maths, and Science.

	LAC PUPILS					
	16/17			14/15 - 16/17		
	Cohort		%	Cohort		%
Powys	10	4	40.0	35	7	20.0
Ceredigion	4	1	25.0	23	10	43.5
Pembrokeshire	12	1	8.3	30	4	13.3
Carmarthenshire	25	5	20.0	89	19	21.3
Swansea	20	4	20.0	57	17	29.8
Neath Port Talbot	19	3	15.8	71	20	28.2
ERW	90	18	20.0	305	77	25.2

...of which, have ALN provision School Action Plus / Statemented

	LAC PUPILS					
	16/17			14/15 - 16/17		
	Cohort		%	Cohort		%
Powys	5	3	60.0	19	3	15.8
Ceredigion	2	1	50.0	6	1	16.7
Pembrokeshire	8	0	0.0	15	0	0.0
Carmarthenshire	19	3	15.8	64	7	10.9
Swansea	10	1	10.0	28	6	21.4
Neath Port Talbot	13	3	23.1	45	11	24.4
ERW	57	11	19.3	177	28	15.8

## Appendix C

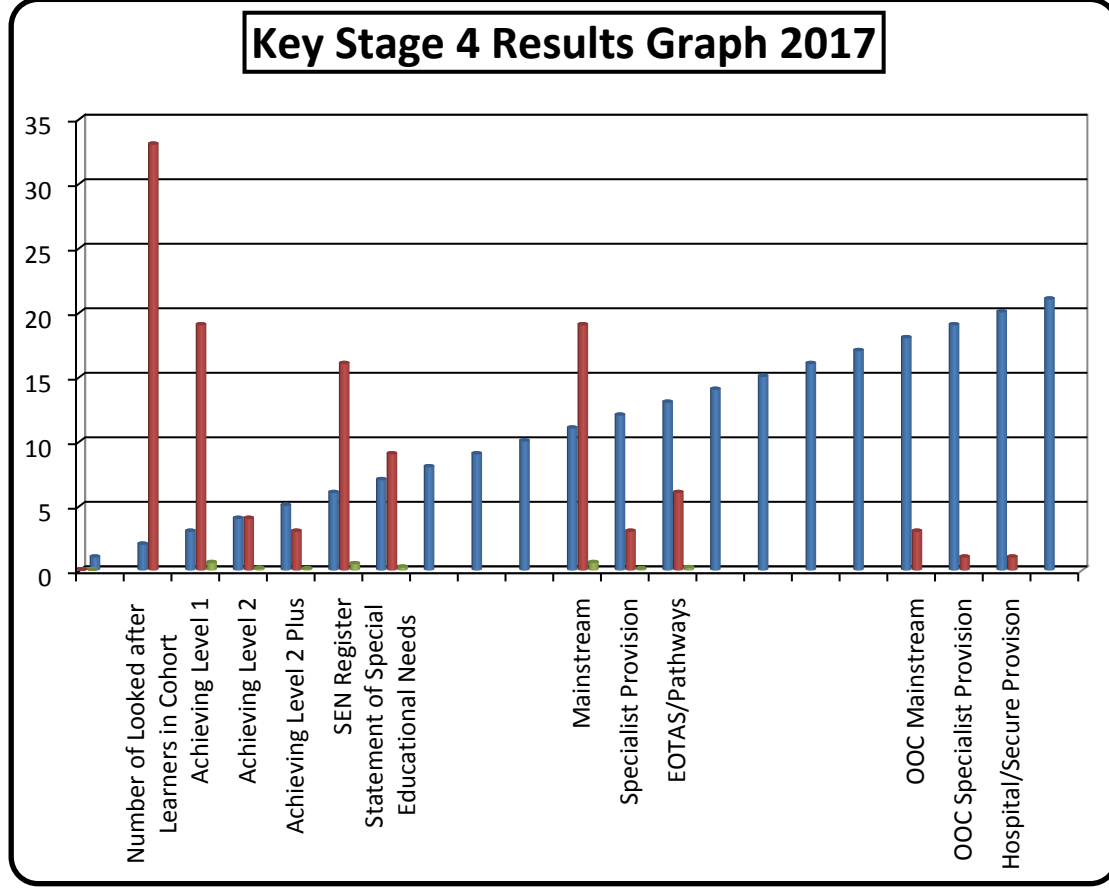
### Key Stage 4 Results Analysis 2017

Number of Looked after Learners in Cohort	33	
Achieving Level 1	19	57.57%
Achieving Level 2	4	12.12%
Achieving Level 2 Plus	3	9.09%
SEN Register	16	48.48%
Statement of Special Educational Needs	9	22.27%

Mainstream	19	57.57%
Specialist Provision	3	9.09%
EOTAS/Pathways	6	18.18%

OOC Mainstream	3	
OOC Specialist Provision	1	
Hospital/Secure Provison	1	





# Agenda Item 5



## Report of the Convener of the Schools Performance Scrutiny Panel

Schools Scrutiny Performance Panel – 12 December 2017

### Using the Pupil Deprivation Grant to Support Vulnerable Pupils

<b>Purpose:</b>	To update the scrutiny panel on the use of the pupil deprivation grant to support vulnerable pupils
<b>Content:</b>	Information on the use of the pupil deprivation grant to support vulnerable pupils
<b>Councillors are being asked to:</b>	Consider the information provided and make their views known to the Cabinet Member via a Conveners Letter
<b>Lead Councillor:</b>	Councillor Jennifer Raynor Schools Education and Lifelong Learning
<b>Lead Officer &amp; Report Author:</b>	Helen Morgan Rees, Hub Head of the Education Improvement Service

#### 1. Background

- 1.1 The panel agreed to schedule to look at the use of the pupil deprivation grant to support vulnerable pupils at their meeting 31 August 2017.

#### 2. Educational Outcomes of Looked After Children

- 2.1 The Hub Head of the Education Improvement Service will attend and update the panel on progress and answer any questions the panel may have.
- 2.2 Information on Pupil Deprivation Grant spending and how this is supporting vulnerable pupils in Swansea (including a breakdown of spend).

#### 3. Conclusions

- 3.1 The panel to discuss and consider the information provided and to give their views via a Conveners letter to the Cabinet Member.

#### Appendices:

Appendix A – Pupil Deprivation Grant spend report

## Education Improvement Service Swansea

Schools Performance Scrutiny Panel  
29 November 2017

### Report of the Hub Head of Education Improvement

#### Pupil Deprivation Grant for pupils eligible for free school meals in Swansea schools 2016-2017

##### Purpose of the Report

Elected members have requested information on Pupil Deprivation Grant (PDG) spend and support for pupils eligible for free school meals (eFSM), including a breakdown of spending.

##### Summary

PDG for pupils eligible for free school meals is allocated to schools by the local authority per financial year. The amount equates to £1050 per eFSM pupil and is based on an annual census of pupils. During the autumn term of the same financial year, challenge advisers monitor how PDG is spent by schools and its effect on pupils. In addition, finance officers remind schools of their obligation to publish their PDG spending plans on-line. This report provides an overview of activities associated with PDG in Swansea schools.

The education improvement service in Swansea ensures that all schools are challenged about PDG spend and a compendium is created for reporting purposes and in order to identify good practice. The current compendia (annexes 1 and 2) are based on monitoring activity completed in autumn term 2016 for FY 2016-2017. The monitoring of PDG spending in schools for 2017-2018 is currently on going and will be available in January 2018.

##### 1. What are the common spending patterns for PDG across Swansea schools?

Schools use PDG in a variety of ways referencing recent research to inform decisions. The following table provides a summary of common spending patterns in Swansea:

Spending	Intervention	Outcome
Intervention for oracy, reading and writing	Catch up programmes, additional support staff and extra-curricular opportunities. Precise tracking	Improved outcomes in foundation phase
Intervention for target groups. Additional teaching hours	Catch-up programmes, additional support and teaching staff Purchase of equipment. Precise tracking	Improved outcomes in mathematics/ numeracy

Literacy and basic skill interventions	Withdrawal groups, assessment for learning and additional tuition	Improved outcomes in English/ literacy
Literacy catch-up	Commercial schemes delivered by additional staff	Improved outcomes in Welsh/ literacy
Computers and digital devices	Supporting homework, access to equipment and internet	Improved provision for Digital Competence
Individual plan.	Personalised learning as a result of tracking, for example more able and talented pupils	Provide support for other learning needs
Equal opportunity	Support to pay for trips, visits and experiences	Provide equity of opportunity
Learning environment	Homework clubs, internet clubs and study equipment	Provide suitable environment
Feedback	Time to speak to children and show interest through dialogue	Provide better feedback to pupils to improve wellbeing and achievement
Mentoring	Assigning specific staff to support individual pupils	Providing mentoring and pastoral support

The Chief Education Officer has requested that all challenge advisers promote impactful activities within schools, as set out by the Education Endowment Fund. ERW and Welsh Government have produced useful resources to support school since 2013. However, we must promote the most recent research evidence to help schools make the most of the resources they have available. Pupil and parental engagement in planning PDG expenditure and delivery is often overlooked. Research by pupils for pupils provides an important message on addressing needs and is included as a video clip with this report.

**2. Breakdown of allocations of PDG FY2015-2016 (compendium available on request), FY2016-2017 (see compendia in appendix 1 and 2 attached), FY2017-2018 (yet to be monitored).**

Financial Year	PDG (FSM)	PDG (FSM)	PDG (FSM)
	Primary Schools	Secondary Schools	Special Schools
<b>2015-2016</b>	£3,303,300	£2,417,100	£48,300
<b>2016-2017</b>	£3,705,300	£2,526,550	£55,200
<b>2017-2018</b>	£3,694,950	£2,441,450	£48,300

## **Financial Impact**

Schools must demonstrate that the grant is reaching the right pupils. The impact of interventions to measure value for money should be evaluated by schools, particularly where staff are employed with grant monies. Not all grant expenditure is impactful and there is increasing demand to show that PDG for is making a difference.

## **Workforce Impacts**

Schools are advised not to make permanent appointments with PDG. However, appointments that are grant funded and have provided continuous support to vulnerable pupils can make a difference. As this is an annual grant, it is difficult to plan for continuity.

## **Risk Management**

Financial officers work with a designated challenge adviser to ensure that PDG spending is appropriate and that challenge advisers monitor on an annual basis. Internal audit in Swansea have looked at a sample of PDG plans produced by schools and the way in which PDG is monitored by challenge advisers as well as whether schools have published their plans on-line (there is a requirement to do this if there are more than five eFSM pupils identified).

## **List of Background Papers**

### **Welsh Government guidance to schools**

<http://learning.gov.wales/docs/learningwales/publications/140512-what-really-works-en.pdf>

### **ERW poverty directory of strategies and resources that includes Education Endowment Trust Research**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

### **Small Voice Big Story**

<https://vimeo.com/59908600>

# **Use of PDG in Swansea secondary schools Defnydd o'r GAD yn ysgolion uwchradd Abertawe**

**Autumn Core Visit/ Ymweliad Craidd yr Hydref  
2016**

<b>School</b>	<b>Compliant Y/N</b>	<b>CV1</b>	<b>Publish Y/N</b>
Birchgrove	Yes	<p>The number of eFSM learners at Birchgrove is 137. The 3 year eFSM average is 25.4%, which is 0.7% up on 2014-15.</p> <p>The school has a clear and concise plan for the Pupil Deprivation Grant (PDG) and Education Improvement Grant (EIG) which does not in its current form link to the School Development Plan (SDP). However, posts associated with strategies put in place to target eFSM learners are broken down in a separate spend plan for PDG. The new Leadership Team is currently developing a 3 year SDP in which PDG will be explicitly linked to key priorities.</p> <p>Impact on outcomes:</p> <ul style="list-style-type: none"> <li>(i) 55% of eFSM learners achieved the Level 2 indicator.</li> <li>(ii) 100% of eFSM learners achieved the Level 1 indicator.</li> <li>(iii) 83% of eFSM learners achieve the Key indicators at Key Stage 3, with year on year improvement in the Core Subjects and CSI for these learners.</li> <li>(iv) In 2016 31% of eFSM learners secured L2+ compared to 20% in 2015.</li> </ul>	

		<p>(v) An eFSM/LAC Learning Coach is employed to target and support learners in Key Stage 4 along with specialist Mathematics teachers who target learners on a part time basis.</p> <p>(vi) A strong daily Literacy intervention targeted at eFSM/LAC learners supports all identified learners, which focuses support for the national tests.</p> <p>(vii) 3 additional staff have been appointed to the Pastoral Support team specifically focused on the wellbeing and attendance of eFSM learners. This has impacted on exclusion rates, 3 year rolling average of attendance, punctuality and behaviour.</p> <p>(viii) eFSM learners are targeted appropriately. However, provision may include a wider range of learners at no additional cost. The school fell below the 32% national target for eFSM learners accessing L2+ in 2016, by just 1%. In 2017, the target is 34%. This is a realistic target for Birchgrove for which the new Leadership Team is aiming by deepening the 10% improvement from 2015 to 2016.</p>	
Bishop Gore	Yes	<p>The total PDG funding in 2016/17 is £301,300 to support learners.</p> <p>A new primary model (called Gore) is being developed from September 2016 to teach pupils with the lowest literacy skills the full secondary curriculum within a primary environment.</p> <p>Nurture groups provide additional support for pupils with behaviour and attendance issues and low literacy and numeracy skills.</p> <p>There are a range of intervention programmes. BHi5 operates at KS3 and KS4 for pupils with low literacy and numeracy skills. Self-esteem and teamwork skills are also developed.</p> <p>Elev8 is an alternative provision to mainstream education at KS4.</p>	



		<p>Pit Stop is an intensive programme of literacy and numeracy skills.</p> <p>Super learning is a programme of support for pupils underachieving in any subjects.</p> <p>The work of the Professional Learning Group is supported to carry out action research into ways of improving pupils' skills.</p> <p>All of these programmes are available to all pupils, but eFSM pupils contribute a greater percentage to the groups than non-FSM.</p>	
Bishop Vaughan	Yes	<ul style="list-style-type: none"> <li>• Number of pupils in receipt of FSM was 231 (19.9% of the school cohort). £270,900 delegation for 2015-16 (18% by single year and 20.3% 3-year average)</li> </ul> <p>Process:</p> <ul style="list-style-type: none"> <li>• The school development plan (SDP) clearly indicates PDG spend associated to key priorities;</li> <li>• The school is using research-based activity for use of the PDG, as determined by national guidance toolkits;</li> <li>• Most activity is associated with the PDG being specifically targeted for those pupils in receipt of free school meals (eFSM). Where spend is targeted as universal provision the school is robustly tracking all pupils to make progress and in particular, eFSM pupils to make accelerated progress;</li> <li>• Discussion has taken place to ensure that once universal provision has become embedded within school processes, PDG will be utilised to fund other enhanced activity as determined by the areas of development from next year's self-evaluation report; and</li> <li>• Robust tracking processes are in place to monitor milestones and outcomes for eFSM pupils;</li> </ul>	

		<ul style="list-style-type: none"> <li>• Outcomes:</li> <li>• Outcomes for the level 2 indicator including English/Welsh and mathematics (L2i) show that the attainment gap between eFSM and non-FSM pupils has narrowed ( 40 - 22.8 %)</li> <li>• The L2i outcomes for eFSM pupils is 31.7% which is a reduction of 10% from last year, slightly less than the reduction for non Fsm. Prior to 2016 outcomes, there had been an improving trend for two years</li> <li>• Level 2 indicator shows a slight reduction of 1.5 5 and the Level 1 indicators shows a reduction of 7% in the trends for eFSM pupils</li> <li>• Outcomes for English at level 2 show a slight upward trend over four years, the school experiencing a downward trend in 2016 for eFSM pupils, but there is a 23.6% attainment gap between eFSM and non-FSM pupils; and</li> <li>• Outcomes for Science at level 2 are better for non FSM pupils than e FSM. - 4.7</li> </ul>	
Bishopston	Yes	<p>Number of learners in receipt of free school meals is 70 - 6.4% of learners access FSM by single year; 5.1% 3-year average.</p> <p>£53 550 delegation for 2015-16.</p> <p>Tracking process are in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM) at both whole school and departmental/faculty level.</p> <p>The school development plan (SDP) clearly indicates PDG spend associated with interventions from the Education Endowment Foundation (EEF) toolkit.</p> <p>The activities and strategies associated with the PDG are open to all learners, however eFSM and LAC learners are specifically targeted. Strategies include behaviour support, digital technology to support learning, written feedback, provision</p>	

		<p>for homework support, mentoring and one-to-one support in literacy and numeracy catch up and success maker. The school will monitor to ensure that the attainment gap is reduced.</p> <p>Each eFSM learner in year 11 in 2015 is 10%. The percentage of eFSM learners achieving the key indicators in key stage 4 is lower than those non-FSM learners and less than they were in 2014, apart from level 2 science. However:</p> <ul style="list-style-type: none"> <li>• All eFSM learners performed better than national averages for the level 2 inclusive, level 2, level 1, core subject and capped points score indicators at key stage 4.</li> <li>• eFSM learner achievement in level 2 mathematics at key stage 4 is the second highest in the family (60%).</li> <li>• Fischer Family Trust estimates of eFSM learners for the level 2 inclusive and core subject indicators were met (40%). The level 2 estimate was exceeded (estimate 40%, actual 60%).</li> </ul>	
Cefn Hengoed	Yes	<p>Number of learners in receipt of free school meals is 269 - 42.2% of learners access FSM by single year; 41.4% 3-year average. £282 450 and £29 200 for the Communities First Grant and PDG match funding. The school has very effective procedures for use of the Pupil Deprivation Grant to enable staff to provide additional support and further engage pupils eligible for free school meals. This has helped significantly to improve the attendance of these pupils and their performance, especially at the end of key stage 4. There is a robust tracking system in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM) at both whole school and departmental/faculty level. The detailed work and persistent focus on achievement in provision for disadvantaged pupils has had a remarkably positive effect on the performance of learners eligible for free school meals. Heads of core departments meet regularly with the deputy head (curriculum) to discuss progress of learners and highlight a target group of eFSM learners. Most of the activity and strategies associated with the PDG are open to all learners, however eFSM learners are specifically targeted. The school development plan (SDP) clearly indicates PDG spend associated to key priorities. Impact on outcomes: 1. Learners eligible for free school meals achieve remarkably high standards when compared with similar schools and national</p>	

		<p>averages. 2. The difference between the performance of learners eligible for free school meals and those who are not has reduced considerably over the last three years. 3. At the end of key stages 3 and 4, learners eligible for free school meals do better than the family and national averages for similar learners in all indicators. 4. The attendance of learners eligible for free school meals is considerably higher than the averages for the family of schools and Wales.</p>	
Dylan Thomas	Yes	<ul style="list-style-type: none"> <li>• Number of learners in receipt of free school meals is 253 - 50% of learners access FSM by single year; 49.9% 3-year average.</li> </ul> <p>£327,450 delegation for 2016-17 including PDG match funding.</p> <ul style="list-style-type: none"> <li>• Tracking process are in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM) at both whole school and departmental/faculty level.</li> <li>• The school development plan (SDP) clearly indicates PDG spend associated to key priorities.</li> <li>• Most of the activity and strategies associated with the PDG are open to all learners, however eFSM learners are specifically targeted.</li> <li>• Strategies include parental involvement, improving attendance and reducing exclusion, literacy and numeracy catch up programmes and targeted intervention support with a particular focus on raising achievement in the level 2 inclusive indicator.</li> <li>• Tracking of intervention strategies in Literacy identify some impressive improvement in reading scores particularly at KS3. Sound Training should have a similar impact at KS4.</li> <li>• Core subject indicator at key stage 4 - quartile 3 with an upward trend. Year on year increase in the performance of FSM and non-FSM learners over the last 3 years.</li> <li>• The percentage of eFSM learners achieving a level L2, L1 and capped point score is above the family</li> <li>• All but one pupil achieved a qualification in 2016 and recognises the impact of the OWL</li> </ul>	

		<p>centre</p> <ul style="list-style-type: none"> <li>• The attendance of eFSM learners compares favourably with the family.</li> <li>• Significant reduction in the number of days exclusions over the past year.</li> </ul>	
Gowerton	Yes	<ul style="list-style-type: none"> <li>• Pupil deprivation grant (PDG) funding has been used to support pupils entitled to free school meals (eFSM) as evidenced on the school website;</li> <li>• The PDG spend is highlighted in a separate spend plan;</li> <li>• Provision continues to be linked to the D3 classroom, which prioritises pupils' wellbeing and accommodates pupils who are vulnerable;</li> <li>• PDG funding has been used for staffing of the D3 provision;</li> <li>• Improved outcomes for attendance are evident (95%) which places the school in benchmarking quartile one (BMQ1) when compared with similar FSM Schools in 2015/16 and attendance for eFSM pupils is 91.5%, which is above all national average comparators;.</li> <li>• The vulnerability assessment profile (VAP) is used in key stage 3 is used to target vulnerable and eFSM pupils, and the subject tracking is used in key stage 4;</li> <li>• Pupils using D3 provision in KS3 and 'House' type provision in KS4 are tracked and interventions monitored;</li> <li>• Where interventions are not specifically for eFSM pupils the school has a clear focus on raising attainment for all vulnerable learners whilst trying to reduce the attainment gap for eFSM and non-FSM pupils; and</li> <li>• PDG funding continues to support eFSM pupils to specifically pay for some eFSM pupils to attend trips linked to coursework, eg the art trip to London and the residential trip to Llangranog in key stage 3, in order that the pupils have full access to all curriculum aspects of the school.</li> </ul>	

Morriston	Yes	<p>The PDG funding is used to:</p> <ol style="list-style-type: none"> <li>1. Improve performance of eFSM pupils in KS3 and KS4.</li> <li>2. Improve attendance and wellbeing to reduce the impact of poverty on attainment.</li> <li>3. Address the curriculum needs and remove barriers to learning for learners from deprived backgrounds.</li> </ol> <p>KS4 data 2016. [Year 11 29 eFSM pupils]</p> <p>L2i eFSM improved by 21.9% from 22.9% in 2015 to 44.8% in 2016. This is above the family, LA and Wales averages.</p> <p>L2 eFSM improved by 14.7% from 54.3% in 2015 to 69% 2016 and is the best performance in the family.</p> <p>L2 English eFSM improved by 10.5% from 34.3% in 2015 to 44.8% in 2016</p> <p>L2 Maths eFSM improved by 17.4% from 34.3% in 2015 to 51.7% in 2016.</p> <p>This strong progress in outcomes is due to the successful implementation of a number of strategies which include: detailed forensic analysis of 2015 exam results, breakdown of outcomes of every teaching group in English and Maths, use of data in every departmental SER and in depth review completed by SLT, new MPP (monitoring pupil performance) system for target setting and tracking introduced, regular assessment drops every 6 to 8 weeks, challenging targets set and personalised mentoring for every eFSM pupil in year 11.</p> <p>An eFSM champion has been appointed onto the extended Leadership Team to monitor progress of every eFSM pupil at the school.</p>	
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		<p>KS3 data 2016</p> <p>The CSI for eFSM learners dropped by 2% from 60% in 2015 to 58% in 2016. This is due to underperformance of this group of pupils in L5+ English (64.5%) compared to Maths (71.0%) and Science (83.9%). This will be a key priority in the use of PDG in 2016 to improve literacy of eFSM pupils and extend the use of the very effective MPP system from KS4 into KS3.</p> <p>Attendance</p> <p>The pastoral team completed effective work in improving attendance of eFSM pupils in 2016. eFSM pupil attendance has improved from 87.49% in 2015 to 88.32% in 2016. Overall attendance at the school has improved 1% to 93.6% in 2016. This will be a focus for further improvement in 2016 - 2017 especially with the introduction of the new vertical house system. Strategies which had a positive impact included providing parents with interim reports which included attendance data and the introduction of a clear traffic light system setting minimum expectation of 95% for every pupil. This has made clear the link between attendance for both pupils and parents. There is a clear reward system in place as an incentive for good attendance and improved attendance and the use of fixed penalty notices for attendance below 90%.</p> <p>Eggtooth Project (Year 9)</p> <p>The eFSM champion has led a special project for the EFSM learners in year 9 which were disaffected and vulnerable. This has been particularly successful in improving self-esteem and self-confidence. An excellent video was shared as evidence to the Accelerated Improvement Board. All parents attended the celebration event held at the school.</p>	
Olchfa	Yes	<ul style="list-style-type: none"> <li>• PDG spend plan on the school web site;</li> </ul>	Yes

		<ul style="list-style-type: none"> <li>• pupil tracking is used to monitor and evaluate the progress of pupils who benefit from PDG spending;</li> <li>• eFSM for level 1 and 2 indicators are excellent and have been for the last 2 years;</li> <li>• overall positive 3 year trends for all core subjects at both key stage 3 and 4;</li> <li>• ALN and eFSM pupils are doing very well as evidenced by FFT Aspire data;</li> <li>• small group support for vulnerable pupils has resulted in an improvement in outcomes;</li> <li>• positive outcomes have been recorded for pupils following the iLearn projects which supports the learning of vulnerable pupils very well;</li> <li>• the Newid Facility provides support for pupils who have emotional and behavioural difficulties. The effective use of this facility means that the school has had no fixed term exclusions for the last 2 years; and</li> <li>• attendance of vulnerable pupils has improved to 95.8% with the school now in BQ1. Attendance of pupils who are eFSM is higher than those who are not FSM.</li> </ul>	
Pentrehafod	Yes	<ul style="list-style-type: none"> <li>• The school has a clear and concise plan for the PDG and EIG that links to the SDP; and</li> <li>• The PDG funding is primarily staffing costs to support the following activity:</li> <li>• Secondment of an FSM champion to work across key stage 3, with a particular priority on reducing the attainment gap between eFSM and non-FSM pupils (180 pupils). An effective tracking process will be developed and the impact of strategies deployed will be monitored and evaluated ;</li> <li>• Appointment of a teaching assistant to work with the FSM champion;</li> <li>• Continuation of a key worker at key stage 4, to give individual support and guidance to FSM pupils targeted for L2i intervention (42 pupils);</li> </ul>	



		<ul style="list-style-type: none"> <li>To maintain a core team for pupil attendance and wellbeing (PAWB), in order to ensure provision for vulnerable pupils whose attendance is below 90%, (40 pupils) and regular support and guidance to ensure re-integration into mainstream is effective;</li> <li>Staffing for out-of-hours provision with a particular focus on literacy, numeracy and social skills (35 pupils); and</li> <li>Appointment of a key worker to assist in the partnership strategy with families of whom pupils are presenting with challenging behaviour to learning (14 pupils).</li> </ul> <p>EFSM pupils are targeted appropriately. However, provision may include a wider range of pupils at no additional cost</p>	
Penyrheol	Yes	<p>Number of learners in receipt of free school meals is 149 - 16.6% of learners access FSM by single year; 16.7% 3-year average. £171 000 delegation for 2016-17.</p> <p>Tracking processes are in place to monitor the progress and outcomes of learners in receipt of free school meals (eFSM).</p> <p>The school development plan (SDP) clearly indicates PDG spend linked to narrowing the gap between eFSM and non-FSM learners.</p> <p>Most of the activity and strategies associated with the PDG are open to all learners; however eFSM learners are specifically targeted.</p> <p>A key priority in the SDP for this year is to raise the awareness of heads of department and classroom teachers of eFSM learners through consistent, strategic processes:</p> <p>Impact on outcomes:</p> <ol style="list-style-type: none"> <li>The gap between eFSM and non-FSM learners has narrowed significantly over time in</li> </ol>	

		<p>the Level 2+ and Level 2 indicators and level 2 in English indicator, with upward trends for both eFSM and non-FSM learners prior to 2016.</p> <ol style="list-style-type: none"> <li>2. The percentage of eFSM learners achieving the Level 1 threshold, capped points score, capped points score plus, core subject indicator, 5A*-A threshold and level 1 English all compare favourably with the family, local authority and Wales.</li> <li>3. Nearly all eFSM learners achieved the Level 1 threshold, and a level 1 qualification in English in 2016.</li> <li>4. At key stage 3, there are year-on-year improvements for eFSM learners in the core subject indicator and mathematics.</li> <li>5. At key stage 3 there is a narrowing of the gap between eFSM and non-FSM learners in the CSI, Mathematics and Science.</li> <li>6. The attendance of eFSM learners has compared favourably with the family, local authority and Wales year on year until 2016.</li> </ol>	
Pontarddulais	Yes	<ol style="list-style-type: none"> <li>1. The PDG spend plan is on the school web site.</li> <li>2. The outstanding PDG tracker clearly shows the evaluation of the impact of PDG spending on individual pupils.</li> <li>3. The eFSM outcomes for L1 and L2 indicators are excellent.</li> <li>4. The overall 3-year trends for all indicators are positive.</li> <li>5. The school is well above the family when compared against modelled outcomes based on FSM eligibility.</li> <li>6. The L2i attainment gap has reduced from previous years and is now 28 percentage points.</li> <li>7. Nearly all ALN and eFSM pupils are learning effectively, demonstrating exceptional progress in outcomes.</li> </ol>	

		<p>8. The curriculum offered to pupils with ALN and those who are in receipt of free school meals meets the needs of pupils very well.</p> <p>9. The PDG is used primarily for staffing and the provision of support for families, eg literacy and numeracy catch-up interventions. Outcomes clearly show that the additionality is having an impact in addressing basic skills development.</p> <p>10. There is also a wider impact on KS4. For example, there has been a positive impact on L2 and L2i indicators.</p> <p>11. The school has looked at national test scores in detail and successfully used teacher assessments to monitor and evaluate the strategies deployed through PDG;</p> <p>12. The school will continue to focus on literacy and numeracy catch-up this year. The school has identified that the results of National tests analysed alongside the schools tracking system indicate that the current year 8 are performing at a level below the LA. The school is addressing this very well through the early intervention strategies.</p> <p>13. All ALN pupils identified receive structured intervention in order to achieve C grades at GCSE;</p> <p>14. Personal tutoring occurs in key stage 4 during registration and identified lesson times in small groups of up to 3 pupils. Individual tutoring for mathematics commences at the start of Y10;</p> <p>15. Specific subject support from the English department is provided during registration. This led by the head of department and a part-time English teacher..</p>	
Gwyr	Yes	Mae cynllun gwariant GAD manwl ar waith. Mae nifer o strategaethau pendant yn barod wedi cael effaith gadarnhaol iawn ar berfformiad disgyblion sy'n deilwng i BYD e.e. gwella addysgu pwrpasol; tracio manwl; uwch athro a swyddog PYD i gefnogi presenoldeb, tracio cynnydd, a darparu ymyrraeth benodol; ymyrraeth a chefnogaeth cynnar yn CA3; defnydd o ystafelloedd pwrpasol i gefnogi anhawsterau	

		<p>unigol e.e 'Yr Hafan' a'r 'Uned'; cydweithio agos gyda'r ysgolion clwstwr; system fentora cyfoedion y 6ed ayyb (gweler y cynlluniau am fanylion llawn).</p> <p>Effaith yr holl waith yma yw cynnydd ym mherfformiad y disgyblion PYD yn y trothwy L2+ a'r DPC yn CA4 o 25% yn 2015 i 58% yn 2016, yn ogystal a chynnydd yn y DPC yn CA3 o 35 pwynt canran rhwng 2015 i 2016.</p>	
Bryntawe	Yes	<p>11.1% yw'r canran o ddisgyblion sydd yn deilwng i ginio rhad yn yr ysgol, sef 70 disgybl.</p> <p>Swm y grant GAD yw £69 000</p> <p>Mae'r Cynllun Gwella Ysgol yn olrhain strategaethau ar gyfer hybu dysgwyr PYD ac yn nodi gwariant y grant GAD yn fanwl yn erbyn blaenoriaethau clir.</p> <p>Mae Cynllun Gwariant GAD yr ysgol yn olrhain strategaethau'r ysgol i gefnogi disgyblion y grwp targed i leihau effaith amddifadedd gan gynnwys apwyntio Cynorthwy-ydd Llythrennedd (Cymareg a Saesneg) a Rhifedd, datblygu arweinwyr i hyrwyddo addysgeg a dealltwriaeth y staff am sut i gynorthwyo disgyblion i oresgyn rhwystrau, cynllunio rhaglen fentora ddwys gydag ymyrraethau penodol i gefnogi disgyblion i godi safonau ym mhob cyfnod allweddol.</p> <p>Mae systemau tracio gofalus wedi eu sefydlu i fonitro cynnydd a deilliannau disgyblion PYD /amddifadedd ar lefel ysgol gyfan ac adrannol</p> <p>Mae strategaeth ar gyfer targedu disgyblion PYD yn benodol yn ogystal a disgyblion eraill mewn grwpiau targed gan gynnwys cynnal sesiynau ymyrraeth llythrennedd a rhifedd, hybu ymglymiad rhieni trwy weithgareddau amrywiol, mentora unigolion a grwpiau gyda'r nod o sicrhau cyflawniad y dysgwyr PYD yn y dangosyddion L2 a DPC.</p>	

		<p>Effaith ar ddeilliannau:</p> <ul style="list-style-type: none"> <li>• Yn CA3, ym mlwyddyn 9 roedd 8 disgybl PYD yn erbyn 114 disgybl heb fod yn PYD a gwelir perfformiad cryf iawn y disgyblion PYD ar L5+ yn y pynciau craidd i gyd, y DPC, a L7+ Cymraeg ble mae'r disgyblion PYD wedi perfformio'n well na'r disgyblion heb fod yn PYD. Yn CA3 mae patrwm o dwf yn y deilliannau ar gyfer dysgwyr PYD yn y pynciau craidd i gyd ac y mae'r bwlch wedi ei gau yn sylweddol gyda 100% o'r disgyblion PYD yn cyrraedd L5+ yn y DPCyn 2016.</li> <li>• Yn CA4, mae 40% o ddysgwyr PYD wedi cyflawni'r dangosydd L2 + yn 2015 a 2016 ac roedd hyn yn gyson gyda tharged yr ysgol ac yn uwch na'r awdurdod a Chymru. Mae'r bwlch PYD/ dim PYD L2+ wedi lleihau dros dair blynedd ac uwchben trothwy derbynol Llywodraeth Cymru</li> <li>• Mae 70% o'r dysgwyr PYD wedi cyflawni'r dangosydd L2 yn 2016, sydd yn uwch na'r teulu a Chymru.</li> <li>• 10% o'r dysgwyr PYD a gyflawnodd y dangosydd 5A*-A yn 2016, sydd yn uwch na'r teulu, yr ALL a Chymru, ac yn dangos twf ar 2015.</li> <li>• O ran presenoldeb disgyblion PYD, gwelwyd lleihad ar y bwlch rhwng presenoldeb disgyblion PYD a'r disgyblion eraill (bwlch o 7.3% yn 2015 a bwlch o 6.4% yn 2016) ac mae canran presenoldeb disgyblion PYD wedi gwella 0.6% ar 2015.</li> </ul>	
PRU	No	<p>The current plans identify the PDG of £47K and its purpose of breaking the link between disadvantage and educational attainment. Through discussion with the Head of the PRU and the finance team, there has been confusion around appropriate allocation and spending of PDG in the past.</p> <p>Plans this year are to appoint a full-time Foundation Phase teacher at Arfryn Education Centre, who will:</p> <p>Enhance provision across the PRU, through contributing to plans and evaluation of</p>	

		<p>them</p> <p>Monitor the performance of eFSM pupils across the PRU and ensure formulation of next steps are appropriate</p> <p>The centres are not yet clearly identifying and tracking their eFSM pupils. Therefore the Head of PRU will make sure that:</p> <p>All centres have the correct support and information</p> <p>Work with the MC to ensure all PDG is used effectively and appropriately</p> <p>A spend plan is created that clearly identifies the activities aligned to the PDG grant and the impact on pupils</p>	
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# **Use of PDG in Swansea primary schools**

## **Defnydd o'r GAD yn ysgolion cynradd Abertawe**

Autumn Core Visit/ Ymweliad Craidd yr Hydref  
2016

School	Compliant Y/N	CV1 2016	Publish Y/N
Birchgrove  Sarah Loydon (SL)  Page 62	Y	<p>The school uses PDG to employ teachers to support vulnerable pupils, including pupils eligible for free school meals (eFSM), in order to improve their basic skills, with a view to meeting their full potential and their performance matching their chronological age. During core visit one 2016, a range of information on the performance of these vulnerable pupils was reviewed. The school demonstrates pupil progress very effectively through the records maintained of these pupils' assessments. Progress is rigorously reviewed, at least termly, through assessing pupil progress meetings. Improvements in pupils' basic skills were demonstrated well, through examples of individual pupils' work from the beginning and end of the academic year.</p> <p>Since 2011/2012, the performance in Foundation Phase of eFSM pupils has increased dramatically from 21.4% to 85.7% (Foundation Phase Outcome Indicator - FPOI) in 2015/2016. Although performance was slightly down in 2015/2016 on the previous year, this was by approximately one pupil. The gap in performance between eFSM and those pupils not eligible has narrowed every year since 2011/2012. In 2014/2015, eFSM pupils out-performed those pupils not eligible for the first time. Although, this has reversed in 2015/2016, the performance of eFSM pupils is stable and the gap in performance is minimal (5.6%), which is by the equivalent of less than one pupil. This is the case in all areas of learning at Outcome 5. At Outcome 6, historically since 2011/2012 eFSM pupils have not attained Outcome 6. However, in 2013/2014, eFSM pupils attained Outcome 6 in PSD and in 2014/2015 eFSM pupils attained Outcome 6 in LLC and MD for the first time. By 2015/2016, the gap between the performance of eFSM pupils and those pupils not eligible had narrowed considerably in LLC and MD and performance was on a par. In PSD, in 2015/2016, eFSM pupils out-performed those pupils not eligible at Outcome 6.</p> <p>At key stage 2, since 2011/2012, the performance of eFSM pupils has improved steadily and the gap has narrowed. There was a slight dip in performance in mathematics and science at Level 4 in 2015/2016, which led to a slight decline in the core subject indicator (CSI). However, performance is stable and the gap in performance has narrowed considerably over time. Performance of eFSM pupils at Level 5 was less favourable in 2015/2016. The gap widened in performance between eFSM pupils and those pupils not eligible. However, having reviewed this during core visit one 2016, the eFSM pupils in Year 6 had additional</p>	



		learning needs, which was addressed through intervention programmes and all reached the targets set and made at least expected progress.	
Bishopston  Donna Caswell (DC)	Y	<p>In 2015-16 Bishopston Primary School was provided with a PDG allocation of £17,700</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ol style="list-style-type: none"> <li>1. Provide additional TA support to eFSM pupils under the direction of the school's support teacher</li> <li>2. Offset costs of educational visits</li> </ol> <p>The intended impact of the above actions is to:</p> <ol style="list-style-type: none"> <li>1. Improve attainment for targeted pupils.</li> <li>2. Offer equal opportunities and access to extra-curricular activities</li> <li>3. Improve attendance of eFSM Pupils</li> </ol> <p>20 pupils were identified as eFSM across the school.</p> <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> <li>· 66% of pupils made at least expected progress (2 sub levels)</li> <li>· 44% of eFSM pupils made 1 sub-level progress.</li> <li>· 100% of eFSM pupils accessed residential school trips</li> <li>· 57% of eFSM pupils improved their attendance</li> </ul> <p>The school has recognised improvements to progress of eFSM pupils as a target in its own SDP for 2016-17. There is no significant gap between eFSM and nFSM pupils at the end of key stage, low numbers makes this data unreliable. In 2016 there were 2 FSM pupils in KS2 and 1 in FP.</p>	Yes

		Links to PDG are costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.	
Blaenymaes  Anne Lloyd (AL)	Y	<p>There is no trend when looking at the performance of pupils entitled to free school meals, compared to those pupils not in receipt of free school meals.</p> <p>In 2013 - 14 there were 11 pupils in receipt of FSMs (6 achieved FPI – 55%) and 10 Non FSM (7 achieved the FPI – 70%)</p> <p>In 2014 -15 there were 25 pupils in receipt of FSMs (16 achieved the FPI – 64%) and 12 Non FSMs (6 achieved the FPI - 50%)</p> <p>In 2015 -16 there were 10 pupils in receipt of FSMs (4 achieved the FPI – 40%) and 15 Non FSMs (12 achieved the FPI – 80%)</p> <p>Of pupils in receipt of FSMs, the school outperforms all three comparators when looking at the family, local and national averages</p> <p>Targets for 2017:</p> <p>O5 - 10/17 boys to achieve FPI = 71.4%, 4/8 girls to achieve the FPI = 50%, therefore 56% of pupils eFSM to achieve the FPI</p> <p>L4 - Eng - 70%, maths - 80%, science - 80%</p> <p>L5 - Eng - 10%, maths - 10%, science - 10%</p> <p>Interventions used include: Welcom, Speech and Language Link, Derbyshire Positive Play, Project X (reading), Nessie and Toe by Toe (for dyslexic pupils), Numicon, Family Inclusion Officer and Emotional Wellbeing Officer.</p> <p>During the very recent inspection, which finished on 17.11.'16, inspectors found that the pupils eFSM made good progress over time within the school.</p>	

<p>Brynhyfryd</p> <p>Sue Edgar (SE)</p> <p>Page 65</p>	<p>Y</p>	<p>Standards:</p> <p>Foundation Phase</p> <p>O5+</p> <ul style="list-style-type: none"> <li>• FPI 2016: nFSM 86.7%: eFSM 91.7%</li> <li>• LCE 2016: nFSM 86.7%: eFSM 91.7%</li> <li>• MDT 2016: nFSM 93.3%: eFSM 91.7%,</li> <li>• PSD 2016: nFSM 95.6%: eFSM 100%</li> </ul> <p>O6+</p> <ul style="list-style-type: none"> <li>• LCE 2016: nFSM 28.9%: eFSM 33.3%</li> <li>• MDT 2016: nFSM 26.7%: eFSM 33.3%,</li> <li>• PSD 2016: nFSM 44.4%: eFSM 25%</li> </ul> <p>Key stage 2</p> <p>L4+</p> <ul style="list-style-type: none"> <li>• CSI 2016: nFSM 81.6 : eFSM 73.3%</li> <li>• English 2016: nFSM 81.6%: eFSM 80%,</li> <li>• Mathematics 2016: nFSM 81.6%: eFSM 80%</li> <li>• Science 2016: nFSM 84.2%: eFSM 80%</li> </ul>	
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L5+

- English 2016: nFSM 34.2%: eFSM 20%
- Mathematics 2016: nFSM 34.2%: eFSM 20%
- Science 2016: nFSM 39.5%: eFSM 20%

Resource management:

- Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP.
- Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.
- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.
- Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.
- Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes, ensuring clear systems support pupils eligible for free school meals.
- A pastoral support leader has been employed utilising the PDG and this impacts positively on learning and well being outcomes.
- The pastoral support leader secures effective engagement with parents of pupils eligible for free school meals, eg the school communicates and works closely with families requiring support
- The school is effective at sharing resources and expertise within the cluster, to improve the outcomes for pupils eligible for free school meals.

		<ul style="list-style-type: none"> <li>An exit strategy for staff funded by PDG will be planned for by leaders.</li> </ul>	
<p>Bryniago</p> <p>Delyth Mainwaring (DM)</p> <p>Page 67</p>	Y	<p>Mae'r canran o blant sy'n derbyn PYDd - 3.3% yn isel. Nifer fach o ddisgyblion PYDd sydd mewn pob dosbarth.</p> <p>Derbyn: 3</p> <p>Bl.1: 1</p> <p>Bl.2: 2</p> <p>Bl.3: 1</p> <p>Bl.4: 4</p> <p>Bl.5: 0</p> <p>Bl.6: 1</p> <p>Clustnodir yr arian er mwyn ariannu aelod o staff cynorthwyol. Mae'n gweithio dau brynhawn bob wythnos gyda grwpiau maeth. Mae'r grwpiau yn cael eu dewis i gyd fynd gyda'r plentyn/plant PYDd, yn ol gallu a gofynion penodol. Mae'r grwpiau yn gweithredu elfennau o strategaethau rhifedd a llythrennedd ac yn atgyfnerthu gwaith y dosbarth a testun trafod yr wythnos. Cyflogir hi am weddil yr amserlen gyda dosbarth blwyddyn 4, y dosbarth sydd a'r ganran fwyaf o ddisgyblion PYDd</p> <p>Mae'r strategaethau yma wedi arwain at godi safonau disgyblion PYDd. Roedd dau blentyn PYDd ar ddiwedd cyfnod allweddol 2 yn 2015-16 wedi cyrraedd y lefel disgwylidig ac un wedi cyrraedd y lefel disgwylidig +1 mewn mathemateg.</p> <p>Mae llawer o'r disgyblion PYDd yn cael sgor safonedig dros 85, fodd bynnag nid oes un plentyn wedi sgorio 115+.</p>	

<p>Brynmill</p> <p>Damien Beech (DB)</p>	<p>Y</p>	<p>School in receipt of £23,350. During the last academic year eFSM records show that (not including year 6 leavers) 18 pupils are no longer entitled to FSM and 23 eFSM pupils have been added to eFSM list (there are currently 32 pupils eligible for FSM). This is due in part to high mobility, but not entirely. The school has used the PDG funding to second a member of staff to the role of Well-being Leader and to support a range of intervention strategies.</p> <p>The impact of the above initiatives on pupil attainment is good. Most eFSM pupils attained the FPI in 2016, with 1 pupil (25%) attaining O6 for each indicator. In key stage 2, all eFSM pupils attained above the expected level for each indicator. The standardised scores (of the national tests) for eFSM and non-FSM pupils in 2016 are on a par for all three tests and in a minority of year groups, eFSM average standardised scores are better than non-eFSM pupils. The school's comprehensive tracking processes show eFSM pupils with standardised scores of below 90 are identified as having ALN, EAL (early stages) and/or have been on school roll for less than a month before testing. In key stage 2, eFSM standardised scores of 115+ compares well with LA and Wales averages in all tests.</p>	
<p>Burfais</p> <p>SE</p>	<p>Y</p>	<p>Standards:</p> <p>Foundation Phase</p> <p>2014: Outcomes for eFSM pupil(s) were lower than those for non-eFSM pupils in all the main performance indicators but the differences were lower than those nationally.</p> <p>2015: There were 20 pupils in the 2015 cohort. Of these, 3 failed to attain 05 or better in PSD and 4 in the other main performance indicators. However, the differences between eFSM and non-eFSM outcomes were much lower than the 2014 all-Wales means. LLC rose by 9%, MD by 1% and PSD dropped 3% but the FPI rose by 9%</p> <p>2016: LLC dropped by 9%, Performance of eFSM pupils in MD has improved by 5.7% and in PSD performance has increased by 11%</p>	

Performance of eFSM pupils in LLC has impacted on the FPI

KS2

2014: Outcomes for eFSM pupil(s) were lower than those for non-eFSM pupils in all the main performance indicators. However, the differences in performance were similar to those seen nationally.

2015: There were 29 eFSM pupil in the cohort. Of these, about one-third of pupils attained L4 or better in each of the main performance indicators. Differences between eFSM and non-eFSM outcomes were broadly similar to the 2014 all-Wales means except in science (which was higher).

9% increase overall in KS2 performance of eFSM pupils with the largest difference in performance in Maths and Science and the CSI. English performance has improved by 2.6%

2016: English improved by 3%, Maths improved by 9% and Science by 9% and the CSI improved by 9%

eFSM pupils performed better in KS2 compared to 2015/16.

Resource management:

PDG grant is used to fund a number of intervention groups. EFSM pupils are demonstrating that interventions are successful and are having an impact on learning.

- Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP. The PDG grant is used to fund a number of intervention groups - Language Link/Derbyshire Positive Play/EBD Group/Catch Up/Numicon and identified pupils in receipt of intervention make very good progress in their learning. EFSM pupils are demonstrating that interventions are successful and are having an impact on learning.
- Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.
- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.

		<ul style="list-style-type: none"> <li>• Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals, eg TA has been employed to support fsm pupil progress - working on Positive Play.</li> <li>• Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals, eg the school employs an attendance officer who works closely with children and families to support in this aspect.</li> <li>• The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.</li> <li>• An exit strategy for staff funded by PDG will be planned for by leaders.</li> </ul>	
<p>Brynymor</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 20 DM</p>	Y	<p>GAD: £23650, GAD PYDd £21850, GAD BC £1800</p> <p>Mae'r ysgol wedi clustnodi swyddog lles sydd yn gweithredu er mwyn cefnogi lles emosiynol disgyblion. Hysbyswyd rhieni disgyblion PYDd am y ddarpariaeth hon ac fe wnaeth tua 3/4 gefnogi'r fenter. Mae'r sywddog lles yn gallu bod yn glust i blentyn bregus ar unrhyw adeg, ond hefyd yn eistedd gyda'r disgyblion i wrando arnynt yn darllen. Mae'n cwrdd a rhai yn ddyddiol a rhai yn achlysurol. Fe'u targedir yn ol yr angen.</p> <p>Defnyddir Proffil Boxhall er mwyn gweld pa ddisgyblion sydd angen y gefnogaeth ac fe'u mesurir eto ar ol yr ymyrraeth. Fodd bynnag, mae'r ysgol yn parhau i deimlo fod angen creu proffil ei hunain, neu edrych ar holiaduron debyg i Fy Llais sydd wedi ei ddatblygu gan yr awdurdod. Mae'r ysgol yn gweld y broses yma yn gryfder ac yn effeithiol iawn..</p> <p>Mae disgyblion PYDd yn gwneud yn dda yn y profion cenedlaethol. Mae 100% o'r garfan yn sgorio &gt;85 yn y prawf darllen Saesneg a'r prawf rhifedd gweithdrefnol. Mae 93.3% yn sgorio &gt;85% yn y prawf darllen Cymraeg ac 80% yny prawf rhifedd rhesymu. Ar ddiwedd y Cyfnod Sylfaen mae 100% yn cyrraedd deilliant 5, fodd bynnag nid oes un disgybl yn cyflawni'r lefel disgwyliedig +1. Yng nghyfnod allweddol 2 mae 7 disgybl allan o 8 (87.5%) yn cyrraedd lefel 4 ac un disgybl (12.5%) yn cyrraedd lefel 5 mewn Saesneg.</p>	



<p>Cadle</p> <p>AL</p> <p>Page 71</p>	<p>Y</p>	<p>The school receives £125,200.00 PDG monies. A comprehensive plan to address the impact of poverty has been developed and is published on the school's website.</p> <p>All pupils are tracked and pupils eFSM/LAC are further highlighted. The impact of teaching actions and intervention is monitored termly.</p> <p>The school works with identified families to improve engagement in school life and learning (see pages 8 and 2.3 of SER and HT's report to govts).</p> <p>A range interventions for English/literacy, maths/numeracy and well being (including attendance) are used to improve pupils' skills and standards. These include Project X, Guided reading sessions, target maths groups, DCD groups, social skills groups, friendship groups, letters and sounds target groups, keeping safe sex education groups in addition to work which is undertaken to reach out to hard to engage families and work involving outside agencies. Outside agency involvement includes TAF, counselling services, family support services, foster Swansea, Cariad, St John's Ambulance and working in close partnership with the EWO to address difficulties and further encourage engagement. The school timetable have been restructured to provide focused sessions to achieve pupils' targeted areas.</p> <p>The gap in attainment between pupils eFSM and pupils not eFSM has closed, by the end of key stage 2 there is no gap in English and science and in maths and the CSI the pupils eFSM outperformed the pupils not eFSM pupils by 5%, which equates to 2 pupils and is not significant. 100% of Lac children achieved, in line with their peers. Attendance for pupils eFSM is in line with pupils not eFSM and the attendance for LAC is above their peers. 93.3% of pupils eFSM and 100% LAC made at least expected progress (reported in SER analysis). From Foundation Phase to KS2 100% of pupils eFSM made 2 levels progress in the CSI and 67% made 3 levels progress in English. In maths 92% of pupils eFSM pupils made 2 levels progress and 33% made 3 levels progress. In science - 100% of pupils eFSM made 2 levels progress and 58% made 3 levels progress.</p>	
<p>Casllwchwr</p>	<p>Y</p>	<p>In 2015-16 Casllwchwr Primary School was provided with a PDG allocation of £25,200</p>	

The school has completed a plan to promote progress for students eligible for this funding.

The school has used the funding available to:

1. Provide additional TA support to eFSM pupils under the direction of the school's support teacher
2. Purchase Building Blocks to support staff in developing Rich Tasks providing high quality engagement opportunities for pupils with FSM
3. Develop family and community engagement to ensure enriched learning experiences inside and outside school

The intended impact of the above actions is to:

1. Improve attendance and attainment for eFSM pupils.
2. The Assessment coordinator to use Building Blocks and the school's tracing system to track the skills coverage for pupils with FSM in order to effectively target set for their needs
3. Provide clubs for identified eFSM pupils. Where possible encourage KS2 FSM pupils to attend homework club in order to be given additional support where needed.
4. Provide a wide range of trips to further enrich the curriculum in every year group and pay for FSM pupils to attend
5. Through Foundation Phase expertise (see priority 1) develop the outdoors to provide richer opportunities targeting FSM pupils to ensure they benefit significantly from the provision
6. Provide a Breakfast club to target FSM pupils to ensure they have a good start to the day begins and to support punctuality

20 pupils were identified as eFSM across the school.

Measurable pupil outcomes for 2015-16 were:

- 100% of pupils made at least expected progress (2 sub levels) in LLC/English and 50% made above expected

		<p>progress (3 sublevels).</p> <ul style="list-style-type: none"> <li>• 84% of pupils made at least expected progress (2 sub levels) in MD/Maths and 33% made above expected progress (3 sub levels)</li> <li>• 16% of eFSM pupils made 1 sub-level progress in Maths. This was due substantially to over assessment in the Foundation Phase (highlighted as an issue by Estyn, October 2014)</li> <li>• In 2014-15 attendance for pupils with FSM was 93.88%, this improved to 94.79% in 2015-16.</li> <li>• Of the 19 pupils with FSM in the school who were in the school in the year 2014/15 63% improved their attendance. 84% had scores above 94% attendance. 2 pupils did not (they were twins) the school and the EWO worked extremely hard to improve their attendance without success.</li> </ul> <p>There is no significant gap between eFSM and NFSM pupils at the end of key stage, low numbers makes this data unreliable.</p>	
<p>Pages Christchurch  Darren Casker (DCK)</p>	<p>Y</p>	<p>The school is in receipt of £15,850 PDG funding.</p> <p>At the Foundation Phase there was only one FSM pupil in a class of twenty (5%). This pupil was successful in acheiveing the expected level +1 in language, literacy and communication and personal and social development and achieving the expected level in mathematical development.</p> <p>At key stage 2 there were two FSM pupils in a class of fifteen (13.2%). Neither pupil attained the expected level +1 and one achieved the core subject indicator at the expected level.</p> <p>The school has used its funds for the following :</p> <ul style="list-style-type: none"> <li>• To employ a teaching assistant for 18 hours a week to support reading from year 1 to year 6.</li> <li>• To employ a teaching assistant for two and a half hours a week to deliver maths intervention with identified pupils.</li> </ul>	

		<ul style="list-style-type: none"> <li>• To employ a teaching assistant for six hours a week to support general learning at key stage 2.</li> <li>• To employ a teaching assistant to support identified small groups from year 2 to year 6 in literacy and numeracy.</li> </ul> <p>NB - The school was previously asked to write a best practice case study on using music therapy for social communication and intervention as part of its PDG provision</p>	
<p>Clase</p> <p>Jayne Woolcock</p> <p>(JW)</p> <p>Page 74</p>	<p>Y</p>	<p>Clase Primary School has demonstrated effective use of PDG funding for 2016/17 to improve the outcomes for eFSM and identified vulnerable pupils. The school incorporates its actions and spend into its SDP. The creative, varied actions promote pupil progress, develop the whole child and remove barriers to learning for pupils eligible for this funding. Actions are costed carefully and each strategy/activity is linked to improved attainment and achievement of pupils. They focus on improving CPD and building capacity in staffing for future sustainability. The school's PDG allocation is £113,700.</p> <p>The school has effectively used the funding available to:</p> <p>Second members of staff to lead various groups including "Catch Up" for numeracy and literacy Rapid Reading, Shooting Stars, Boost, Sparkle and Premier League Reading Stars.</p> <p>Support Action research group/PLCs</p> <p>Provide training for staff in leadership and delivering effective catch up and intervention programmes</p> <p>Purchase resources eg musical instruments, Derbyshire Play Project materials, reading materials, ICT software</p> <p>Second Teaching Assistants to run lunchtime and after school clubs eg Superheroes Club</p> <p>Train all staff in readiness for learning (in partnership with Barnardos- Dina Dinosaur Incredible years' curriculum)</p> <p>Offset educational visit cost and offset residential costs for eFSM pupils and those in disadvantaged homes</p> <p>Implement Speech and Language Intervention Programmes at Foundation Phase eg Language and Play</p> <p>Run a Nurture group</p>	

Second and train a Family Engagement worker to liaise with families and work with targeted pupils

Second an Attendance Admin worker.

The impact of the above actions has and continues to:

Improve attainment for targeted pupils

Improve literacy, communication and numeracy skills of targeted pupils

Improve attendance for targeted pupils

Provide improved access to educational visits and residential trips for targeted pupils

Provide access to art, sport and music for targeted pupils

Improve self-esteem, behaviour and social skills of targeted pupils

Generate greater engagement and partnership work with families

Improve family experiences and relationships.

Allow all pupils to experience a school day, supported by their parent /carer.

Allow all parents the opportunity to forge a relationship with the school, to address any concerns/questions and find out if they can benefit from professional support both from within the school and from specialist services.

Improve the quality of teaching and CPD by building capacity in staffing

Reduce barriers to learning and narrow attainment gap between eFSM and non- FSM pupils.

Attendance of eFSM 2014-15 was 93.91% compared to 92.52% eFSM 2015-16. The school attributes this decline to 1 family and 1 pupil in the STF with medical issues. The school evidences robust tracking of attendance of eFSM with a detailed impact report.

		<p>At end of Foundation Phase in July 2016 there were 16 out of 28 eFSM pupils (more eFSM than non-FSM). eFSM performance for all indicators was stronger than non-FSM. There is an upward trend for eFSM performance over the last three years in all indicators. 87.5% eFSM achieved FPI, LCE and MDT. 93.8% eFSM achieved O5+ and 75% eFSM achieved O6+ in PSD. 25% eFSM achieved O6+ in LCE and 37.5% eFSM achieved O6+ in MDT.</p> <p>At end of key stage 2 July 2016 there were 16 out of 29 eFSM pupils (more eFSM than non-FSM). However, performance not as strong as non-FSM, and there was a decline in eFSM performance on previous year. 8 eFSM pupils achieved L4+ in CSI and science. 9 eFSM pupils achieved L4+ English and mathematics, 1 eFSM pupil achieved L5+ in science and English and 1 eFSM achieved L5+ in mathematics.</p> <p>The school has a detailed report on PDG impact.</p>	
<p>Clwyd Page 76 SE</p>	<p>Y</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• Most of the fsm pupils within the PDG funded support group made significant progress with their literacy and numeracy tests. All the fsm families involved in the family iPad club highlighted the positive effect the programme had on their ICT skills. The questionnaire results showed excellent progress.</li> <li>• FSM 2016 leavers' national test results (Standardised Score 85+) improved in all tests. (NRT 2015 45% to 2016 50%, NNTP 2015 50% to 2016 56%, NNTR 2015 60% to 2016 67%)</li> <li>• Performance of fsm pupils in the Foundation Phase has shown improvement at Outcome 5+ in Language, Literacy and Communication, Mathematical Development and Personal and Social Development.</li> <li>• Nearly all fsm learners in Year 6 made two or more levels of progress whilst in key stage two. Nearly all pupils made the expected progress or better in Foundation Phase.</li> <li>• FSM pupils do not perform as well as their non Fsm counterparts in most year groups. This is the case with average NFER scores and National Test scores.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Resource management:</li> <li>• Leaders demonstrate effective processes for PDG resource management and it is very clearly planned for within the SDP.</li> <li>• The school reflects good impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals in terms of the relative progress made utilising baseline information.</li> <li>• Leaders effectively use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including lower and higher ability learners.</li> <li>• Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP clearly identifies the effective deployment of resources to meet the needs of pupils eligible for free school meals, eg pastoral support officer, employed utilising PDG demonstrates measurable impact on pupils well being and improvemnet in attendance.</li> <li>• Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes eg timetabled SENco support, and they ensure robust systems for mentoring and supporting pupils eligible for free school meals.</li> <li>• The pastoral support leader secures very effective engagement with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school.</li> <li>• The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.</li> <li>• An exit strategy for staff funded by PDG will be planned for by leaders.</li> </ul>	
Clydach	Y	The school is in receipt of £47,871 for PDG. A total of £44,871 is used for staffing. Teaching assistants deliver intervention programmes for targeted support for pupils eligible for free school meals, such	

<p>SL</p> <p>Page 78</p>		<p>as nurture to promote wellbeing, to address gaps in skills and positive play therapy using the school's magic room. The school employs an attendance officer to monitor targeted groups of pupils with low or variable attendance. A total of £3,600 is spent on resources for nurture group, attendance and letters and sounds. In addition, anti-bullying training and enhancement activities have been funded using this grant.</p> <p>At Foundation Phase, the performance of pupils eligible for free school meals (eFSM) in all three areas of learning appears to have fallen over a three year period from academic year 2013/2014 to 2015/2016. In 2013/2014, 100% of eFSM pupils attained the Foundation Phase Outcome Indicator (FPOI). However, by 2015/2016, this had fallen to 75.0%. The proportion of eFSM pupils attaining Outcome 6 has increased over time in Language, Literacy and Communication (LLC). However, the number of eFSM pupils attaining Outcome 6 in Mathematical development (MD) has declined over the same period to 0.0% in 2015/2016. The number of eFSM pupils attaining an Outcome 6 in Personal and Social Development (PSD) has fluctuated over time.</p> <p>At key stage 2, the performance of eFSM pupils in the CSI has increased since 2013/2014 and has stabilised. The gap in performance with pupils not eligible for free school meals has narrowed. In English at Level 4, the performance of eFSM pupils has improved since 2013/2014. However, performance decreased by just over 10% in 2015/2016 and the gap in performance widened with non-eFSM pupils. In mathematics and science, attainment has improved, shows an upward trend and the gap in performance with non-eFSM pupils has narrowed over time. However, at Level 5, other than in English, where performance has increased, performance has decreased and the gap in performance with non-eFSM pupils has widened in all three subject areas since 2013/2014. No eFSM pupils attained Level 5 in mathematics or science in 2015/2016.</p>	
<p>Craigcefnpar c</p> <p>SL</p>	<p>Y</p>	<p>PDG has been used to provide teaching assistant support for intervention programmes for literacy, numeracy and speech and language over the last year. Increased grant funding this financial year has allowed teaching assistant hours to be increased. Should the funding be cut or reduced the school could not sustain the level of teaching assistant support that the grant provides. However, permanent teaching assistants have benefited from training, which would provide some sustainability should the funding be reduced or withdrawn. Internal tracking shows that pupils in receipt of intervention support have made good progress.</p> <p>Over recent years, there have been higher numbers of pupils eligible for free school meals (eFSM) in Foundation Phase than in key stage 2. At Foundation Phase, eFSM pupils have tended to perform well. In</p>	



		<p>13/14, there were four eFSM pupils and in 2014/2015 there were two eFSM pupils in Year 2, all of whom attained the Foundation Phase Outcome Indicator (FPOI). In 2015/2016, two out of the three eFSM pupils attained the FPOI. However, eFSM pupils have not tended to attain Outcome 6 especially in Language, Literacy and Communication (LLC) and Mathematical Development (MD). In key stage 2, eFSM pupils have not historically attained the Core Subject Indicator (CSI) at the end of Year 6. In 2012/2013, there were two eFSM pupils and in 2013/2014, there was one eFSM pupil in Year 6, none of whom attained a Level 4 in any of the core subjects. In 2015/2016, the one eFSM pupil attained the CSI. Historically, no eFSM pupil has attained a Level 5 in any core subject.</p>	
<p>Craigfelen</p>	<p>Y</p>	<p>The school has a comprehensive PDG plan, which is reviewed annually. All spending is appropriate to the grant criteria. The Minister for Education has recently visited the school with the intention of reviewing with the Headteacher the use of PDG and its impact. The impact of the wide-range of activities, which the grant supports, including intervention programmes, parental engagement and enrichment activities has impacted positively on the performance of pupils eligible for free school meals. In 2015/2016, there were equal numbers of pupils eligible for free school meals (eFSM) and non-eligible in Year 2. Over the last two years the performance of eFSM pupils has declined in both Language, Literacy and Communication (LLC) and Mathematical Development (MD) at Outcome 5. Performance in Personal and Social Development (PSD) has been fairly stable. The gap in performance of eFSM pupils and those pupils not eligible has fluctuated in LLC, has widened in MD and is stable in PSD. The performance of eFSM pupils declined in 2015/2016 compared to 2014/2015 in LLC at Outcome 6, but increased in MD and PSD. Performance of eFSM pupils was below that of pupils who were not eligible by 9.1%. This was equivalent to two pupils. The gap between the performance of eFSM pupils and those not eligible has decreased over the last two years in all areas of learning by between 3.6% and 11.6%. In key stage 2, there were 12 pupils eligible for FSM and 8 pupils not eligible. Performance of eFSM pupils has increased over the last two years in all three subject areas at Level 4. In 2015/2016, eFSM pupils out-performed pupils not eligible for the first time in three years. Performance of eFSM pupils has improved in 2015/2016 in English and science at Level 5 and the gap has narrowed with non-eFSM pupils.</p>	

		The performance of eFSM pupils fell slightly in mathematics at Level 5 and the gap with non-eFSM pupils widened.	
Crwys  DC  Page 80	Y	<p>In 2015-16 Crwys Primary School was provided with a PDG allocation of £8,650</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ul style="list-style-type: none"> <li>• Second member of staff to the role of catch up in literacy and numeracy in the Foundation Phase and key stage 2</li> </ul> <p>The intended impact of the above actions is to:</p> <ul style="list-style-type: none"> <li>• Improve attainment for targeted pupils.</li> </ul> <p>7 pupils were identified as eFSM across the school. 1 eFSM pupil received extra support to catch up as the result of prolonged absence due to an accident.</p> <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> <li>• 100% of pupils made at least expected progress (2 sub levels)</li> <li>• Three out of 7 pupils made above expected progress due to intervention.</li> </ul> <p>Links to PDG are costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p>	Yes

<p>Cwmglas</p> <p>Euros Jones (EJ)</p> <p>Page 81</p>	<p>Y</p>	<p>In financial year 15/16 the school received £ 94,554 PDG. This was used for Speech &amp; Language Link, Dyslexia, Catch Up Numeracy, ELKLAN interventions, cluster of schools WRU coaching (Sport, Lit &amp; Num) to particularly benefit FSM learners (incl. out of hours learning / coaching), nurture group provision for identified FSM/LAC/Vulnerable learners, community and family participation and family learning opportunities.</p> <p>SER review of TAs work regarding the impact of interventions indicated that all identified children made significant progress over the year.</p> <p>There was no gap between FSM and non FSM reaching expected Foundation Phase outcomes in 2016. Both are at upper quartile levels. Targetted intervention at those who were in danger of not achieving was successful.</p> <p>Very few FSM pupils are working above expected outcomes in Foundation Phase. However, by the end of KS2 around half of the FSM pupils achieve above the expected level. This strong value added data is testimony to the impact of intervention over time.</p> <p>For financial year 16/17 the school are recieving £81,700 which is being used in a similar way with the majority directed towards increase staff: pupil ratios in Foundation Phase and Key Stage 2 to provide catchup/intervention/challenge. The nurture provision (Cwts Cwm Glas) for identified (Boxall Profile) Foundation Phase &amp; Key Stage 2 pupils continues.</p>	
<p>Cwmrhydycei rw</p> <p>(JW)</p>	<p>Y</p>	<p>The school has an effective plan in place that outlines how PDG funding is used to support eFSM pupils and pupils identified as vulnerable. There are 0 LAC pupils in the school at present. Nursery PDG is used to support eFSM for early identification of any additional learning needs, especially in speech and language. Pupils are screened using the programme 'Language link' and appropriate interventions and support allocated to individuals. The plan was available for scrutiny. It is costed carefully and each strategy/activity is linked to improved attainment and achievement of pupils. The school is allocated £77,900.</p> <p>Analysis of Free School Meals data suggests the gap between eFSM and non-FSM pupils was eliminated at the end of key stage 2 for 2014-15 for the first time and actually turned in favour of eFSM pupils. The CSI for eFSM pupils was 100% and 92.3% (difference of 7.7%) for non-FSM. Although there is a slight decline in</p>	

		<p>2015-16, this is attributed to just three pupils who can demonstrate value added progress. 16 eFSM pupils in July 2016 Year 6 cohort (double that of previous year) - 13 pupils achieved CSI and English L4+ and 14 eFSM pupils achieved L4+ in mathematics and science. 4 eFSM pupils achieved L5+ in all core subjects. The success is attributed to the use of PDG funding to target eFSM pupils via science, literacy and numeracy intervention programmes.</p> <p>In addition, enrichment activities such as a museum project at the Egypt Centre has engaged and motivated targeted pupils which has impacted on an improvement in their literacy and numeracy skills.</p> <p>100% eFSM pupils achieved FPI at end of Foundation Phase in July 2016. Again, this is attributed to the use of PDG funding to target FSM pupils with support via phonic and numeracy intervention programmes.</p> <p>The school is ever mindful of the fact that percentages can vary dramatically year on year when one FSM pupil can be worth 10% at Foundation Phase and 14.3% at key stage 2 and therefore, treats the data with caution. The Year 6 cohort July 2016, had &gt;30% FSM.</p> <p>Science, literacy and numeracy interventions are impacting positively on improved pupil outcomes as does the Nurture group for pupils with social and emotional difficulties. The Nurture group (a few of which are eFSM) is successful in supporting identified pupils to manage their social and emotional issues, thereby raising their self-esteem and confidence, improving their social skills and removing barriers to learning. Further in-class support is provided by highly skilled Teaching Assistants, a few funded through PDG. The school can evidence the impact such provision is having on pupil behaviour and attainment through pupil, parent and staff questionnaires, pupil tracking and Nurture records.</p> <p>PDG is also used to support families of vulnerable children through using ICT to engage parents in supporting their child at home and improving their child's attendance and punctuality. There has been an improvement in attendance for eFSM pupils from 88.4% in 2014-15 to 94.4% in 2015-16. The fact these pupils are in school more regularly and being targeted for intervention is impacting positively on raising their attainment.</p>	
Danygraig	Y	<p>During the year 2015-16, there was insufficient monitoring of the PDG grant. Pupils entitled to free school meals were not tracked tightly enough and as a result, they have not performed as well as a group as their</p>	

non eFSM counterparts. Interventions were not targeted specifically enough at eFSM pupils.

Pupil Deprivation Grant (PDG) monies are now planned effectively and are compliant to the terms of the grant. A new PDG plan for 2016-2017 has been produced on a new format and published on the school website. This plan was agreed at SMT and then governor level. A tracking system for monitoring the outcomes of all pupils entitled to free school meals (eFSM) has been introduced for September 2016. All eFSM pupils have now been identified for the type of support needed e.g. more-able and talented, catch up etc. This is ensuring that money is appropriately targeted at all pupils who are entitled to free school meals.

The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding.

The school has effectively planned the funding available to:

1. To introduce and use My Selfie to measure the well-being of targeted FSM pupils
2. To provide individual learning programmes for Catch up/MAT targeted FSM pupils
3. To introduce a Breakfast nurture club for targeted FSM pupils
4. Introduce Parent groups for KS2 maths – Active Learn for targeted FSM pupils

The intended impact of the above actions is to:

Improve wellbeing of targeted pupils.

Improve support for targeted pupils and families.

Improve attainment for targeted pupils.

This plan was acknowledged by Estyn (September 2016) as good practice in the revisit. The plan will now need to be monitored closely moving forward.

<p>Dunvant</p> <p>Karen Draper (KD)</p> <p>Page 84</p>	<p>Y</p>	<p>Use of PDG 2015-16</p> <p>The school received £12750 in terms of PDG. This was allocated to:</p> <p>An additional member of staff to develop Oracy in KS2.</p> <p>Staffing costs to deliver bespoke catchup programmes.</p> <p>Staff release to secure best practice in reading strategies throughout the school.</p> <p>Staff release to develop a PLC towards improving mathematics at all levels.</p> <p>Impact:</p> <p>Attendance - Though slightly lower than last year has risen 1.5% since 2011-12. The school has this as a focus of its current spend plan.</p> <p>Foundation Phase - Out of the 2 pupils, 1 achieved the FPI. Both pupils achieved the expected level in LCE and PSD, which are good indicators of progress at key stage 2. All are on intervention. 1 achieved in MDT.</p> <p>Key stage 2 - Out of the 2 pupils, both achieved the CSI and the higher levels across all subjects</p> <p>Use of PDG 2016-2017</p> <p>The vision is to ensure high expectation for all fsm pupils and close the attainment gap.</p> <p>Outcome:</p> <p>Measurable pupil outcomes: To iprove attendance of nearly all FSM pupils to 95+%</p> <p>Residential costs for FSM pupils</p>	
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		<p>Educational visit cost offset.</p> <p>Second member of staff to manage team around the family. (2 days training and half a day per fortnight)</p> <p>Second members of staff</p> <p>to co-ordinate Intervention groups.</p>	
<p>Felindre</p> <p>DM</p> <p>Page 85</p>	Y	<p>GAD £4,600</p> <p>Mae'r ysgol yn defnyddio'r arian tuag at cyflog aelod o staff cynorthwyol. Mae'r aelod yn gwneud ymyrraeth 1:1 i ddisgyblion gan gynnwys disgyblion PYDd. Mae'r data yn dangos fod y disgyblion yma yn gwneud cynnydd da mewn rhifedd a llythrennedd.</p> <p>Mae'r disgyblion ym mlwyddyn 3 a 4. Mae eu sgor safonedig yn y profion cenedlaethol yn dangos cynnydd o ganlyniad i'r strategaethau sydd mewn lle.</p> <p>Cymraeg:</p> <p>Plentyn 1: 83 - 86; Plentyn 2: 86-94; Plentyn 3: 88-99.</p> <p>Rhifedd gweithdrefnol:</p> <p>Plentyn 1: 106 - 118, Plentyn 2: 81-95, Plentyn 3: 92-108</p> <p>Rhifedd rhesymu:</p> <p>Plentyn 1: 106-108, Plentyn 2: 91-108, Plentyn 3: 82-113</p>	
Gellionnen	Y	<p>GAD £25100 GAD PYDd £23000, GAD BC £2100</p> <p>Mae 11.2%, tua 28, o ddisgyblion ar y gofrestr PYADd ar hyn o bryd.</p>	

<p>DM</p> <p>Page 86</p>		<p>Mae disgyblion PYDd yn cael eu tracio'n fanwl er mwyn adnabod meysydd datblygu pob disgybl PYDd beth bynnag eu gallu. Mae rhaglen 'Proffil Boxhall' sy'n asesu datblygiad lles unigolion yn cael ei ddefnyddio wrth dracio'r disgyblion yma. Mae cynorthwydd llawn amser wedi ei hyfforddi ac mae'n cael ei chyflogi i arwain rhaglen lles 'Derbyshire Positive Play Project'. Mae'n gweithio gydag unigolion, sy'n cynnwys disgyblion PYDd yn benodol. Mae'r rhaglen yma'n codi hunan hyder ac ymrwymiad disgyblion, yn gwella eu hymddygiad ac yn canolbwyntio ar sgiliau cymdeithasol disgyblion bregus. Mae'r arian hefyd yn cyfrannu at sicrhau bod y disgyblion yma yn derbyn yr ymyrraeth briodol os oes ei angen arnynt megis Dyfal Donc ar gyfer darllen neu rhaglen rhifedd. Mae'r arian yn talu am ymweliadau addysgol/preswyl disgyblion PYDd er mwyn sicrhau bod pob disgybl yn elw o'r holl brofiadau mae'r ysgol yn cynnig.. Mae'r gwariant yn cael ei adlewyrchu yn y cynllun datblygu ysgol ac mewn cynllun arwahan sy'n amlinellu'r holl wariant.</p> <p>Ar ddiwedd y Cyfnod Sylfaen mae pob disgybl PYDd yn cyrraedd deilliant 5 a 25% ( 1 disgybl) yn cyrraedd deilliant 6 mewn datblygiad mathemategol a 75% ( 3 disgybl) mewn datblygiad personol a chymdeithasol.</p> <p>Ar ddiwedd cyfnod allweddol 2 mae 71.4% ( 5 allan o 7) o ddisgyblion PYDd yn cyrraedd lefel 4 a 14.3% ( 1 disgybl) wedi cyrraedd lefel 5 mewn Cymraeg a Saesneg.</p> <p>Yn y profion cenedlaethol mae 47.6% o ddisgyblion PYDd o flwyddyn 2 i 6 yn sgorio 85+ yn y prawf darllen Cymraeg; 70.5% yn y prawf darllen Saesneg, 52.4% yn y prawf gweithdrefnol a prawf rhesymu. Dim ond un disgybl yn y prawf rhesymu sydd yn sgorio 115+.</p>	
<p>Gendros</p> <p>DCK</p>	<p>Y</p>	<p>The school is in receipt of £71,300 PDG funding for the academic year 2016-2017.</p> <p>At the Foundation Phase, twelve pupils (33.3%) out of a cohort of 36 were entitled to free school meals (FSM). Out of these pupils, nine pupils (75%) achieved the Foundation Phase indicator (FPI), the expected level in language, literacy and communication (LCE) and mathematical development (MDT) and eleven pupils (91.7%) achieved the expected level in personal and social development (PSD). Three pupils did not achieve the FPI which compares with two non-FSM pupils. At the expected level +1, two pupils (16.7%) achieved the expected level +1 in LCE with one pupil (8.3%) achieving the same level in MDT and PSD. This compares with nine pupils (37.5%) who were non-FSM in LCE, seven pupils (29.2%) in MDT and fifteen pupils (62.5%) in PSD.</p>	



		<p>At key stage 2, nine pupils (24.3%) out of a cohort of 37 were entitled to free school meals (FSM). Out of these pupils, four pupils (44.4%) achieved the core subject indicator (CSI), the expected level in English and science with six pupils (66.6%) achieving the expected level in mathematics. Five pupils did not achieve the CSI which compares to two non-FSM pupils. At the expected level +1, two pupils (22.2%) achieved the expected level +1 in English with one of those pupils (11.1%) also achieving the expected level +1 in mathematics in science. This compared with nine (32.1%) non-FSM pupils in science, ten (35.7%) in mathematics and seven (28.6%) in English.</p> <p>In order to improve attainment for FSM and LAC learners, the school has implemented a number of initiatives and interventions. These include :-</p> <ul style="list-style-type: none"> <li>• A number of intervention groups which have been established in order to raise the attainment of FSM pupils and to ensure that difficulties with literacy and numeracy do not impact on general attainment. These include Read Write Inc, Toe by Toe, Reading Eggs, numeracy catch up and literacy catch up.</li> <li>• The school is continuing with the role of a family liaison officer to work with pupils and their families. This has improved the levels of family engagement and trust between home and the school. It has also helped parents in supporting their child's learning. Also, fewer referrals for behavioural issues have been made.</li> <li>• There has also been increased pupil participation in after school activities provided, paid for from PDG funds, for FSM pupils including sport, cultural and catchup clubs.</li> <li>• The school is also continuing with the role of an additional attendance officer who monitors the attendance of FSM pupils and then liaises with the family liaison officer and the educational welfare officer. This has resulted in improved attendance of FSM pupils.</li> </ul>	
Glais	Y	<p>The school is in receipt of £1,1050 PDG, which supports the getting ready for schools programme and has enabled he school to purchase intervention programmes such as Power of 2 and Toe by Toe.</p> <p>Over a period of five years, there have been three pupils eligible for free school meals. Of the three, one has attained the Foundation Phase Outcome Indicator (FPOI), this was a pupil in Year 2 in 2015/2016. The other two pupils have attained Outcome 5 but not in all three areas for learning. These pupils attained Outcome 5 in</p>	

SL		LLC and PSD. The three pupils have not tended to attain Outcome 6. There have been no pupils eligible for free school meals at Key Stage 2 for 5 years.	
Glyncollen  JW  Page 88	Y	<p>Glyncollen Primary School demonstrates effective use of PDG funding for 2016/17 to improve the outcomes for eFSM and vulnerable pupils. eFSM are few in number (19 pupils). The school has been granted £24,250 + £2,400 EYPDG.</p> <p>The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding. The plan was available for scrutiny and spending matches actions appropriately. The school is effectively used the funding available to:</p> <ul style="list-style-type: none"> <li>• Train and second staff.</li> <li>• Provide a Nurture programme for targeted pupils.</li> <li>• Establish Booster groups for literacy and numeracy in Foundation Phase.</li> <li>• Provide Early Years Speech and Language intervention (Language Link) to inform IEPs, where appropriate.</li> <li>• Subsidise any trips or breakfast club for targeted pupils.</li> </ul> <p>The intended impact of the interventions is to:</p> <ul style="list-style-type: none"> <li>• Improve attainment in literacy and numeracy for targeted pupils.</li> <li>• Engage parents and families so they are more informed and equipped as how to best support their child at home.</li> <li>• Raise pupil confidence and self-esteem.</li> <li>• Facilitate inclusion and readiness for learning.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Improve pupils' behaviour and social skills.</li> </ul> <p>Attendance of eFSM pupils 2014/15 was 92.63% compared to 93.89% 2105/16.</p> <p>Authorised absence declined from 5.8% 2014-15 to 4% 2015-16, and unauthorised absence increased, replicating the holiday absence issue for non-eFSM and due to1persistent absentee.</p> <p>At end of Foundation Phase, July 2016, there were 3 eFSM pupils. 100% achieved maths and PSD O5+. 66.7% achieved FPI and LCE. 33% achieved O6+ in maths and PSD.</p>	
Gors	Y	<p>The school is in receipt of £86,250 PDG funding.</p> <p>Pupils who are eligible for free school meals (FSM) attain well and outperform non-FSM pupils at the expected level at both the Foundation Phase and key stage 2 and also at the expected level + 1 at the Foundation Phase and at key stage 2.</p> <p>At the Foundation Phase, there were 11 pupils eligible for free school meals (33.3%) out of a class of 33 with 22 non-FSM pupils (66.6%). Of these 11 pupils, 10 (90.9%) achieved the Foundation Phase indicator compared to 15 out of 22 (68.2%) non-FSM pupils. The same number and percentage of FSM pupils achieved at least the expected level in language, literacy and communication (LCE), mathematical development (MDT) and personal and social development (PSD). This compared with non-FSM attainment of 72.7% in LCE, 77.3% in MDT and 90.9% in PSD. At the expected level +1, 2 FSM pupils (18.2%) attained the higher level with 3 pupils (27.3%) in MDT and 6 pupils (54.5%) in PSD. This compares with non-FSM figures of 2 pupils (9.1%) in LCE, 4 pupils (18.2%) in MDT and 11 pupils (50%) in PSD.</p> <p>At key stage 2 a similar pattern is evident. There were 10 pupils (35.7%) eligible for free school meals in a class of 28 with 18 non-FSM pupils. Of these 10 pupils, 8 (80%) achieved the core subject indicator (CSI) with 9 (90%) achieving the expected level in English and all 10 (100%) in mathematics and science. This compares to 77.8% or 14 out of 18 non-FSM pupils achieving the CSI and the expected level in English, mathematics and science. At the expected level +1, three (30%) FSM pupils achieved the higher level in English, 4 (40%) in mathematics and 5 (50%) in science. This compares with 3 (16.7%) non-FSM pupils</p>	

Gors

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		<p>achieving the expected level +1 in English and 4 (22.2%) in mathematics and science.</p> <p>The school has a number of strategies in place to improve the attainment of vulnerable learners. These include :-</p> <ul style="list-style-type: none"> <li>• Employing two part time family liaison officers who are trained in emotional and behaviour support who work closely with the educational welfare officer to support families to improve attendance.</li> <li>• Employing two full time teaching assistants to support pupils in the Foundation Phase.</li> <li>• Training eight members of staff in the use of 'Success Maker' intervention programme.</li> <li>• Purchasing ICT equipment to support pupils' ICT skills across the curriculum.</li> <li>• Employing a part time teacher (0.5) to support and develop the language skills of pupils through the use of the 'Language Link' programme.</li> <li>• Providing training and purchasing resources for the Numicon maths scheme to support the learning of FSM pupils in the Foundation Phase.</li> <li>• Employing two part time teaching assistants to provide support and intervention for identified pupils in years 3,4 and 5.</li> <li>• Purchasing quality resources to enhance literacy and numeracy skills in the Foundation Phase.</li> <li>• Introducing a new reading intervention programme and guided reading scheme for the whole school.</li> </ul>	
Gorseinon  Jonathan Atter (JA)	Y	<p>£107,850 The planned spend matches the amount given.</p> <p>In foundation phase this year, 14 of 16 eFSM pupils achieved the FPI and LCE, 15 of 16 eFSM pupils achieved MDT and all eFSM pupils achieved PSD (outcome 5). Last year there was no gap between eFSM and NFSM pupils and this year the gap is not significant.</p>	

<p style="text-align: center;">Page 91</p>		<p>In key stage 2, results have improved at the expected level again this year. eFSM CSI has increased from 70% to 85.7%. eFSM English from 80% to 85.7%. eFSM Maths 70% to 100% and eFSM Science 80% to 100%. The gap between eFSM and NFSM has closed this year. The school acknowledges the need to improve at expected level +1</p> <p>PDG money spent on:</p> <p>Breaking the link between disadvantage and educational attainment</p> <ol style="list-style-type: none"> <li>1. Attendance officer</li> <li>2. Attendance rewards</li> <li>3. Nurture Provision (Boxall Profile used to measure success)</li> <li>4. Chill Out Club KS2</li> <li>5. A drive on developing a culture of educational achievement for FSM</li> </ol>	
<p>Gowerton  DB</p>	<p>Y</p>	<p>In 2016-17, the school is in receipt of £60, 350. The school is unable to publish its PDG as its website is not working correctly. The school's PDG plan outlines actions intended to improve eFSM pupils' attainment. A range of strategies include effective intervention such as catch up mathematics and literacy groups, and to support transition activities to the partner comprehensive school. The school's internal tracking shows that many eFSM and vulnerable pupils make good progress, however attainment at expected level presents as a downward trend. The gap between eFSM and non-eFSM pupil attainment in English at the expected level narrowed in 2016. However, school leaders have identified there is still a significant gap in attainment of pupil groups in mathematics and science (again at the expected level). Some of the strategies used and supported by the grant include supporting intervention strategies, supporting work with external agencies such as Team Around the Family and the Education Welfare Service, improving parental engagement, and developing pupil well-being. School leaders have analysed the progress of the 'vulnerable pupil' group and found the following impact from intervention:</p>	<p>No – website not working</p>

		<p>In Y6, 70% of eFSM pupils achieved CSI (80% achieving L4 in English, 70% achieving L4 in mathematics and English). 50% of eFSM pupils improved their standardised score in the national reading and procedural tests and 60% improved their standardised score in the procedural test in 2016 (from that of 2015). 70% of these pupils had at least an age appropriate reading age by the end of the academic year.</p> <p>In Y5 - Y2, 59% of pupils improved their reading age by more than 12 months, thus closing the gap. Those pupils that did not close the gap made adequate progress as set out by the SEN code of practice paragraph 5:42.</p>	
Grange	Y	<p>PDG Allocation = £28,855.00</p> <p>A plan for the provision for pupils eFSM is appended to the school improvement plan. PDG &amp; EIG is used to support STF pupils attending lunchtime clubs.</p> <p>FSM mainstream – pupils identified through the data analysis. Pupils are tracked across the school. A range of interventions are used to ensure that pupils eFSM achieve well within the school. Interventions include Language Link, PM Benchmarking for reading, reading recovery startgais, letters and sounds programme, salt intervention strategies for HI pupils, maths interventions involved TAs working on basic skills.</p> <p>In year 2 FPh – there was 1 mainstream pupil who was eFSM, this pupil achieved O6 in LCE, MD and PSD. The pupil's test scores were all above average - reading 125, procedural 111, reasoning 113. There were 2 pupils who were eFSM in the STF – both pupils have made and continue to make consistent progress.</p> <p>In Year 6 there were 5 pupils entitled to free school meals, 4 achieved the CSI, 1 did not – this pupil was in the STF and was not targeted to achieve the CSI, however, the pupil made good progress against their targets. 1 pupil eFSM achieved the upper levels in all core subjects.</p> <p>3 pupils who achieved level 4 – attained scores between 103 – 105 in reading - reasoning 99 – 110 and procedural 99 – 106</p> <p>the pupil who achieved L5, achieved very well in the national tests reading - 129, procedural - 127, reasoning</p>	

		<p>- 140</p> <p>Year 2 2017 predictions – 1 pupil - GL assessment data predicts 1b for maths, 1c for reading and writing. Intervention has been put in place and now predicted to achieve the FPI.</p> <p>Year 6 2017 predictions – 4 pupils in Year 6 are eFSM, 1 is statemented, predictions are 2,2,2, this pupil has made good progress from their starting point, all 3 other pupils are predicted to achieve the CSI, 2 are predicted to achieve level 5 in all core subjects.</p> <p>NTD – NRT 89, 1002 &amp; 106. NNPT 95 – 105, NNRT 92 - 103</p>	
<p>Gwyrosydd</p> <p>SE Page 93</p>	<p>Y</p>	<p>Standards:</p> <ul style="list-style-type: none"> <li>• EFSM/Non FSM standards have been reviewed and evaluated in the attached ERW data pack analysis.</li> <li>• At FP and KS2 there is notable variance between eFSM and nFSM.</li> <li>• Evaluative data reflects a trend of significant ALN and social need challenges impacting significantly on the performance of all pupils, but on boys in particular</li> <li>• Baseline data reflects wide disparity. Progress from end of Foundation Phase to end of keystage 2 reflect positive relative progress for most eFSM pupils.</li> <li>• At KS2 there is consistently good eFSM benchmarking performance data during the last 4 years when statemented pupils are disaggregated</li> </ul> <p>Resource management:</p> <ul style="list-style-type: none"> <li>• Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP.</li> <li>• Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.</li> </ul>	

- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.
- Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.
- Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals eg, language and play
- Good efforts are made to engage with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school eg speech and language activities
- The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.
- Boxall diagnostic profiles are used effectively to monitor and track progress in use of strategies eg positive play strategies
- Speech and language development focus, eg formal invite to share information with parents including progress tracked through speech link tests
- Physical literacy early development has had a positive impact, working with Pentrehafod and progress evidenced through both video and leveling work. Clear links are evident with pupils' speech and language and co-ordination development and progress. Behaviour and attitudes have made good improvement as a result of this engagement
- Positive impact of Project x, eg books for boys
- An exit strategy for staff funded by PDG has been planned for by leaders.



<p>Hafod</p> <p>SE</p> <p>Page 95</p>	<p>Y</p>	<p>Catch-up Lit and Numeracy The school leaders clearly target funding to:</p> <ul style="list-style-type: none"> <li>• Improve the whole school strategic approach to tackling disadvantage.</li> <li>• Make intelligent use of data tracking systems to identify learner’s needs. Target interventions and monitor impact.</li> <li>• Adapt strategies that involve parents and carers in learners' education.</li> <li>• Engage the community in the life of the school and the life of the school in the community.</li> <li>• To work with the Communities First Team.</li> <li>• Improve attendance.</li> <li>• Recognise the relationship between well-being and standards and continue to develop their work to reflect this.</li> <li>• Work in partnership with other agencies.</li> <li>• Employ interventions that are the most effective.</li> <li>• An effective support team further enhances outcomes for pupils, eg family support worker, attendance and welfare worker to work with EWO, family counsellor</li> </ul> <p>Standards:</p> <ul style="list-style-type: none"> <li>• In 2015/16, 85.7% of eFSM pupils attained the FPI. NFSM outperformed eFSM by 15.4%. This equates to 3 children, each of whom are identified as SEN. There is a trend over the past 3 years of nFSM outperforming fsm pupils.</li> </ul> <p>O5+</p> <ul style="list-style-type: none"> <li>• LLC 100% of eFSM pupils attained O5+ compared to 84% of nFSM. There is a rising trend of performance.</li> </ul>	
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- MD 85.7% of eFSM pupils attained O5+ compared to 87.5% of nFSM.
- PSD 85.7% of eFSM pupils attained O5+ compared to 96% of nFSM

#### O6+

- LLC 28.6% of eFSM pupils attained O6+ compared to 37.5% of nFSM.
- MD 14.3% of eFSM pupils attained O6+ compared to 25% of nFSM.
- PSD 28.6% of eFSM pupils attained O6+ compared to 50% of nFSM. This is 21% lower than the previous years.

#### KS2

- CSI nFSM outperformed eFSM by 15.4%. This equates to 3 children, each of whom are identified as SEN. There is a trend over the past 3 years of nFSM outperforming eFSM, however SEN is the reason for this disparity.

#### L4+

- English/mathematics/science 15.4% nFSM pupils outperforming FSM pupils.

#### L5+

- English 6.3% nFSM pupils outperformed fsm pupils. Over the past five years there is a fluctuating trend.
- Mathematics nFSM outperformed eFSM pupils by 14%.
- Science nFSM narrowly outperformed eFSM pupils by 6.3%
- FSM/nFSM standards have been reviewed and evaluated in the attached ERW data pack analysis. This been identified as a continuing area for improvement within the SDP.

Resource management:

Impact:

- Whole school approach with all staff on board with a plan to reduce the impact of poverty on attainment.
- Use of data to identify and track progress. Evidence gathered from a range of sources and used to analyse the progress of groups of learners.
- Tracking of disadvantaged learners eg tracking systems/INCERTs/PASS/Building Blocks
- Literacy and learning skills - all staff focus on the development of disadvantaged learners literacy and learning skills.
- Catch up interventions for Literacy.
- Provide play therapy, nurture sessions, access the Exchange counselling service and employ their own school counsellor.
- A clear and focused effort on improving attendance, punctuality and behaviour over the past 6 years.
- Employment of an attendance officer to analyse registers, a link between community and school, and works closely with the EWO, eg film produced, attendance tracking, and action plan. KIN project with established monitoring matrix, positive reward systems – Golden Book.
- A tailored curriculum to engage learners and also provide support in Ronnie’s Rich Tasks groups, enabling pupils to feel supported in their learning and have positive role models. The curriculum and after school clubs, and residential trips are both enriching and exciting – engaging disadvantaged pupils who do not have opportunities outside school.
- Emphasis on pupil voice; disadvantaged pupils are given opportunities to play a full part in the school's life and development. They gather views of the learners about teaching and learning. See SDP and policies for kids by kids, prospectus for kids, school council file, Peace Mala award, Rights Respecting award

ard, and Eco Gold award.

- CPD and developing staff expertise.
- Culture of sharing best practice. (ESTYN Case Studies/ERW Case Studies/UNICEF beacon school). Teachers observe each other (working with colleagues).
- Performance Management targets relate to raising the achievement of disadvantaged pupils. See Performance Management file /SDP
- Leadership skills necessary for partnership working. We have established protocols and processes. The head teacher and deputy head teacher coordinate the work with partners - support that the pupils and their families receive from one of the external agencies. SLT monitor progress every ½ term and at monthly KIN meetings.
- Successful onsite multiagency service (KIN), which focuses on the needs of individuals and their families. Staff work with pupils and their families with agencies that provide broad family related services and specialist services to meet the specific health or wellbeing needs, such as Educational Psychologist, Behaviour support, School health officer, EYST, EWO and attendance, counselling.
- Team around the family approaches School staff; engage in Team around the family approaches – leaders utilise the pool of skills within the team (FSO, AO, Health officer) to address the health, domestic and social conditions/welfare of learners and their families. Staff work with specialists for pupils/families with more complex needs.
- Extremely strong links with the community and have become its heart, eg working in partnership on the development of the park, designing and creating a community mural at the community centre. Working in partnership with the Communities First Team on engaging workshops for all to participate in - seeing an increase in parental support with some parents volunteering in the school – gaining employment the first time.
- Parenting Programmes - environment and nurture groups.

An environment that is welcoming, established rooms where children can learn with their families. Rooms for nurture and safe, secure room for counselling.

Identify families that benefit from parenting and family learning sessions and have strong partnerships with Flying Start facilitators. Provision of engaging parenting workshops that help them overcome barriers to learning. Close transition with Flying Start

- Leaders have very clear processes for PDG resource management. Planning for PDG focuses rigorously on improving pupil learning and wellbeing outcomes.
- There is strong impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals based on baseline information.
- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.
- Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.
- Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals. A wellbeing and attendance officer have been employed utilising the PDG and this impacts positively on learning and wellbeing and attendance outcomes.
- The wellbeing leader and school counsellor secure very effective engagement with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school.
- The school is very effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.
- An exit strategy for staff funded by PDG will be planned for by leaders.

<p>Hendrefoilan</p> <p>KD</p> <p>Page 100</p>	<p>?</p>	<p>Please provide evidence:</p> <p>The school received £3,500 last year. All PDG spend contributes to the funding of a teaching assistant to provide catch-up, training on interventions and resources. Currently the school uses:</p> <p>Identification processes for catch-up clients.</p> <p>Diagnostic tools for SEN</p> <p>Dyslexia and the targetting of</p> <p>Cusp groups targeted.</p> <p>Governors, the headteacher and staff, despite current financial challenge, aim to continue to subsidise this significantly. The success of behaviour, well being and outcomes for our eFSM pupils is in part due to catch-up and also the highly effective SEN support systems in place.</p> <p>All eFSM pupils achieved the Foundation Phase Indicator.</p>	
<p>Knelston</p> <p>SE</p>	<p>N/A</p>	<p>Kelston Primary School has not had a FSM pupil at the school since 13/14.</p> <p>The total PDG for 2016/17 is £0</p>	
<p>Llangyfelach</p> <p>EJ</p>	<p>Y</p>	<p>The PDG spend plan details the support for learners eFSM. Learners eFSM are targeted and provided with specific support to improve their skills and achievement.</p> <p>Llangyfelach Primary School has demonstrated effective use of PDG funding for 2015/16 in order to improve the outcomes for eFSM learners. The school uses the following steps:</p>	

		<ul style="list-style-type: none"> <li>• identify the group of pupils to target</li> <li>• group according to characteristics and needs</li> <li>• plan interventions which make the most effective use of human and physical resources</li> <li>• monitor and evaluate the impact of both the human and physical resources</li> </ul> <p>In 2015-16 Llangyfelach Primary School was provided with a PDG allocation of £12,750.</p> <p>The school has completed a succinct plan to remove barriers to learning and accelerate progress for learners entitled to this funding.</p> <p>The school has effectively used the funding available to:</p> <p>Pay for two members of non-teaching staff to deliver basic skills support to eFSM learners and support for other eFSM learners in upper key stage two who will implement intervention and tutoring for targeted pupils.</p> <p>The intended impact of the above actions is to improve attainment for targeted pupils. (impact here - good progress against their targets identified through incerts FSM at end of key stage)</p> <p>Links to PDG are clearly costed and detailed in the SIP. FSM numbers are changing as the school faces transitional issues. The school addresses the changes with flexibility within its PDG plan.</p> <p>2016/17 £14,450 slight increase in hours within the same successful pro</p>	
Llanrhidian  Damien Beech (DB)	Y	<p>£1,150 received this financial year. The PDG plan is published on school website. In 2015/16 the school identified 4 pupils eligible for free school meals. The school's pupil tracking processes show that all of the identified pupils made at least expected progress over the course of the year in mathematics and English. School leaders attribute this to targeted intervention and challenge within class tasks.</p>	

<p>Llwynderw</p> <p>DM</p> <p>Page 102</p>	<p>Y</p>	<p>GAD: £7500. GAD PYDd: £6900, GAD BC: £600</p> <p>Darpariaethaeth:</p> <p>Mae'r ysgol wedi cyd weithio gyda'r cwmni Ignite and Inspire er mwyn codi safonau darllen yng nghyfnod allweddol 2</p> <p>Cerddoriaeth - cynigir gwersi offerynnol am ddim i ddisgyblion PYDd</p> <p>Cefnogir tal cyrsiau preswyl er mwyn sicrhau fod disgyblion PYDd yn medru mynychu ac elwa o'r profiadau gwerthfawr a gynigir gan ymweliadau o'r fath yma.</p> <p>Defnyddir canran o'r grant tuag at gyflogau staff cynorthwyol er mwyn iddynt fedru arwain rhaglenni ymyrraeth, llythrennedd a rhifedd.</p> <p>Effaith:</p> <p>Mae safonau'r disgyblion PYDd wedi codi. Mae sgor safonedig disgyblion PYDd yn y profion cenedlaethol yn 85+, heblaw am un plentyn yn y prawf Saesneg sydd wedi sgorio 84.</p> <p>Disgybl 1: CS - 102, 106, 118</p> <p>Disgybl 2: CS - 95, 108, 104</p> <p>Disgybl 3: CA2 - 87, 84, 100, 93</p> <p>Disgybl 4: CA2 - 101, 118, 119, 116</p> <p>Disgybl 5: CA2 - 130, 137, 119, 112</p> <p>Disgybl 6: CA2 - 103, 107, 108, 101.</p>	



<p>Lonlas</p> <p>DM</p> <p>Page 103</p>	<p>Y</p>	<p>£29,400 GAD</p> <p>Mae gan yr ysgol gynllun gwariant cynhwysfawr yn amlinelli ei gwariant a'r ddarpariaeth a gynigir.</p> <p>Mae'r canran o ddisgyblion sydd yn derbyn PYDd wedi bod yn mynd yn llai yn flynyddol, fodd bynnag mae'r ganran wedi codi ychydig eleni, o 6.6% i 6.9% i gymharu a 9.9% yn 2010-11. Mae hyn wedi cael effaith ar grwp meincnodi yr ysgol. Ers 2013-14 mae'r ysgol wedi symud i grwp 1 gan fod y ganran sydd yn derbyn PYDd o dan 8%. Mae hyn yn cael effaith ar cyllid GAD yr ysgol. Mae'r disgyblion sydd yn derbyn PYDd yn perfformio yn dda yn yr ysgol. Eleni fe wnaeth 100% gyrraedd y lefel disgwylidig o leia yn y ddau gyfnod. Nid yw'r 2 ddisgybl PYDd wedi cyrraedd deilliant 6 mewn Cymraeg na datblygiad mathemategol ond wedi mewn datblygiad personol a chymdeithasol. Yng nghyfnod allweddol 2 dydy plant PYDd ddim yn cyflawni'r lefel disgwylidig+1 mor llwyddiannus yn y Gymraeg a'r Saesneg (16.7%) i gymharu a mathemateg a gwyddoniaeth (50%)</p> <p>* Mae'r ysgol wedi trefnu gwariant GAD yn dda.</p> <p>Darpariaeth</p> <ul style="list-style-type: none"> <li>• Parhau i ddatblygu'r defnydd o ddulliau 'Arfer Adferol' yn yr ysgol i gyd fynd ag amcanion clwstwr.</li> <li>• Swyddogion 'Arfer Adferol' Ysgol Gyfun Bryntawe i roi hyfforddiant i blant blwyddyn 5 a 6 er mwyn iddynt fod yn swyddogion buarth 'Arfer Adferol'</li> <li>• Cydlynnydd 'Arfer Adferol' i fonitro'r defnydd a wneir o hyn yn yr ysgol.</li> <li>• Anfon pamffledi 'Arfer Adferol' i rieni er mwyn hysbysu nhw o'r system yma</li> <li>• Cyflogi 1.5 cynorthwydd i wneud sesiynau DYFAL DONC Rhifedd a Darllen gyda'r plant, sesiynau darllen ar y cyd,Tric a Chlic a READ,WRITE INC.</li> <li>• Cynorthwywyr i dderbyn hyfforddiant READ,WRITE INC' , 'DYFAL DONC' a Tric a Chlic.</li> <li>• Proms Cerddorol yn cael ei drefnu ar y cyd gydag ysgolion clwstwr Bryntawe er mwyn rhoi profiadau i'r plant sydd</li> </ul>	
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yn derbyn gwersi offerynnol

- Cynnig tripliau preswyl yr ysgol gyda 25% o ostyngiad i blant GAD er mwyn rhoi cyfle cyfartal i bawb i fynychu'r gwibdeithiau addysgol yma.
- Cynnig gwersi fiolin i bob plentyn ym Mlwyddyn 3 yn rhad ac am ddim.
- Gwersi offerynnol prês , llinynnol a thelyn yn cael eu cynnig i blant yr adran Iau yn rhad ac am ddim.

Meini prawf llwyddiant

- Systemau disgyblu wedi'u gwreiddio yn gadarn yn ddyddiol yn yr ysgol
- Rhieni yn defnyddio systemau Arfer Adferol adref
- Teuluoedd bregus yn cael cefnogaeth gyda'r systemau disgyblu.
- Cysondeb rhwng systemau disgyblu ysgol/cartref
- Safonau ysgrifennu yn codi.
- Plant sydd yn cael cefnogaeth ychwanegol ac ymyrraeth i ddangos gwelliant yn ieithyddol a rhifyddol
- Safonau darllen yn codi. Roedd 72% o ddisgyblion PYDd wedi sgorio 85+ yn y prawf darllen Cymraeg cenedlaethol gyda 4.8% yn sgorio 120. Roedd 79% wedi sgorio 85+ yn y prawf darllen Saesneg gyda 5.2% yn sgorio 120+.
- Plant i gael y cyfle I berfformio'n gyhoeddus e.e. Eisteddfod yr Urdd , Cyngherddau a Prom Bryntawe.
- Mwy o ddisgyblion PYDd yn mynychu gwibdeithiau preswyl ac yn cael profiadau gwerthfawr
- Mwy o ddisgyblion PYDd yn Derbyn gwersi offerynnol

Mayals  DC  Page 105	Y	<p>Mayals Primary School has demonstrated effective use of PDG funding for 2015/16 in order to improve the outcomes for eFSM learners. The school has identified the following three steps:</p> <ol style="list-style-type: none"> <li>1. to identify the target group of pupils, its characteristics and needs</li> <li>2. to plan interventions which make the most effective use of resources</li> <li>3. to monitor and evaluate the impact of resources</li> </ol> <p>In 2015-16 Mayals Primary School was provided with a PDG allocation of £24,900.</p> <p>The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding.</p> <p>The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> <li>• Second member of non-teaching staff to the role of wellbeing manager for the equivalent of 1.5 days per week.</li> <li>• Introduce family engagement initiatives, e.g. reading and writing workshops.</li> <li>• Introduce family engagement initiatives, e.g. reading and writing workshops.</li> <li>• Implement intervention and tutoring for targeted pupils.</li> <li>• Offset educational visit cost &amp; offset residential costs for eFSM pupils and those in disadvantaged homes.</li> <li>• Improve access to enrichment activities (extra-curricular clubs) access.</li> </ul>	Yes

- Second member of staff to manage team around the family approach (2 days per week).

The intended impact of the above actions is to:

- Improve attendance and wellbeing of targeted pupils.
- Improve support for targeted pupils and families.
- Improve attainment for targeted pupils.
- Provide improved access to an enriched curriculum for targeted families.

Measurable pupil outcomes for 2015-16 were:

- Improve attendance of nearly all eFSM pupils to 90+%.
- Improve attendance of eFSM pupils to an average of 90+%.

Evaluation of PDG Spend 2015-16

Through the secondment of a member of non-teaching staff to the role of wellbeing manager, 40 eFSM pupils were identified and effectively tracked throughout the year. As a result of intervention, the average reading age of identified pupils improved by 9.3 months. This included 10 pupils that made more than 12 months

reading age progress.

The introduction of family engagement initiatives, including reading and writing workshops, internet safety talks and speech and language support were well received by parents. The school also improved intervention and tutoring for targeted pupils. 34 pupils were identified for nurture support, and comments for nearly all pupils were positive. Teachers noted that the pupils were more settled, more confident, and academic attainment has improved for many pupils.

As a result of supporting with the costs of residential visits and school trips, for eFSM pupils and those in disadvantaged homes, all eFSM pupils were able to fully participate.

The school also identified and supported particularly disadvantaged pupils that were not eFSM. This led to an additional 13 pupils being identified. Many of these were post LAC pupils and displayed attachment difficulties. The school is now involved with region's second phase of attachment awareness training.

The school's commitment to raising attendance of all pupils led to nearly all eFSM pupils' attendance being above 90% by the end of 2015-16. The average attendance for eFSM pupils for the last academic year was 95.7%. There was an average attendance increase of 3.74% across all eFSM pupils.

Links to PDG are clearly costed and detailed in the SDP. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated. FSM numbers are changing as the school faces transitional issues. The school addresses the changes with flexibility within its effective PDG plan and

		through an effective tracking process which continually monitors all vulnerable pupils through pupil progress reviews and regular monitoring processes. The headteacher and wellbeing officer monitors and updates shared records regularly.	
Morriston JW	Y	<p>Morriston Primary School demonstrates good use of PDG funding for 2016/17 in order to improve the outcomes for eFSM and identified vulnerable learners. The school incorporates its actions and spend into its' SDP. Actions are costed appropriately and each strategy/activity is linked sufficiently to improved achievement of pupils. The school's PDG allocation is £54,250.</p> <p>The school is effectively using the funding available to:</p> <ul style="list-style-type: none"> <li>• Second members of staff to the role of "Catch Up" for numeracy and literacy (eg Read Write Inc groups).</li> <li>• Provide training for staff in delivering effective catch up programmes and Growth Mindset strategies.</li> <li>• Continue the Pastoral and Attendance Officer post to monitor absence and punctuality. The role includes: leading nurture provision, home visits, liaison with EWO, Parent meetings, supporting parents, transporting children to and from school, working with Team around the family, Children in Need, social services, working with families according to identified need, making referrals to outside agencies or signposting parents to relevant external agencies.</li> <li>• Provide Nurture/Derbyshire Positive Play to support targeted pupils' emotional and social difficulties.</li> <li>• Deliver parent workshops on e-safety, literacy and numeracy.</li> <li>• Enhance the school's outdoor provision to foster engagement, improved oracy and problem solving skills and close the gender gap.</li> <li>• Continue with a programme to improve pupils' Developmental Coordination Disorder skills.</li> <li>• Introduce the FAST initiative – working with families and the community to ensure children are more likely to</li> </ul>	

succeed at school.

- Offset educational visit cost and offset residential costs for eFSM pupils and those in disadvantaged homes.
- Implement Speech and Language intervention programmes at both foundation phase and key stage 2.

The intended impact of the above actions is to:

- Improve reading and computational skills of targeted pupils.
- Improve attendance for targeted pupils.
- Provide improved access to educational visits and residential trips for targeted pupils.
- Improve self-esteem, behaviour and social skills of targeted pupils.
- Generate greater engagement and partnership work with families, outside agencies and the community in the best interests of the child.
- Improve the quality of teaching and CPD by building capacity in staffing.
- Reduce barriers to learning and narrow attainment gap between eFSM and non-FSM pupils.
- Raised pupil self-esteem and improved social skills as evidenced by Boxhall Profile.
- Access pastoral support worker, for families in need of support.
- Early intervention and identification of speech and language difficulties through the introduction of Wellcom in the Nursery setting.
- Support parents to have a better understanding of e-safety and be better able to guide/support their children at home.
- Improve engagement of disadvantaged pupils, and narrow the gender gap, by offering a rich, engaging curriculum, through the new Cornerstones themes.

- Improve balance and fine and gross motor skills of targeted pupils to help them concentrate for longer periods.
- Support pupils in knowing how to improve their work. This is achieved through more effective pupil/teacher dialogue, for example, relevant feedback/feed forward. Pupils are also given time to respond to teacher comments, using 'green pen for growth.'
- Ensure pupils are aware of the growth mindset theory and are keen to practice and develop their skills.

The school is trying to achieve a great deal with the funding and use it to facilitate a range of strategies. As a result, attendance of eFSM pupils has remained steady, 93.5% in 2014/15 and 93.4% in 2015/16.

Performance of eFSM pupils at the end of foundation phase, July 2016, was similar to non-FSM in FPI and mathematics. eFSM pupils' performance was better than non-FSM for LLC and PSD. 85.7% of eFSM children achieved O5+ in LLC in 2015/16, compared with 33.3% in 2013. This is a significant increase of 52.4%. No eFSM pupil achieved expected level +1 in LLC and mathematics compared to 33% and 44% non-FSM pupils. 100% of eFSM pupils achieved expected level at PSD.

Performance of eFSM pupils at the end of key stage 2, July 2016, has dipped on last year's performance in all core subjects at the expected level. 60% eFSM pupils achieved expected level in all core subjects, compared to 72% non-FSM pupils. No eFSM pupil achieved expected level +1, compared to 28% English, 33% mathematics and 39% science performance of non-FSM achieving expected level +1.

An example of catch up reading success funding through PDG is four eFSM pupils received two weekly sessions of literacy catch-up over a period of one term. Their progress scores were:

	Start	Finish
Pupil 1	75.5%	97.7%
Pupil 2	31.1%	60%
Pupil 3	0%	78.9%
Pupil 4	48.8%	88.8%



<p>Newton</p> <p>DC</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 111</p>	<p>Y</p>	<p>Newton Primary School has demonstrated effective use of PDG funding for 2016/17 in order to improve the outcomes for eFSM learners. The school is currently funded for 3 eFSM pupil (£3150) yet has identified support for 6 current eFSM pupils. 1 pupil has explicit intervention support for literacy and numeracy. PDG funding is used to contribute towards the targeting of eligible pupils in order to develop literacy and numeracy skills.</p> <p>The school has identified the following three steps:</p> <ul style="list-style-type: none"> <li>• to identify the target group of pupils, its characteristics and needs</li> <li>• to plan interventions which make the most effective use of resources</li> <li>• to monitor and evaluate the impact of resources</li> </ul> <p>The school has completed a plan to promote progress and remove barriers to learning for students eligible for this funding.</p> <p>The school has appropriately used the funding available towards:</p> <ul style="list-style-type: none"> <li>• The purchase of an online planning and assessment tool</li> <li>• Improving planning and assessment of all learners including eFSM through the use of an tool to identify next steps for learners</li> <li>• Improving formative data tracking systems to ensure appropriate progress of eFSM learners through the measuring</li> </ul>	<p>Yes</p>

the impact of interventions and learning programmes

- Using information from improved systems to provide parents with accurate information on progress and areas for support.
- Use information from new systems to provide parents with information on the impact of low attendance on skills
- To further develop interventions to effect the standards of pupils' wellbeing eg Class Dojo
- The intended impact of the above actions is to:
- Improve attainment and attendance for targeted pupils
- The school can demonstrate:
- No significant gap in attainment between eFSM pupils and other pupils.
- No significant difference in attendance levels between eFSM and other pupils

Catch up intervention is in place for 1 current eFSM pupil and is run by a teaching assistant three times a week to strengthen the pupil's skills and confidence back in the classroom.

The school is robustly tracking the progress of all eFSM learners and has identified clear targets for these pupils. At the time of this report tracking evidence demonstrates that 4 out of 5 eFSM pupils are making at least expected progress in all areas of learning. In addition 4 out of 5 have maintained attendance levels above 95%. 1 pupil is not making expected progress due to attendance issues which have been identified and is being robustly dealt with by the school. Links to PDG are clearly costed and detailed in the SDP. The school will continue to address the changes to eFSM numbers with flexibility within its PDG plan.

Oystermouth	Y	<p>Pupil Deprivation Grant £7,780</p> <p>7 pupils are in receipt of free school meals. No pupils are currently looked after.</p> <p>The pupil deprivation grant is used to provide support in the classroom and also during intervention sessions. Pupils receive support to develop speaking, reading, spelling, numeracy and for developing confidence. Of the 7 pupils, 6 are performing in line with their peers, of the pupil who is not, s/he has speech and language difficulties, but is making good progress against individualised targets.</p>	
Parklands Page 113 KD	Y	<p>2015-2016 PDG £41,400 of which all has been committed. See evaluation of priority 2 in the SDP.</p> <p>Breaking the link between disadvantage and educational attainment:</p> <ul style="list-style-type: none"> <li>• Improving Literacy – achieving above the standardised score of 85 and especially 115 for pupils eFSM</li> <li>• Improving Numeracy – achieving above the standardised score of 85 and especially 115 for pupils eFSM</li> <li>• Improving access to IT hardware and software to impact upon literacy, numeracy and digital competences targeted at</li> <li>• Staff training on IPADS to develop engagement in the classroom</li> <li>• Team teaching and opportunities for children who do not have access to technology to do so.</li> <li>• Peer mentoring-pupils working alongside for and with each other.</li> </ul> <p>There is a detailed tracker for every child. FSM children are targeted for performance management and highlighted. Progress of FSM pupils is very positive and all interventions are bespoke for every child. All</p>	

learners make progress by the end of phase / key stage, unless there is a special need or a social issue.

2015-2016 EIG -£27,520.00

The school ensures each pupil profits from excellent teaching and learning, focusing on

- Improving Literacy
- Improving Numeracy

Breaking the link between disadvantage and educational attainment

Education Improvement Grant / Foundation Phase Grant £185,944.00

Ensure each pupil profits from excellent teaching and learning, focusing on

- Improving Literacy
- Improving Numeracy
- Breaking the link between disadvantage and educational attainment

2016-17 PDG £52,550.00

Breaking the link between disadvantage and educational attainment

- Improving Literacy – achieving above the standardised score of 85 and especially 115 for pupils eFSM
- Improving Numeracy – achieving above the standardised score of 85 and especially 115 for pupils eFSM

Growth mindset training and action research in teams (staff development)

Intervention and support

		<p>Staff development in teaching grammar and using writing walls</p> <p>EIG</p> <p>Intervention and support in literacy, numeracy and well being</p> <p>100% of pupils in receipt of intervention achieve FPI &amp; CSI.</p> <p>Aspirational targets for end of phase/stage are achieved. The school improves upon quarters for national test results.</p>	
<p>Penyfro Page 115 DB</p>	<p>Y</p>	<p>In 2016, the school is in receipt of £15,850. The school incorporates its PDG plan into the whole school SDP. Priorities are costed and expected milestones recorded. School leaders have evaluated the past PDG plan and found that the following has been the impact of intervention initiatives:</p> <p>72.7% of eFSM pupils had attendance of 95+%.</p> <p>33% of eFSM in KS2 attained L5 in each subject indicator.</p> <p>100% eFSM pupils in FP attained FPI (33% attaining O6).</p> <p>Nearly all eFSM pupils made at least expected progress of two sub-levels in English and mathematics.</p> <p>60% of eFSM pupils that sat national reading tests attained standardised scores of 85+. 10% attained a standardised score of 115+.</p> <p>70% of eFSM pupils that sat national numeracy procedural tests attained standardised scores of 85+. 10% attained a stanbdardised score 115+.</p> <p>80% of eFSM pupils that sat national numeracy reasoning tests attained standardised scores of 85+. 20%</p>	

		attained a stanbдарdised score 115+.	
Penclawdd DB	Y	In 2016-17, the school is in receipt of £28,850. The school's PDG plan outlines intended actions to improve attainment, wellbeing and attendance of eFSM pupils. A member of staff has been seconded to the role of wellbeing manager for the equivalent of 2 days per week. The intended impact is to improve attendance and punctuality and reduce persistent absenteeism through improved home and school relationships. Of the pupils being targeted through the grant, 64% have attendance of above the school target of 95% for the school year so far. 60% of pupils improved their standardised score in the national reading test in 2016 (from that of 2015), and 71.4% maintained or improved their standardised score in the reasoning test in 2016 (from that of 2015). The grant is also being used to support intervention such as speech and language programmes and reading and numeracy catch up for targeted pupils.	
Penngelli EJ	Y	The £16,450 allocation is used mainly, as in previous years, to fund intervention programmes. The school is able to show how all FSM pupils of all abilities benefit from this additional support. Their progress is monitored continuously. Value added measures in terms of test data ranges mainly from average to high. All FSM pupils have achieved expected outcomes in all Foundation Phase areas for the last three years. Of the two who didn't achieve expected levels at the end of Key Stage 2 in 2015/16 one was FSM and the other was non-FSM. The only FSM to achieve level 5 had been receiving targeted support funded by the PDG.	
Penllergaer	Y	The school is in receipt of £34,950 for the current financial year which is being spent in similar ways to the previous plan, that was successful in allowing FSM pupils to make good progress in their learning. This progress can be evidenced clearly by the school, in relation to the various interventions that were initiated with PDG funding.  The majority of the 2016/17 funding again provides intervention and support programmes in Speech and	

<p>EJ</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 117</p>		<p>language, DCD and reading and numeracy. These are proven to have the greatest impact and to be sustainable. The school's success measures, for all recent programmes implemented, show clearly that targeted pupils make good progress.</p> <p>Further expenditure, in the school's detailed plan, also allows for:</p> <p>Specific high quality training to be accessed by school staff, to include raising reading attainment through guided reading approach, raising maths reasoning attainment through a problem solving approach and raising pupils' counting and remembered facts to secure speed and accuracy.</p> <p>Implementation and the use of data tracking systems to identify learners' needs, target interventions and monitor impact.</p> <p>Work in partnership with other schools, the community and other organisations- City Consortium, local feeder comprehensive and cluster schools.</p> <p>Improvement of attendance of by running clubs for targeted pupils in reading, science and basic skills.</p> <p>Development in leadership capacity to prioritise the impact on the quality of provision and outcomes</p> <p>Support for learners and their families by providing workshops for parents, free places on trips, residential where applicable and childcare in the wrap around care.</p>	
<p>Pennard</p> <p>DC</p>	<p>Y</p>	<p>In 2015-16 Pennard Primary School was provided with a PDG allocation of £5,200</p> <p>The school has completed a comprehensive plan to promote progress and remove barriers to learning for students eligible for this funding.</p> <p>The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> <li>• Second member of staff to the role of catch up in literacy and numeracy in the Foundation Phase and key stage 2</li> </ul>	<p>Yes</p>

		<ul style="list-style-type: none"> <li>• Purchase resources to support catch up</li> <li>• Offset educational visit cost &amp; offset residential costs for eFSM pupils and those in disadvantaged homes.</li> </ul> <p>The intended impact of the above actions is to:</p> <ul style="list-style-type: none"> <li>• Improve attendance and wellbeing of targeted pupils.</li> <li>• Improve attainment for targeted pupils.</li> <li>• Provide improved access to an enriched curriculum for targeted families.</li> </ul> <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> <li>• 8 out of 10 eFSM pupils were above 95% attendance</li> <li>• 7 out of 10 pupils were above 96.5% attendance</li> <li>• All eFSM pupils attended all enriched curriculum activities</li> </ul> <p>Links to PDG are clearly costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p>	
Pentrechwyth  EJ	Y	<p>The school receives £48,300 PDG</p> <p>School drawn up a PDG impact report. See uploaded document.</p> <p>Performance of eFSM pupils is narrowing at O5 in LLC, declining in MD and fluctuating in PSD. Other than PSD, eFSM pupils do not tend to attain this higher outcome. Pupils eFSM do attain expected and expected +1 levels. The gap widened in 14/15 but over time it has narrowed and in some instances pupils eFSM have outperformed non-FSM pupils.</p>	



		<p>A member of staff is employed for additional hours as part of PDG funding to undertake 'Challenge groups' in English and Maths at Year 2 and Year 6 – most of these pupils make good progress.</p> <p>An additional member of staff has been appointed this year to undertake 'Set' teaching across the Junior department. Teaching Assistants, under the direction of the class-teacher, take Maths and English Intervention groups – Nearly all pupils in Year 2 and Year 6 made good progress.</p> <p>Intervention groups and Challenge groups are firmly embedded across the school for identified pupils – staff undertaking intervention /challenge groups are trained in the necessary programmes. Most pupils, at least, who are identified as needing 'Catch Up' – make good progress following intervention.</p> <p>As a result, Year 2 and Year 6 pupils achieved expected level or expected level +1 in their end of Key stage Teacher assessments.</p> <p>Read, Write Inc group leaders withdraw pupils for one-to-one tutoring who are identified following RWI assessments. These children are then tracked individually – 0% pupils were identified as needing one-to-one support 2014/15. Nearly all pupils made expected or better progress.</p> <ul style="list-style-type: none"> <li>• Pupils are grouped according to emotional and academic need. FP class sizes remain in line with Local Authority/WAG guidelines.</li> <li>• 'Setting' takes place across the Junior department for Reading, Writing and Maths.</li> <li>• Under the direction of the class teacher, teaching assistants are used effectively to support and challenge learners.</li> </ul> <p>As a result, most pupils make good progress in their learning relative to their abilities.</p>	
Pentre'rgraig	Y	Pentre'r Graig Primary School has demonstrated effective use of PDG funding for 2015/16 in order to improve the outcomes for eFSM learners. The school incorporates its actions and spend into its SDP. The	

actions promote pupil progress and teacher performance and aim to remove barriers to learning for pupils eligible for this funding. Actions are costed carefully and each strategy/activity is linked to improved attainment and achievement of pupils. The school's PDG allocation is £94,850.

The school uses the funding effectively to:

- Second members of staff to the role of "Catch-Up" for numeracy and literacy (Rapid Reading and POPAT)
- Provide training for seconded staff members in effective catch-up programmes
- Purchase resources to support catch-up pupils
- Release a teacher to upskill other teachers, particularly in teaching literacy, through modelling and coaching
- Offset educational visit cost and offset residential costs for eFSM pupils and those in disadvantaged homes
- Facilitate Speech and Language Intervention Programmes at Foundation Phase
- Second and train a 0.5 HLTA to the role of Family Engagement Officer to lead Team Around the Family (TAF) meetings and liaise with families and work with targeted groups of pupils on a range of innovative projects such as Successful Kinaesthetic Instruction for Pre-school learners (SKIP) and Cooking.
- Second a part-time Attendance Officer

The impact of the above actions is to:

- Improve literacy, communication and numeracy skills of targeted pupils
- Improve the quality of teaching by building capacity in staff.
- Improve pupils' speech and language difficulties
- Improve attendance of targeted pupils

<p style="text-align: center;">Page 121</p>		<ul style="list-style-type: none"> <li>• Provide improved access to educational visits and residential trips for targeted pupils</li> <li>• Generate greater engagement and partnership work with families</li> <li>• Improve family experiences and relationships</li> </ul> <p>Performance of eFSM pupils, July 2016, has increased on last year in all subject areas at foundation phase at expected level. 70% eFSM achieved FPI compared to 74% non-FSM. Performance of eFSM pupils at expected level +1 is below that of non-FSM in LCE and MD, but similar performance to non-FSM in PSD.</p> <p>End of key stage 2 performance of eFSM pupils, July 2016, has improved on last year. 100% eFSM pupils achieved CSI. eFSM pupils outperformed non-FSM pupils in mathematics at expected level +1 and perform favourably 42% English to 50% non-FSM English and 67% science to 72% non-FSM pupils at expected level +1.</p> <p>Attendance of eFSM pupils 2014/15 was 95% compared to 92.2% 2105/16. Decline is attributed to holidays taken in term time.</p> <p>The school needs to consider an exit strategy for those staff employed through the grant should funding cease.</p>	
<p>Penyrheol</p> <p>Jonathan Atter (JA)</p>	<p>Y</p>	<p>In 2015-16 Penyrheol Primary School was provided with a PDG allocation of £61550</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ol style="list-style-type: none"> <li>1. Intervention/Catch Up/Nurture FPh and KS2 (Inc. dedicated staff and resources) £22,021</li> <li>2. Speech and Language skills £11,573</li> </ol>	

3. Numeracy and Learning skills (FP and KS2) - staffing costs £7329
4. Literacy and Learning skills (FP and KS2) - staffing costs £7329
5. Pastoral/attendance/punctuality and parental engagement £5798
6. Enriching Experiences/Performing Arts/Working with an Artist/Poet £1000
7. Target reading catch-up programme £6500

The intended impact of the above actions is to:

1. Improve attitudes to learning for FP eFSM pupils.
2. Use early intervention strategies to develop early language acquisition
3. Support eFSM pupils with literacy skills across the curriculum
4. Support eFSM pupils with numeracy skills across the curriculum
5. Improve eFSM attendance
6. Enriching activities to motivate and inspire
7. Reading support and catch-up

In foundation phase this year, 7 of 8 eFSM pupils achieved the FPI, LCE, MDT and PSD at the expected level. The gap eFSM and NFSM has narrowed over the past year. The school recognizes the need to improve performance at the expected level=1, especially for boys

In key stage 2, the performance gap between boys and girls has been insignificant for the last three years. In 2015-16 8 of 9 eFSM and 15 of 16 FSM pupils achieved CSI at the expected level. Performance at expected level+1 is improving in English and Maths. The school is aware of the need to improve Science at expected level+1 where no eFSM achieved this level this year.

<p>Plasmarl</p> <p>SE</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 123</p>	<p>Y</p>	<p>Standards: eFSM/nFSM</p> <p>Foundation Phase</p> <ul style="list-style-type: none"> <li>• 50% of eFSM pupil attained FPI against 88.9% nFSM.</li> </ul> <p>O5+</p> <ul style="list-style-type: none"> <li>• LLC -38.9%, MDT - 22.2%, PSD -16.7%.</li> </ul> <p>O6+</p> <ul style="list-style-type: none"> <li>• LCE -44.4%, MDT -16.6%, PSD +16.7%NFSM;</li> </ul> <p>Key stage 2:</p> <ul style="list-style-type: none"> <li>• CSI - 100% nFSM, 83.3% eFSM</li> <li>• L4+ - In all three core areas, 100% of nFSM, 83.3% FSM achieved CSI</li> <li>• L5+ – English -16.6%, Maths -11.1%, Science 0%</li> </ul> <p>Resource management:</p> <ul style="list-style-type: none"> <li>• Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP. Teacher employed to support groups of pupils and employed by PDG. VAP data used effectively to plan for intervention.</li> </ul>	

- Focus on attendance of eFSM pupils - quartile 1
- TA is to be retrained as well being coordinator
- Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.
- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.
- Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.
- Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals.
- ALNco trains TAs in supporting individuals and group of pupils.
- Homework clubs enrichment activities funded through PDG eg, sport, creative club
- Parent groups to encourage school involvement, multi cutral engagement - utilising PDG; Digital competency with deputy head teacher
- The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.
- An exit strategy for staff funded by PDG will be planned for by leaders.
- Training in Growth Mindset - PDG funded
- Chrome books expenditure - enhancing digital technology and supporting homework activities

<p>Pontarddulais</p> <p>EJ</p> <p>Page 125</p>	<p>Y</p>	<p>By the end of key stage 2, the gap between eFSM and non eFSM pupils has narrowed. In the last five years, the performance of eFSM pupils has improved significantly. However, further increases in terms of expected levels and above will be difficult with a higher level of FSM who have SEN. However, PDG funding that is targeted at these pupils is proving to be effective with strong progress measures in evidence.</p> <p>There is a comprehensive plan aimed at raising standards and enhancing opportunities. Funding is spent on</p> <p>PDG gallery- well being (artist)</p> <p>Nurture groups- life skills</p> <p>First aid club</p> <p>Mad science group level 5 eFSM (this has lead to strong achievement in this area)</p> <p>Barnados counselling- behaviour issues, family issues.</p> <p>Rapid reading (strong progress measures can be shown)</p> <p>Staff support in class with basic skills.</p> <p>Board games club</p> <p>WRU rugby skills coach</p> <p>Attendance officer (having a positive impact on attendance and general relationships with families</p> <p>INCERTS tracking</p>	

<p>Pontlliw</p> <p>EJ</p> <p>Page 126</p>	<p>Y</p>	<p>Pontlliw Primary School has demonstrated effective use of PDG funding for 2015-16 in order to improve the outcomes for eFSM and vulnerable learners. With FSM pupils few in number, the school was granted £10,500 for the 2015/16 financial year.</p> <p>The school completed a solid plan to promote progress and remove barriers to learning for students eligible for this funding. The plan was available for scrutiny and spending matched actions appropriately. The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> <li>• Train and second staff (who also attend Adds sessions and participate in lesson observations)</li> <li>• Establish catch-up/intervention groups in Literacy and Numeracy</li> <li>• Subsidise any trips or breakfast club for targeted pupils</li> <li>• Purchase software for specific learning needs and loan of hardware.</li> </ul> <p>There is strong evidence to confirm the plan's success in meeting it's intended outcomes</p> <ul style="list-style-type: none"> <li>• Improve attainment in literacy and numeracy for targeted pupils as evidenced by National Test data and other Teacher Assessments. There are some very good examples of pupil progress of eFSM.</li> <li>• Engage parents and families so they are more informed and equipped as how to best support their child at home.</li> <li>• Raise pupil confidence and self-esteem.</li> <li>• Facilitate inclusion and readiness for learning.</li> <li>• Access the curriculum at home.</li> <li>• Improve pupils' behaviour and social skills.</li> </ul> <p>An increased amount of £18,740 for 2016/17, a summary of which can be seen on the school website, is being used similarly. Similar levels of pupil progress are anticipated.</p>	
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<p>YGG Pontybrenin</p> <p>DM</p> <p>Page 127</p>	<p>Y</p>	<p>GAD £40500. GAD PYDd: £34500. GAD BC: £6000</p> <p>Mae'r ysgol yn grwp 1 meincnodi prydau ysgol am ddim gyda 7.2% o'r garfan yn derbyn PYDd. Mae'r ganran wedi mynd yn is bob blwyddyn dros y pum mlynedd diwethaf.</p> <p>Defnyddir y grant drwy:</p> <ul style="list-style-type: none"> <li>• Ariannu HLTA fel Swyddog Lles/Bugeiliol gyda'r cyfrifoldeb o gefnogi disgyblion PyDd (ac eraill) gyda'u gwaith cartref, darllen a lles emosiynol, h.y cefnogaeth gyda'r pethau nad ydynt yn derbyn adref. Bydd y Swyddog Lles hefyd yn cynnal sesiynau 'drop-in' gyda rhieni unwaith yr wythnos er mwyn darparu cymorth a chynghor iddyn nhw ar sut i gael mynediad i wasanaethau cwnsela ayyb. Mae hi'n dilyn cyfres o raglenni hyfforddiant gyda Team around the Family (TAF);</li> <li>• Ariannu 50% o gostau gwibdeithiau disgyblion PyDd er mwyn caniatáu'r plant hynny i fynychu Llangrannog, Canolfan yr Urdd yng Nghaerdydd ayyb;</li> <li>• Ariannu rhan o gyflog LSA sy'n cefnogi ymyrraeth gyda disgyblion PyDd (ac eraill).</li> </ul> <p>Effaith defnydd o'r GAD:</p> <p>Mae gwaith y Swyddog Lles yn gwella lles cyffredinol a lles emosiynol disgyblion. Yn ogystal mae hyder y disgyblion mewn llythrennedd a rhifedd yn codi.</p> <p>Mae gwella darpariaeth ymyrraeth disgyblion PYDd yn sicrhau:-</p> <p>Cau'r bwlch rhwng eu perfformiad a'r deilliannau disgwylidig</p> <p>Cynnydd yn y profion cenedlaethol a phrofion darllen Cymru gyfan.</p> <p>Sicrhau fod lefel eu Cymraeg yn galluogi mynediad i'r cwricwlwm cyfan.</p>	

<p style="text-align: center;">Page 128</p>		<p>Mae disgyblion PYDd yn derbyn 50% o ostyngiad ar ymweliadau addysgol acmae hyn yn eu galluogi i rhannu yr un profiadau a'u cyfoedion.</p> <p>Mae data'r profion cenedlaethol yn dangos fod 69% o ddisgyblion PYDd yn sgorio &gt;85 mewn darllen Cymraeg, 100% mewn darllen Saesneg, 77% yn y prawf rhifedd gweithdrefnol a 82% yn y prawf rhifedd rhesymu.</p> <p>Ar ddiwedd y Cyfnod Sylfaen mae 5 allan o'r 6 disgybl yn cyrraedd deilliant 5 ar bob dangosydd. Mae 1 allan o'r 6 yn cyrraedd deilliant 6 mewn iaith a mathemateg a 50% yn cyrraedd deilliant 6 mewn datblygiad addysg bersonol a chymdeithasol.</p> <p>Ar ddiwedd cyfnod allweddol 2 mae 3 disgybl yn ddisgyblion PYDd. Mae 100% yn cyrraedd y lefel disgwylidig. Mae 1 disgybl yn cyrraedd y lefel disgwylidig +1 mewn Cymraeg, mathemateg a gwyddoniaeth a 2 ddisgybl mewn Saesneg.</p>	
<p>Pontybrenin</p> <p>JA</p>	<p>Y</p>	<p>In 2015-16 Pontybrenin Primary School was provided with a PDG allocation of £33,750</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to provide:</p> <ul style="list-style-type: none"> <li>An attendance officer</li> <li>An intervention programme to provide in class support for specific PDG pupils</li> <li>Nurture support - 5 days a week focussing social communication difficulties</li> <li>Support for looked after pupils- 5 pupils.</li> </ul> <p>The intended impact of the above actions is to:</p>	

		<p>Improve attendance and attainment for eFSM pupils.          Raise standards of attainment and achievement and ensure the the performance gap eFSM and NFSM remains minimal. With particular reference to Y3/4          Ensure those with social and communication difficulties are settled and making good progress in relation to their peers          Support LAC pupils in making expected progress.</p> <p>32 pupils were identified as eFSM across the school. The majority are in Year 3 and Year 4</p> <p>Measurable pupil outcomes for 2015-16 were:</p> <p>FP</p> <p>100% of FSM achieved FPI. All FSM pupils performed on a par with NFSM pupils. The school has closed the gap with regard to FSM and outcomes.</p> <p>KS2</p> <p>2016 all FSM pupils achieved CSI. However no FSM pupils achieved expected level +1 in English</p> <p>All FSM pupils have achieved expected levels in English, Maths and Science for the last three years.</p> <p>Links to PDG are costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p>	
<p>Portmead</p> <p>AL</p>		<p>41.2% of learners are in receipt of free school meals. There is no trend for pupils eFSM/not eFSM; with one group outperforming the other in different years. This is cohort specific and individual pupils specific, as a result of SENs and other attributing factors. Attendance is closely monitored by the Welfare Officer, in 2015/2016 attendance for pupils eFSM stood at 94.86%, attendance pupils not eFSM stood at 92.53% with holidays being taken in term time affecting the attendance for this group of pupils. The school targets the parents of pupils who take holidays during term time, using the ERW flow chart, telephone class, letters and</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 130</p>		<p>meetings. The EWO if is also very proactive and undertakes house calls when meetings are difficult to secure.</p> <p>Data records 0.7% LAC (however, the school receives no LAC funding) this equates to 2 pupils who have family arrangements in place, these 2 children live with their grandmother. Both pupils are achieving and expected to achieve in line with their peers.</p> <p>All pupils, including those eFSM are tracked across the school and progress is monitored. Pupils eFSM are highlighted to enable easy identification and tracking of these pupils.</p> <p>Each week family learning groups are available for parents to attend.</p> <p>The PDG plan targets the achievement of pupils eFSM. 83.3% of pupils eFSM achieve the FPI, this exceeded the target set of 80% and 100% of pupils eFSM achieved the CSI.</p> <p>When looking at the performance of pupils in receipt of intervention: 89% of pupils who received intervention achieved the FPI and 73% of pupils who received intervention achieved CSI.</p>	
<p>Sea View</p> <p>SE</p>	<p>Y</p>	<p>Standards:</p> <p>Leaders have analysed baseline data looking at specific groups of learners. Baseline to Foundation Phase outcomes analysed to reflect progress of e-FSM/non-FSM pupils. Data indicates that e-FSM pupils are making very good progress.</p> <p>Foundation Phase</p> <p>O5+</p> <ul style="list-style-type: none"> <li>eFSM pupils underperform nFSM pupils by 20.6% in FPI, LLC, and MD. This reflects a reversal of trend over previous 2 years, particularly in FPI and LLC</li> </ul>	

- In PSD eFSM pupils outperform nFSM pupils by 12.1%, and reflects an overall trend

#### O6+

- LLC eFSM 6% / nFSM 0%, fluctuating trend
- MD eFSM 18.8% / nFSM 7.7%, fluctuating trend
- PSD eFSM 18.8 / nFSM 15.4%, fluctuating trend

#### Key stage 2

#### L4+

3 year trend reflects gap is narrowing overall, with eFSM pupils outperforming nFSM pupils in CSI, English, Mathematics in 2016

- CSI - eFSM 75% / 63.6 nFSM %
- English - eFSM 75% / nFSM 63.6%
- Mathematics - eFSM 83.3% / nFSM 63.6%
- Science - eFSM 75% / nFSM 90.9%

#### L5+

#### Fluctuating 3 year trend

- English - eFSM 16.7% / nFSM 18.2%
- Mathematics - eFSM 16.7% / nFSM 36.4%
- Science - eFSM 16.7% / nFSM 45.5%

**Resource management:**

- Leaders have clear processes for PDG resource management. It is clearly planned for within the SDP and leaders monitor the impact of the PDG on improving outcomes for pupils eligible for free school meals through half termly PPI interviews with DHT. Progress from catch up interventions are tracked. Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.
- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners, eg teachers and TAs identify groups of pupils through cohort analysis. A new curriculum is being developed to engage all learners and ensure high expectations and high levels of challenge for pupils. School has purchased 'Building blocks' to challenge learners and raise achievement. Specific intervention programmes including 'Successmaker' aimed at 'cusp' pupils to raise achievement. Investment is made in whole staff training to further impact on outcomes for all pupils. Family learning and parental engagement workshops are open to all pupils, not only those that are lower ability.
- Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.
- Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals, eg Teaching Assistants have monthly after school training sessions – this term it has included Domestic Violence awareness, Welsh yard games, HWB training; TAF in schools support worker and Pastoral/Attendance officer have attended bespoke training including motivational interviewing and engaging families training; staff training has focused on raising expectations (Nick Jones – excellent teaching/Stephanie Vaughan – Reading and Writing); leaders are actively working to develop greater links with the community – recent developments include community cooking classes, the employment of a school gardener from January 2017 (funded by Communities First); weekly drop in sessions for parents, parenting classes, PTA and the Derbyshire programme school to school networking. The deputy headteacher has visited other schools to share good practice and to share the

		<p>schools effective PPI tracking system.</p> <ul style="list-style-type: none"> <li>• Leaders have established specific intervention programmes, eg Success Maker training, Speech link, Derbyshire programme, DCD training.</li> <li>• The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals, eg Success Maker, PPIs with Parkland, Crwys and Whitestone CP.</li> <li>• An exit strategy for staff funded by PDG will be planned for by leaders.</li> </ul>	
<p>Sketty</p> <p>Page 133</p> <p>KD</p>	<p>Y</p>	<p>2015-2016</p> <p>PDG grant £32,000</p> <p>Purpose</p> <ul style="list-style-type: none"> <li>• Improve wellbeing and access to learning, through: breakfast club provision; increased staffing, individual mentoring and positive play access. There have been 1:1 programmes; play therapy approach; employment of a teaching assistant for mentoring positive behaviour.</li> <li>• Impact is: whole school strategies are leading to raised awareness and more explicit monitoring and tracking of eFSM pupils.</li> </ul> <p>The performance of eFSM pupils at Foundation Phase continues to compare favourably with non-FSM pupils, except at Outcome 6 LLC.</p> <p>The performance of KS2 FSM pupils in national tests is improving but remains weaker than non-FSM.</p> <p>The mean FSM reading score was up from 100.8 in 2015 to 103.5 in 2016, against a school mean of 109.2.</p>	

The mean FSM numeracy procedural score was 98.9 against a whole school mean of 107.2.

The mean FSM mathematical reasoning score rose from 95.6 in 2015 to 100.3, against a whole school mean of 106.8.

- Next step, specific targeting at higher levels.
- Greater teacher accountability for the monitoring and impact on efsm pupils
- 2016-2017 £32,000

Intended actions and outcomes:

- Target eFSM children with Springboard Maths who achieved 85-95 standardised score in 2016 National Mathematical Procedure and/or Reasoning Test. 100% of FSM learners to achieve SS 95 or greater in these tests.
- 1:1 tutoring for all FSM children below reading age
- Target children in Years 5 & 6 with Fresh Start who achieved between 85 – 95 in 2014 National Reading Tests. 100% of FSM learners to achieve SS 95 or greater in these tests.
- All target Outcome 6 / Level 5 Efsm pupils to achieve targets in end of key stage assessment 2017
- Consistent understanding and shared values about the impact of poverty on educational attainment.
- Consistent staff approach when dealing with challenging behaviour / meeting the needs of LAC / Efsm learners
- 100% uptake of FSM / LAC learners to undertake visits.
- 90% uptake of Breakfast Club by FSM pupils
- No FSM child to pay for childcare element of Breakfast Club
- 100% of FSM pupils to achieve FPOI and 80% KS2 CSI. All FSM pupils to be graded Green on 'Feelings towards



		School' and 'Attitudes to Learning' on PASS survey.	
St. David's RC	Y	<p>n 2015/2016, the school received £6,300 for PDG. This was used to employ staff to deliver intervention programmes and a nurture group at lunchtimes and for enrichment activities.</p> <p>In 2016/017, the school is in receipt of £3,600 for PDG. A total of £600 is being used for enrichment activities and £3,000 is being used to employ staff to deliver literacy interventions. All staff are now aware of their eFSM pupils and eFSM pupils form a group for specific tracking on Incerts.</p> <p>Numbers of pupils eligible for free school meals (eFSM) are few. In Foundation Phase, eFSM pupils tend to attain the Foundation Phase Outcome Indicator. However, in the last two years no eFSM pupil has attained an Outcome 6 in any area of learning. At key stage 2, again eFSM pupils tend to attain the Core Subject Indicator (CSI), but do not tend to attain Level 5. Made 2 levels progress in KS2.</p>	
St. Helen's	Y	<p>PDG = £30,129, the school is in FSM group 3 with 17.2% of pupils entitled to free school meals.</p> <p>At the end of Foundation Phase there were only 2 FSM pupils in a class of 25. Both of these pupils achieved the expected level in PSD and one achieved the expected level in MDT. Neither child achieved the FPI. Consequently FSM attainment at the expected level +1 was 0%.</p> <p>At the end of key stage 2 there was 1 FSM pupil in a class of 17. This pupil achieved the expected level +1 in all curriculum areas.</p> <p>Other points to note :-</p> <ul style="list-style-type: none"> <li>The school has a well costed plan with suitable actions and agreed success criteria in place to address the needs of all FSM and LAC pupils.</li> </ul>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 136</p>		<ul style="list-style-type: none"> <li>• This plan also fully includes pupils in the Early Years as they will be targeted for Read, Write, Inc. sessions.</li> <li>• The plan also includes running, across the school, 'My Selfie' which will be used to measure the wellbeing of targeted FSM pupils.</li> <li>• Funds have also been allocated to run a nurture programme across the school for FSM pupils.</li> <li>• Individual learning programmes have been set up for more able FSM pupils so that the school has a higher number of FSM pupils achieving 115+ in the national tests.</li> <li>• A breakfast time 'Tables Club' has been set up for targeted FSM pupils to ensure that pupils know their multiplication tables in line with the new mathematics orders.</li> <li>• A homework cub has been established for upper key stage 2 FSM pupils so that targeted pupils complete their homework 100% of the time.</li> <li>• The school's 'Dads' Club' will be introduced to further improve the engagement of the local community.</li> </ul>	
<p>St. Illtyd's</p> <p>SL</p>	<p>Y</p>	<p>The school is in receipt of £47,150 PDG and £6,000 EYPDG. The headteacher has written an action plan for the expenditure of this grant.</p> <p>The sum of £6,000 will be spent on Wellcomm and Elklan programme training for support staff, nursery teacher liaison with Flying Start staff to aid transition and employment of a part-time private speech and language therapist to identify speech and language issues through assessment, write intervention programmes and monitor the progress throughout the year with the teaching assistants implementing them.</p> <p>The sum of £47,150 will be spent to employ two part-time qualified play therapists to be deployed throughout the school to support with the development of emotional literacy, to employ teaching assistants to deliver literacy and numeracy intervention programmes and to pay for trips and musical instrument tuition for disadvantaged pupils.</p> <p>The school has considered exit strategies should grant funding be withdrawn. The school has built internal</p>	

<p style="text-align: center;">Page 137</p>		<p>school capacity to address speech and language issues through teaching assistant training. It has also built capacity to address emotional literacy through staff training provided by the play therapists. The input from the private speech and language therapist and the play therapists could not be sustained without the grant funding. Some capacity regarding teaching assistants would be lost and there would be the need to review and rationalise the intervention programme timetable.</p> <p>At the end of Foundation Phase, there is no significant issue regarding the performance of eFSM pupils. Results attained by eFSM pupils are either in-line or above that of non-eFSM pupils at Outcome 5. At Outcome 6, results are either in-line or above for two out of the last three years.</p> <p>At Key Stage 2, again there is no significant issue with performance. eFSM pupils attainment at Level 4 is either in-line or above that of non-eFSM pupils for two out of the last three years. At Level 5, eFSM pupil performance is below that of non-eFSM pupils for two out of the last three years. However, in mathematics, performance of eFSM pupils has been above for two out of the last three years and above for three years in science.</p> <p>Analysis of Incerts data shows that eFSM pupils make at least expected progress across the curriculum. Pupils who are eFSM and SEN make progress in-line with targets set.</p>	
<p>St. Joseph Cathedral</p> <p>SL</p>	<p>Y</p>	<p>The school is in receipt of £79,000 for its PDG. There is a robust plan in place for its expenditure.</p> <p>The school notes that the regular fluctuation of those pupils in receipt of FSM is an issue and it has taken the decision to continue to support those pupils who regularly move on and off the register for FSM pupils. The school uses PDG to employ teaching assistants to deliver the Catch Up intervention programme for numeracy and reading in KS2. The school intends to extend this to Year 2 this academic year. PDG has paid for staff training for this programme. PDG is used to facilitate pupils to be taught in smaller groups in upper key stage 2. A large proportion of eFSM pupils are supported in this group for Literacy and Numeracy. PDG financially supports nurture provision in Foundation Phase and Key Stage 2, which is facilitated by teaching assistants. PDG has financially supported training for staff in nurture provision. Nurture provision has been developed through school to school working with Cwmglas Primary School. Rainbows bereavement/separation counselling is also supported by PDG, where staff have been trained as facilitators.</p>	

		<p>The premier league reading stars programme has also been used to develop Year 5 boys' reading skills. PDG has been used to pay for teaching assistant hours, to purchase reading resources to support this programme, which the school plan to replicate this year. The grant also supports whole class music tuition in Year 2. The school uses PDG to pay for pupils to continue with this tuition if funding from parents is not possible. PDG also supports payment for residential and school trips. Support for MAT pupils is provided through PDG if a need is identified through APP meetings</p> <p>During Core Visit 1 2016 the school's internal tracking for pupils in receipt of intervention programmes was scrutinised and it was found that many pupils have made above expected progress allowing them to 'catch up' with their chronological age, as evidenced by the Salford reading test results. The Boxall profile indicates good progress was made by many pupils in target areas through the use of nurture provision. In addition, more anecdotal evidence indicates that most of the pupils engaging in nurture provision have developed skills in order to engage more readily back in their mainstream classes. Playground incidents involving these pupils have reduced. The school has provided comprehensive evidence of the progress made by eFSM pupils from Foundation Phase to key stage 2 and in most cases this is at least at expected levels (See data commentary). There is no significant issue in the performance of eFSM pupils at the end of each phase in comparison to the attainment of non-eFSM pupils.</p>	
<p>St. Joseph Catholic</p> <p>SL</p>	<p>Y</p>	<p>In 2016/2017 the school is in receipt of £11,500 PDG, the expenditure of which is outlined in the school development plan. There are currently 13 pupils in receipt of free school meals. The funding will support a PLC involving the partner schools; deputy headteachers, who will focus on developing assessment for learning, attendance and enrichment tasks. The SENCo will support literacy and numeracy intervention programmes and family engagement. There is also a monitoring role involved to track the progress of eFSM pupils by the SENCo.</p> <p>In 2015/2016, the school was in receipt of £10,000, PDG to support 8 pupils. Intervention was as above. There were 2 pupils in Year 2 in receipt of free school meals, one of whom attained Outcome 6 in the three areas of learning. The other pupil attained an Outcome 5 in one area of learning and Outcome 6 in two areas of learning. There were no eFSM pupils in Year 6 in 2015/2016. Of the remaining eFSM pupils all attained a</p>	

		standardised score of above 85 in the national tests, with 33% achieving above 115.	
St Thomas  EJ  Page 139	Y	<p>PDG funding has contributed towards closing the gap between FSM and Non-FSM. This gap, by the end of KS2, has narrowed continuously for the last three years.</p> <p>Most pupils make good progress against the agreed measures for a range of intervention programmes, all of which contribute to the above</p> <p>The school is currently in receipt of £91,350 (April – Aug - £4694 spent on Teacher intervention &amp; £23,439 TA support). The school is aware of a potential reduction in funding in line with a reduction in FSM pupils and will continue to evaluate the impact of the programme in order to prioritise the retention of the most successful aspects.</p> <p>The comprehensive programme that is currently running is similar to that of 2015/16 and is directed at raising standards and enhancing opportunities for targeted pupils. It consists of:</p> <p>Additional teacher time across the school.</p> <p>TA led parental engagement programme – Language &amp; Play - September</p> <p>TA led intervention in FP &amp; KS2 for lower ability pupils.</p> <p>TA and teacher collaboration time to discuss interventions</p> <p>Educational Visits for all classes (25% funded by PDG in line with FSM PLASC percentage)</p> <p>Visitors to school</p> <p>Resources – Reading Eggs, Interactive Resources, Sum Dog, Sherston Code</p> <p>TA training time – 6 twilight hours over the year</p> <p>Rugby coach, football coach &amp; artist residency (25% funded by PDG in line with FSM percentage)</p>	

		<p>FSM subsidised afterschool club</p> <p>FSM subsidised breakfast club</p> <p>Access to a cluster Literacy Coach for training staff and working with MAT FSM pupils.</p> <p>Contribution towards IT equipment for Media Room</p> <p>Pre Nursery visits</p>	
<p>Talcopa</p> <p>Page 140</p> <p>EJ</p>	<p>Y</p>	<p>There is no significant trend in the gap between the performance of FSM and non FSM pupils with each group outperforming the other on occasions. The school analyse data meaningfully, accounting for small and varying numbers from cohort to cohort.</p> <p>HT has a comprehensive provision map for those pupils who are eFSM and identifies whether these are SEN, boys, girls etc. to identify where there is a crossover as regards other vulnerable groups. The school has vastly varying numbers of eFSM pupils in different year groups. Tracking information for eFSM pupils for FP and KS2 pupils show that they have made progress, but generally were also SEN so did not reach national norms.</p> <p>PDG, as in previous years is being spent on TAs to provide intervention programmes - Rapid Phonics, Rapid Reading, Rapid writing, Reciprocal Reading, Catch Up Maths. Comprehensive tracking of eFSM pupils which are RAG rated provide evidence of positive impact. In light of the increasing FSM population the school aims to ensure that this position is maintained.</p>	

Terrace Road  DCK          Page 141	Y	<p>The school is in receipt of £101,200 PDG funding.</p> <ul style="list-style-type: none"> <li>• At the Foundation Phase, free school meals (FSM) pupils' attainment is either the same (PSD) or slightly higher than the attainment of non-FSM pupils at the expected level. At the expected level +1, the picture is the same with FSM pupils attaining equally well or better than non-FSM pupils.</li> <li>• At key stage 2, FSM pupils attain exactly the same as non-FSM pupils as the expected level. At the expected level +1 there is a slight variance in favour of non-FSM pupils, especially in science.</li> </ul> <p>The school targets vulnerable pupils in the following ways :-</p> <ul style="list-style-type: none"> <li>• A number of interventions are in place at the school. These include Read Write Inc. which is used across the school but the school has also invested in individually tailored programmes for targeted pupils. These interventions include catchup maths and literacy groups, 'Sharp Writers', 'Pillars for Literacy' and 'Big Maths'.</li> <li>• Part of the PDG fund was used to target specific pupils and establish nurture provision for them. This has led to improved attendance and improved attainment for these pupils and these pupils are carefully tracked.</li> <li>• A pastoral support officer has been employed for 9.5 hours a week to support families of vulnerable pupils and an attendance officer is also employed for 15 hours a week to implement and follow ERW attendance procedures.</li> <li>• An enrichment programme to supplement the school's curriculum has also been purchased along with physical resources for literacy and numeracy.</li> </ul>	
Tirdeunaw  DM	Y	<p>GAD: £90550; GAD PYDd £83950; GAD BC £6600.</p> <p>Mae disgyblion sydd yn gymwys i PYDd yn perfformio'n ffafriol gyda gweddill y garfan ar ddiwedd y Cyfnod Sylfaen a chyfnod allweddol 2.</p> <p>Defnyddir y mwyafrif o'r grant er mwyn cyllido staffio ar gyfer y rhaglenni ymyrraeth a gweithgareddau lles yn yr ystafell Enfys. Mae'r staff yn cael amser digyswllt er mwyn trafod targedau'r plant ac er mwyn sicrhau</p>	No – website under construction

		<p>ymyrraeth pwrpasol. Mae'r ysgol wedi penodi swyddog lles sydd a rol cwnsela a monitro presenoldeb. Mae ei chefnogaeth gwerthfawr hi yn sicrhau fod y disgyblion yma yn medru dysgu drwy wella eu presenoldeb a bod yn yr ysgol ac yn medru trafod unrhyw beth sydd yn eu poeni.</p> <p>Mae canran o'r arian yn mynd tuag at ran dalu tripiâu pwrpasol ac i gyllido rhaglen Tric a Chlic sydd yn adnodd effeithiol iawn wrth godi safonau llythrennedd y disgyblion.</p> <p>Mae'r ysgol yn olrhain cynnydd y disgyblion PYDd yn dda iawn. Mae cynnydd pob disgybl yn cael ei olrhain yn effeithiol. Trafodir eu cynnydd fel unigolion yng nghyfarfodydd cynnydd dosbarthiadau yn ogystal a chyfarfodydd athro a'r cynorthwywraig ymyrraeth. Gosodir targedau ac fe'u adolygir yn rheolaidd.</p> <p>Mae cynnydd yn y ganran o ddisgyblion PYDd sydd yn cyrraedd deiliant 6 dros y 3 mlynedd diwethaf. Iaith: 5.6%, 25%, 30.8%; datblygiad mathemategol: 5.6%, 18.8%, 38.5%; datblygiad personol a chymdeithasol: 5.6%, 62%, 53.8%.</p> <p>Mae 2 allan o 12 yn cyrraedd lefel 5 mewn Cymraeg a Saesneg, 16.6%, 5 mewn mathemateg ( 41%) a 3 mewn gwyddoniaeth (25%). Mae hyn yn dangos cynnydd ym mhob pwnc heblaw am Saesneg.</p> <p>Mae data sgor safonedig y profion cenedlaethol yn dangos fod disgyblion PYDd yn cyflawni yn dda ar draws yr ysgol. Yn y prawf darllen Cymraeg 8.6% sgoriodd &lt;85; 6% yn y prawf Saesneg; 13.7% yn y prawf gweithdrefnol a 10% yn y prawf rhesymu.</p>	
Townhill	Y	<p>PDG funding = £179.450.</p> <p>In 2015-2016 at the Foundation Phase, 27 out of the 63 pupils (42.9%) were FSM. In MDT and the FPI, attainment was identical with 77.8% of FSM and 77.8% of non-FSM achieving the expected level. In LCE 85.2% of FSM pupils achieved the expected level compared to 83.3% of non-FSM pupils and a similar pattern was seen in PSD where attainment was 96.3% for FSM and 91.7% for non-FSM. At the expected level +1, non-FSM pupils outperformed FSM pupils by 30.6% to 25.9% in LCE and by 63.9% to 46.1% in</p>	
DCK			



PSD. In MDT, FSM pupils outperformed non-FSM pupils by 25.9% to 25%.

At key stage 2, 21 out of the 59 pupils (35.6%) were FSM. At the expected level non-FSM pupils outperformed FSM pupils in all subjects and the CSI. The CSI and science saw a difference of 8.5%, and English and mathematics were 3.8%. At the expected level +1, FSM pupils outperformed non-FSM pupils by 3.4% in English while non-FSM pupils attained higher by 6.6% in mathematics and 6.2% in science.

The school has a substantial amount of funding but uses it effectively to :-

- Employ two teaching assistants to provide numeracy catchup;
- Work with their family of schools to develop and share successful initiatives;
- Employ a pastoral manager who works closely with children and families and who attends team around the family and child protection meetings;
- Employ five teaching assistants to provide additional focused support throughout the school in literacy and numeracy;
- Provide family learning provision to work with vulnerable families;
- Pay for the maintenance of breakfast club;
- Appoint a PDG co-ordinator;
- Support a contingency fund to support families with educational visits;
- Provide two days per week of direct teaching time to support reading.

The intended impact of the above actions is to:

- Improve attendance and wellbeing of targeted pupils.
- Improve support for targeted pupils and families.

		<ul style="list-style-type: none"> <li>• Improve attainment for targeted pupils.</li> <li>• Provide improved access to an enriched curriculum for targeted families.</li> </ul>	
Trallwn EJ	Y	<p>The school has a very good track record in terms of the performance of FSM pupils. At most there is only a slight gap in performance in all three areas with eFSM performing slightly below. There is also evidence times of eFSM pupils out performing non-FSM pupils in all three areas of learning. The gap in performance at KS2 is also minimal.</p> <p>The school has a very detailed PDG plan incorporated into the SIP 2015/18. This focuses upon the following:</p> <ul style="list-style-type: none"> <li>• To enhance quality of teaching and learning in delivery and development of basic skills for pupils</li> <li>• Numeracy and Literacy Intervention Programmes. 0.7 Teacher to support catch up numeracy with targeted support and Catch up Numeracy materials. e-FSM pupils in KS2 identified through SS Score using NFER maths tests of 84 – 92 (10 hours per week)</li> <li>• Teacher to support catch up literacy using targeted support, 8 Reading Behaviours, Reciprocal Reading for targeted pupils with reading age 6 – 18 mths below chronological age or SS Score using NFER literacy tests of 84 – 92 (5 hours per week)</li> <li>• TA to support catch up reading using Read Write Inc for targeted pupils in KS2 with reading age 6 – 18 mths below chronological age - 3 x TA for 1 hour per day ea =15 Hours per week</li> <li>• TA support for 6-8 pupils with SED identified through Boxall profiling to develop confidence, self-esteem, social skills, confidence through play based work in sensory room 10 hours per week</li> <li>• L3 TA to support Pastoral Issues and take a key role in attendance at TAF, Attendance, Signs of Safety, Social Services etc working with parents, meetings etc to tackle issues related to poverty impacting on families and children</li> <li>• 2x TA to support homework club to enable up to 18 pupils to access ICT resources and learning support not</li> </ul>	

		<p>otherwise available at home and where required, to support parents in working with their pupils for 5 hours per week.</p> <ul style="list-style-type: none"> <li>• 0.1x teacher per week to work to support other staff in the teaching of reading through exemplar lessons/team teaching, identification of pupils using data analysis and implementation of strategies based on whole school training.</li> <li>• 15 hours TA L3 to work with parents/families/young children to achieve early milestones in child development through range of provision including group work. (See SIP for greater detail)</li> <li>• 10 hrs TA to provide family/parent support to enable parents to support their children in developing appropriate skills in order to enable them to access school and education – eg toilet training, speech and language, basic routines etc (See SIP for greater detail)</li> <li>• Resources to support development of early milestones to enable children to be ready for school</li> <li>• Staffing breakfast club provision to extend hours to enable all pupils to eat breakfast provided via Free Breakfast Club – extend LA funded 30 mins to 45 mins (Increase of 15 mins daily for 5 staff supervising 120+ pupils with age range from 3-11)</li> <li>• Resources to support catch up RWI programme</li> </ul> <p>Progress data for the above show positive gains.</p>	
Treuchaf  JA	Y	<p>In 2015-16 Tre Uchaf Primary School was provided with a PDG allocation of £28,650</p> <p>The school has completed a plan to promote progress for students eligible for this funding.</p> <p>The school has used the funding available to:</p> <ol style="list-style-type: none"> <li>1. Provide additional TA support to eFSM pupils under the direction of the school's support teacher in Y3 where FSM number are higher than other years</li> </ol>	

		<p>2. Nurture groups to help with wellbeing and positive attitudes to self, school and learning.</p> <p>3. Provide additional TA support to eFSM pupils under the direction of the school's support teacher in Y6 as pupils prepare for end of Key Stage assessment and transition to high school</p> <p>The intended impact of the above actions is to:</p> <ol style="list-style-type: none"> <li>1. Improve attainment for targeted pupils.</li> <li>2. Improve attendance of eFSM Pupils</li> </ol> <p>Measurable pupil outcomes for 2015-16 were:</p> <ul style="list-style-type: none"> <li>• Whilst in percentage terms performance has dropped between 2014/15 and 15/16, there is a three year upward trend over all at the expected level in Foundation Phase.</li> <li>• At Key Stage 2 performance has been more variable but the gap between FSM and NFSM has closed. However analysis of impact in the given year is difficult as only 3 pupils in 2015/16 were FSM pupils, low numbers makes this data unreliable.</li> <li>• eFSM pupils improved their attendance from 89.2% to 91.6% 2014/14 to 2014/15</li> </ul> <p>PDG plan is costed and detailed in the PDG Plan. The PSO is heavily involved in the process to ensure funding is appropriately and effectively allocated.</p> <p>The school has 38 eFSM pupils at present.. However this is a fluctuating figure. Data is difficult to analyse at group level due to small numbers in each class/ cohort. eFSM pupils are therefore looked and analysed as individuals. These pupils are also clearly identified on class profiles, where additional intervention is clear.</p>	
Waunwen	Y	Standards:	

- FSM/Non fsm standards have been reviewed and evaluated in the attached Erw data pack analysis.
- The trend in the performance for the last five years reflects that non fsm attainment is higher than fsm attainment although the gap has been closing. Small cohorts and significant challenge impact and distort data, eg the 2016 Y6 cohort contained 8 pupils eligible for FSM, 4 of them achieved CSI (one of which achieved 3 L5s). The other four, previously identified, were registered as SEN and had other significant background challenges. One of those four however achieved 2 L4s and all of them made at least 1 sub level progress during the year. The progress of pupils in receipt of fsm pupils is good. However this area is identified as a priority area for improvement within the SDP following CV1.

Resource management:

- Leaders have clear processes for PDG resource management and it is clearly planned for within the SDP.
- Impact of the PDG on improving achievement and wellbeing for pupils eligible for free school meals is good in terms of the relative progress made based on baseline information.
- Leaders use the pupil deprivation grant to raise the achievement of nearly all pupils eligible for free school meals including those that are lower and higher ability learners.
- Leaders target support specifically for pupils eligible for free school meals, particularly those that attain at average or above average levels. The SDP identifies the deployment of resources to meet the needs of pupils eligible for free school meals.
- Leaders effectively develop the skills of staff to meet the needs of pupils eligible for free school meals through specific intervention programmes and ensure robust systems for mentoring and supporting pupils eligible for free school meals. A pastoral support leader has been employed utilising the PDG and this impacts positively on learning and well being outcomes.
- The pastoral support leader secures very effective engagement with parents of pupils eligible for free school meals, eg the school communicates and work face-to-face to help them and their children overcome barriers to learning or children who are late arriving for school.

		<ul style="list-style-type: none"> <li>The school is effective at sharing resources and expertise, within and beyond its cluster, to improve the outcomes for pupils eligible for free school meals.</li> <li>An exit strategy for staff funded by PDG will be planned for by leaders.</li> </ul>	
<p>Waunarlwydd DB</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 148</p>	Y	<p>School is in receipt of £34,350 this financial year. The plan for use of the deprivation grant is included as an individual focus in the school's SDP. Actions are identified and roles and responsibilities recorded. Resources are allocated and costed with prompts for future and ongoing evaluation. The school's pupil tracking processes enable school leaders to evaluate the impact of intervention in terms of attendance, attainment and general wellbeing of individuals and groups. With regard to an 'exit strategy', if the grant were removed then provision would be adversely affected. However, staff that have been developed through secondment, will remain in some capacity. Some of the strategies used and supported by the grant include supporting intervention strategies, supporting work with external agencies such as Team Around the Family and the Education Welfare Service, improving parental engagement, developing pupil well-being and the provision of a homework club to name but a few. School leaders have analysed the progress of the 'vulnerable pupil' group and found that 85% have made age-appropriate progress in both mathematics and English. Those who did not make age-appropriate progress have additional learning needs and have made progress appropriate to their ability. The attendance of eFSM pupils increased slightly to 94% in 2015-2016.</p>	
<p>Whitestone  AL</p>	Y	<p>PDG - £36,050.00.</p> <p>Provide support in-class for FSM children within Early Year classes following FPP assessment – target children with low baseline - £2700</p> <p>Provide intervention and support programmes that are proven to have the greatest impact and to be sustainable, linking training to the development of expertise of staff to meet needs of disadvantaged</p>	

<p style="text-align: center;">Page 149</p>		<p>learners - £22500</p> <p>Provide in class targeted support to eFSM children across the KS2 classes - £6500</p> <p>Implement and use data tracking systems to identify learners' needs, target interventions and monitor impact - £2000</p> <p>Developed leadership capacity to prioritise the impact on the quality of provision and outcomes - £2500</p> <p>Overspend of £150.00</p> <p>Impact: all pupils made progress. 66% of children achieved over 12 months progress. 50% achieved nearly 3 years progress.</p> <p>When disaggregated, 100% of pupils attained across all three areas and the CSI. 2 of these three attained Outcome 6 in PSD. (66.7%).</p> <p>100% of efsm boys achieved O5+ in all three areas and O6 in PSD (1 boy).</p> <p>100% of efsm girls achieved O5+(2 girls) in all three areas and 50% of girls attained O6 in PSD (disaggregated data).</p>	
<p>Y Login Fach</p> <p>DM</p>	<p>Y</p>	<p>GAD £14150. GAD PYDd £12650, GAD BC £1500.</p> <p>Mae'r ysgol yn y grwp meincnodi 1 gyda 7.8% o'r disgyblion yn derbyn PYDd</p> <p>Cyflogi cynorthwywraig am 17.5 awr. Mae'r gynorthwywraig yn targedu grwpiau llythrennedd a rhifedd ac yn cymryd grwpiau allan neu tu fewn i'r dosbarthiadau yn ol y galw. Mae'n cefnogi cynllun letters and sounds yn y prynhawn</p> <p>£5,510 tuag at adnoddau pwrpasol.</p>	

		<p>Ar ddiwedd y Cyfnod Sylfaen mae 100% o ddisgyblion PYDd yn cyrraedd y lefel disgwylidig. Fodd bynnag ar y lefel disgwylidig + 1 mae 33.3% ( 1 disgybl) yn cyrraedd deilliant 6 mewn iaith a chyfathrebu Cymraeg, 66.6% ( 2 ddisgybl) mewn datblygiad personol a chymdeithasol a dim un disgybl mewn datblygiad mathemategol.</p> <p>Ar ddiwedd cyfnod allweddol 2 mae dau ddisgybl yn gymwys i PYDd. Mae'r ddau wedi cyrraedd lefel 4.</p> <p>Yn y profion cenedlaethol mae pob disgybl PYDd wedi sgorio 85+ ym mhob prawf heblaw am un disgybl sydd a datganiad. Fodd bynnag, nid oes un disgybl wedi sgorio 115+ ar draws y profion.</p>	
<p>Ynystawe</p> <p>JW Page 150</p>	<p>Y</p>	<p>Ynystawe Primary School has demonstrated effective use of PDG funding for 2016-17 to improve the outcomes for eFSM and vulnerable pupils. eFSM pupil numbers are few. The school has been granted £12,100.</p> <p>The school has completed a relevant plan to promote progress and remove barriers to learning for pupils eligible for this funding. The plan was available for scrutiny and spending matches actions appropriately. The school has effectively used the funding available to:</p> <ul style="list-style-type: none"> <li>• Train and second staff to lead literacy phonic intervention groups</li> <li>• Establish a Nurture group (The rainbow group)</li> <li>• Establish a speech and language group</li> <li>• Establish a DCD group</li> </ul> <p>The intended impact of the interventions is to:</p> <ul style="list-style-type: none"> <li>• Improve attainment in letter recognition of targeted pupils.</li> <li>• Engage parents and families so they are more informed and equipped as how to best support their child at home.</li> </ul>	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 151</p>		<ul style="list-style-type: none"> <li>• Raise pupil confidence and self-esteem.</li> <li>• Improve pupils' behaviour and social skills.</li> <li>• Improve pupils' fine and gross motor skills.</li> </ul> <p>Performance of eFSM at end of Foundation Phase 2014-15; there were 2 eFSM pupils and 1 achieved FPI. The school can evidence support and intervention provided and both pupils made progress from their starting points. In 2015-16, there was only 1 eFSM pupil and although this pupil didn't achieve FPI, the school can evidence progress made from the pupil's starting point.</p> <p>In 2014-15, performance of eFSM at end of key stage 2; 40% (2/5 pupils) achieved CSI, 3/5 pupils achieved expected level in mathematics and English and 4/5 pupils achieved expected level in science. In 2015-16, there was only 1 eFSM pupil who achieved the CSI.</p> <p>Attendance of eFSM pupils in 2014-15 was 94.1% compared to 92.2% in 2015-16. Reduction is due to 1 persistent absentee whose attendance is improving.</p>	
<p>Ysgol Crug Glas</p> <p>KD</p>		<p>2015-2017</p> <p>£1910.71</p> <p>The grant was predominantly used for implementation of sensory circuits and the staffing of one teacher and release time for the subject co-ordinators. There has been release time for co-ordinators to develop work around literacy and numeracy, to enable systematic mapping and approaches to reading and writing. There has been an INSET to develop whole school approaches to total communication workshops for whole school staff. A range of resource for the library and classroom has been bought, including that linked to visual literacy. Vibrating light up toys for eye-gaze/ environmental controls have also been purchased to ensure inclusion for PMLD pupils.</p>	

		<p>Education Improvement Grant (EIG)</p> <p>£4006.00</p> <p>The grant was used for a total communication focus. The spend was on resource to create visual resources and equipment to enable this to happen. A range of apps was included and material to adapt display.</p> <p>2016-2017</p> <p>Pupil Deprivation Grant (PDG) £4271</p> <p>In 2016-17 Staffing PDG is being used predominantly on staffing and evaluation of the sensory circuits model. There is financial implication for school to school work and the purchase of digital resources. Release time for co-ordinators and staff development is also integral. The impact has been strong progress against the core visit recommendations and readiness for Estyn and where medical condition does not result in regression, progress for all pupils against IEP targets.</p>	
<p>Penybryn</p> <p>KD</p>	<p>Y</p>	<p>2015-2016 - £34,650 PDG</p> <p>Social Communication Educational Relational and Transactional Support (SCERTs) – The cost of training and implementation of a social, communication strategy.</p> <p>Targeted interventions to support learners from deprived backgrounds achieve their potential, for example, Derbyshire Positive Play; Social Skills Programmes.</p> <p>£22,668 – Salary costs for a family liaison officer, employed to develop school/home relationships, set up parent initiatives, for example, parent/pupil workshops with Communities First and Save the Children, training for staff, parents and community partners and the development of electronic family pen portraits.</p>	

		<p>The introduction of FAST (families and schools together programme).</p> <p>2016-2017- £34,654</p> <p>Salary cost of communication lead. This will develop the school strategy towards becoming a total communication school. It will ensure effective speech therapy provision meets the individual needs of all pupils for whom it is relevant. High quality staff training in areas of communication will be a priority. Staff with responsibility will develop IEP target setting. This will clearly identify and track the development of individual pupils' wellbeing and life skills.</p> <p>Impact from 2015-2016</p> <p>Nearly all pupils make very good progress in social interaction, communication and academic achievement.</p> <p>EFSM pupils achieved 84.5% of all IEP targets 1.5% above the school average.</p> <p>EFSM pupils achieved 91% of their literacy targets equalling the school average.</p> <p>EFSM pupils achieved 84% of their numeracy targets 1% higher than the school average.</p> <p>87% of pupils achieved their communication IEP targets, a 7% rise on the 80% achieved in 2014-2015.</p> <p>EFSM pupils achieved 88% of their communication targets 1% above the school average clearly. These results demonstrate success in reducing the effects of poverty and social disadvantage.</p>	

# Agenda Item 6

## Work Programme for Schools Performance Panel

This is the Work Programme Timetable for 2017/2018. Meetings will start at 4pm unless otherwise stated. Pre-meetings will be arranged as required by the Panel.

Meeting date	Items to be discussed
<b>Briefing</b> 6 Jul 17	<ol style="list-style-type: none"> <li>1. Education Scrutiny Workshop (Overview of Education, School Improvement Service and ERW)</li> <li>2. Planning the year in Education Scrutiny</li> </ol>
<b>Meeting 1</b> 31 Aug 17 CR5	<ol style="list-style-type: none"> <li>1. Agreeing the Scrutiny Work Programme</li> <li>2. Discuss how you wish the panel to operate (pre-meeting, questioning)</li> <li>3. Developing key questions for school scrutiny sessions*</li> <li>4. Information on the Pupil Voice in Swansea</li> </ol>
<b>Meeting 2</b> 21 Sep 17 CR3a	<ol style="list-style-type: none"> <li>1. Education Other Than at School (EOTAS) - Update on progress with changes to service and accommodation</li> <li>2. How Schools are building capacity to manage behaviour internally</li> </ol>
<b>Meeting 3</b> 18 Oct 17 CR5	<ol style="list-style-type: none"> <li>1. *School Improvement Service Performance update (Annual)</li> <li>2. Quality in Education (QED) and 21<sup>st</sup> Century Schools Programme</li> </ol>
<b>Meeting 4</b> 16 Nov 17 2pm Olchfa School	<b>*School 1 – a Pioneer School (Green/excellent School)</b> <b>Olchfa Secondary School and Parklands Primary School Collaboration</b> Speak to Headteacher and Chair of Governors from both schools along with the school improvement service and a group of pupils
<b>Meeting 5</b> 12 Dec 17 CR5	<ol style="list-style-type: none"> <li>1. Looked After Children Educational Outcomes</li> <li>2. Pupil Deprivation Grant spend and support for vulnerable pupils</li> <li>3. Annual Audit report (for information)</li> </ol>
<b>Meeting 6</b> 18 Jan 18 CR5	*Annual Education Performance (incl. verified data) and *School Categorisation
<b>Extra Meeting</b> 5 Feb 18	*Scrutiny of Annual Budget as it relates to education matters
<b>Extra Meeting</b> Date TBA	Pre-decision Scrutiny Alternative Learning Needs Reform Commissioning Review (awaiting a cabinet date)
<b>Meeting 7</b> 15 Feb 18 CR5	<b>*School 2 – Morriston Primary School</b> Amber: Speaking to Head and Chair of Governors of a School including preparation session with the challenge advisor
<b>Meeting 8</b> 15 Mar 18 CR5	<b>*School 3 – Bishop Vaughan Catholic Secondary School</b> Amber: Speaking to Head and Chair of Governors of a School including preparation session with the challenge advisor
<b>Meeting 19</b> 12 Apr 18 CR5	<ol style="list-style-type: none"> <li>1. School to School Collaboration, and/or</li> <li>2. Science in Schools in Swansea, or</li> <li>3. Meeting with the Association of School Governors</li> </ol>
<b>Meeting 10</b> 10 May 18 CR5	Review of the year and planning for the year ahead

\*Core annual items



To: **Cllr. Ellen ap Gwynn**  
Chair of the ERW Joint Committee

Please ask for: Scrutiny

Scrutiny Office Line: 01792 637256

e-mail: [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)

Date: 01 November 2017

Dear Councillor ap Gwynn,

## **ERW Scrutiny Councillor Group – 29 September 2017**

The Chairs and Vice Chairs of all six local authorities' Education Scrutiny Committees came together in Brecon for their bi-annual Scrutiny Councillor Group. I am writing to you with their views, conclusions and recommendations from the meeting on the 29 September 2017.

### ***Quota of Challenge Advisors***

The Managing Director updated us on the issue highlighted in our previous letter with regards to *what is being done by local authorities to reach their full quota of Challenge Advisors*. The Group heard that currently there are 45 full time equivalents in post of a target of 58 across the region. This gap was not in ability of ERW to close but is a challenge for individual Local Authorities to address. We heard that the formula currently used as part of the ERW agreement and how we actually manage capacity and staff across the region, needs to be looked at. We welcomed the ERW Joint Committees decision to set up a Programme Board to review and monitor capacity. The group would like an update on progress on how this is progressing at our next meeting.

### ***Business Plan 2017-2020***

The Managing Director provided us with a presentation on the latest Business Plan 2017-2020. We were pleased to hear about the new section built in that will measure impact/success. The group would like to receive updates on this section, at all future meetings, as it will form a standing item on our future Agendas.

### ***Performance Management***

We heard that there is an ongoing programme of upskilling schools in performance management and in particular the upskilling of middle managers in schools so they are in a good position to deal with under performance.

### ***The campaign to recruit teachers***

We were pleased to hear that the outcomes of this campaign so far is proving positive with twice as many applicants for the National Professional Qualification for Headship (NPQH) than there has been in previous years.

The other topics we covered during the meeting include:

#### ***Estyn***

Mark Campion from Estyn attended our meeting to discuss the ERW Estyn Inspection and to update us on the new framework for schools, local authority and regional inspections. In summary, we heard that Estyn:

- will be visiting ERW in November 17 for follow up (Welsh Government had asked Estyn to inspect the four Consortia and it has been agreed ahead of that each will be follow up on 1 year after inspection). There is no further work beyond this yet planned.
- will be starting the cycle of Local Authority inspection pilots over the coming months starting with 2 Local Authorities initially. In the new cycle each LA will be inspected on a five year cycle, so ERW will be involved each year as part of an individual LA inspection.
- there is now a cycle of individual school inspections in place, under the new inspection framework, following last year's pilot.
- post 16 and 6<sup>th</sup> form will have more prominence in inspections moving forward as there had not been much focus on this aspect previously.

#### ***Elective Home Education***

This issue was raised following the response to our letter from the Welsh Government Cabinet Minister for Education. We still feel that there are huge gaps in this legislation and guidance and that there needs to be a political shift to address this. We did however, recognise that it is outside the remit of ERW and therefore would encourage each local authority to make their concerns known individually to Welsh Government.

We would welcome your views on any aspect of this letter, but on this occasion, do not require a formal written response.

Yours sincerely,

**Cllr David Jones**  
**Chair ERW Scrutiny Councillor Group**



## Report of the Chief Auditor

Audit Committee – 26 September 2017

### Annual Report of School Audits 2016/17

<b>Purpose:</b>	This report provides a summary of the school audits undertaken by the Internal Audit Section during 2016/17 and identifies some common issues found during the audits.
<b>Policy Framework:</b>	None
<b>Consultation:</b>	Legal, Finance and Access to Services
<b>Recommendation(s):</b>	It is recommended that Committee review and discuss the school audits undertaken during 2016/17.
<b>Report Author:</b>	Nick Davies
<b>Finance Officer:</b>	Simon Cockings
<b>Legal Officer:</b>	Sandie Richards
<b>Access to Services Officer:</b>	Sherill Hopkins

#### 1. Introduction

- 1.1 An audit of each primary, secondary and special school in Swansea is undertaken every 3 years. A standard audit programme exists for each school sector.
- 1.2 For a number of years, a report summarising the school audits undertaken each year has been prepared for the Chief Education Officer. The report also identifies the common themes which have been found during the audits.

#### 2. School Audits Annual Report 2016/17

- 2.1 The School Audits Annual Report 2016/17 is attached in Appendix A.

**3. Equality and Engagement Implications**

3.1 There are no equality and engagement implications associated with this report

**4. Financial Implications**

4.1 There are no financial implications associated with this report.

**5. Legal Implications**

5.1 There are no legal implications associated with this report.

**Background Papers:** Internal Audit Plan 2016/17

**Appendices:** Appendix A - Annual Report of Schools Audits 2016/17



**CITY & COUNTY OF SWANSEA**  
**INTERNAL AUDIT REPORT**  
**EDUCATION: ANNUAL REPORT OF SCHOOL AUDITS 2016/17**

## 1.0 INTRODUCTION

- 1.1 Each year a significant amount of audit resource is spent on School audits. The Internal Audit Section reviews all Primary, Special and Secondary Schools within the City and County of Swansea.
- 1.2 For routine audits, a risk assessment is carried out at individual School level and based on this a rolling programme of School audits is undertaken. Primary Schools and Secondary Schools are currently audited every 3 years.
- 1.3 The scope for School audits during the 2016/17 financial year included the following areas:
- Governance
  - Health and Safety / Fire / Premises Security Assessments
  - Management of Delegated Resources
  - Collection of Income and Banking's (including dinner monies)
  - Authorisation of Free School Meals
  - Petty Cash
  - Budget Preparation and Monitoring
  - Purchasing of Goods and Services
  - Payment of Creditors
  - School Inventory
  - Verification of PLASC to Budget Share
  - Verification of Employees
  - School Fund (audit and presentation to Governing Body)
  - Computer Security and Data Protection
- 1.4 There are slight variations between the work undertaken at Primary cheque book, Primary non cheque book and Secondary Schools. However, the scope of the audit remains more or less the same for all three sectors.
- 1.5 In addition to the Internal Audit review, Schools are also subject to audit inspection by Estyn. From September 2016, the period of inspection has changed from a six to a seven year cycle based on the inspection framework that was introduced in 2010.
- 1.6 At the routine audit, a formal level of assurance is provided for the overall financial management and other areas within the School as defined above. The assurance levels vary across four categories, namely High, Substantial, Moderate and Limited assurance.
- 1.7 Recommendations are contained within a Management Action Plan and are prioritised according to perceived risk. Therefore, the Headteacher has an indication of Internal Audit's view of the level of risk that the School could be exposed to if the recommendation is not implemented.

- 1.8 Once the Action Plan has been finalised with the Headteacher, a copy of the final Audit Report and Action Plan is forwarded to the Chair of the School's Governing Body and the Chief Education Officer for information. Agreed actions are followed up in accordance with the Management Action Plan timetable to ensure that they have been satisfactorily implemented. On distribution of the report, it is requested that the Chair of the Governing Body ensures that the final report is presented at the next full Governing Body meeting. We also ask that the Chair ensures that all actions have been implemented within the timescales stipulated in the Management Action Plan.
- 1.9 As part of their monitoring procedures, the School Support Unit request minutes of the Governing Body meetings in order to confirm that the audit report has been presented and discussed. Of the 18 Primary Schools, 4 Comprehensive Schools and 1 Special School that were audited in 2016/17, the School Support Unit had received minutes confirming that the audit report had been presented for 3 Primary Schools, 1 Comprehensive School and 1 Special School. The Unit has requested minutes from those Schools that have not forwarded them to date and this continues to be followed up on an ongoing basis.
- 1.10 As the operation of local bank accounts remains a key area for examination during audits, Primary cheque book School audits last 3 days and non-cheque book Schools last 2.5 days. The budgeted time for Secondary School audits is 10 days.
- 1.11 The remainder of this Annual Report provides information on the various developments that have occurred during the year and provides further details of the results of the School audits undertaken during 2016/17.

## **2.0 SUMMARY OF FINDINGS**

- 2.1 Of the 18 Primary Schools audited in year, 13 achieved a substantial level of assurance, 4 achieved a high level of assurance and 1 achieved a moderate level of assurance. This is generally comparable to the level of assurance awarded to those Schools audited in 2015/16.
- 2.2 Of the 4 Comprehensive Schools audited in year, 1 received a high level of assurance and 3 received a substantial level of assurance. Again, this is comparable to the level of assurance awarded in 2015/16.
- 2.3 One Special School was audited in 2016/17 which achieved a substantial level of assurance. No Special Schools were due to be audited in 2015/16.
- 2.4 It is again pleasing to note that all but one of the Schools audited in year achieved a substantial or high level of assurance. This illustrates the fact that the Schools in question were being managed appropriately and were operating effectively. The Authority had been made aware of some issues surrounding the one School that received a moderate level of assurance prior to the audit being undertaken. The newly appointed Headteacher contacted the Audit Section once the routine audit had been arranged to request a pre-audit meeting to discuss coverage and to highlight some areas of concern. Following the initial audit, a follow-up visit was completed at the School during quarter 3 of 2016/17 which confirmed that substantial progress had been made, however there was still one recommendation in relation to the ordering of goods and services which had not been implemented. Therefore, a second follow up was completed at the end of quarter 4 2016/17, the results of which confirmed that all recommendations had been implemented.

- 2.5 As has historically been the case, procurement was the main source of the recommendations made across all Schools in 2016/17. As seen in tables 3.6, 4.4 & 5.4 later in the report, 33% of all recommendations made for Primary, Secondary and Special Schools were in relation to procurement. It should be noted that due to the delegated nature of School budgets, there would inevitably always be some issues in this area. However, significant efforts have been made by the Authority in an attempt to improve Schools awareness of their responsibilities in this area.
- 2.6 Periodic financial training is provided to all Primary School Headteachers by the School Funding & Information Unit which clearly communicates the procedures that should be followed by Schools in relation to ordering and procurement. However, it should be noted that attendance at such training is not compulsory.
- 2.7 It was noted in previous Annual Reports that the Authority's Contract Procedure Rules were amended from April 2014. The amendments resulted in changes to the required process for obtaining quotations and the retention of evidence, primarily for 'Band A' purchases (below £5k) and also for the 'Single Tender Application' process. It was envisaged that these amendments would simplify the procurement and record keeping process. Despite this, as reported in previous years some Schools are still failing to seek the relevant number of quotations even though the threshold has been increased to a level that remains lower than considered appropriate in discussions with Headteacher representatives.
- 2.8 Since April 2015, there has been a considerable change in the Schools Procurement Service Level Agreement (SLA) at the request of the Schools through the Joint Finance Group. As was the case last year, Schools have opted for a basic SLA which no longer funds a dedicated Schools Procurement Officer which was not delivering the anticipated dedicated support and demonstrable benefits to schools. Understandably, as a result of the ongoing budgetary pressures, a number of Schools have chosen to opt out of the Procurement SLA. For 2016/17, 15 Primary Schools had opted out of the Procurement SLA compared to 17 Schools in 2015/16. The areas covered by the current SLA are detailed in Appendix 5. From April 2016, Procurement also introduced a new facility whereby those Schools that have opted out of the SLA may take advantage of Procurement's services for an hourly rate.
- 2.9 It was noted in the previous report that Contract Procedure Rules (CPR's) were in the process of being reviewed and updated. Unfortunately, this process is still ongoing and Procurement has indicated that the updated CPR's are due to be finalised shortly. Once this process has been completed, it is proposed that School specific CPR's and associated guidance notes will be produced detailing how the amended CPR's should be interpreted specifically for Schools.
- 2.10 The sections that follow provide a more detailed examination in relation to the findings of our audits across the Schools in Swansea for 2016/17.

### **3.0 PRIMARY SCHOOLS**

- 3.1 Eighteen Primary School audits were finalised by Internal Audit during 2016/17, all of which operated their own bank account. The assurance rating that was awarded to each of the Schools is shown in Appendix 1.
- 3.2 The table below shows the total number of Primary Schools audited within the last two financial years and the assurance levels that had been awarded.

<b>Level of Assurance</b>	<b>Schools 2015/16</b>	<b>Schools 2016/17</b>
High	3	4
Substantial	12	13
Moderate	1	1
Limited	0	0
<b>Total</b>	<b>16</b>	<b>18</b>

- 3.3 The level of assurance awarded confirms the view that Primary Schools in Swansea are generally well run with sound internal controls and financial management in the majority of cases. It is pleasing to note that all but one of the Primary Schools audited in year were rated as providing either a High or Substantial level of assurance.
- 3.4 A total of 160 recommendations were made as a result of the audit process, representing an average of 9 recommendations per School. All of the audit reports have been finalised at the date of this report, with agreement reached with Headteachers to implement all of the recommendations made.
- 3.5 It should be noted that a direct correlation between the number of recommendations identified at each School and the overall level of assurance cannot always be made. This is due to differences in the rating of the individual recommendations made i.e. High/Medium/Low Risk or Good Practice. Therefore, the number of recommendations made for each School has not been reported. Instead, the overall level of assurance awarded to each School has been included.
- 3.6 An analysis of the areas where recommendations have been made is summarised in the table below. As can be seen, the main area where issues were identified was in relation to Procurement, as has been the case in previous years. Please also see Appendix 3, which details the main areas reported on within each category below.

<b>Primary Schools</b>				
<b>Audit Area</b>	<b>Total Rec's 2015/16 based on 16 Schools</b>	<b>2015/16 %</b>	<b>Total Rec's 2016/17 based on 18 Schools</b>	<b>2016/17 %</b>
Governance	0	0%	8	5%
Health & Safety / Premises Security	4	4%	7	4%
Management of the School	14	13%	1	1%
Procurement	32	29%	55	34%
Bank	5	4%	0	0%
Income	11	10%	20	13%
School Meals including banking	3	3%	19	12%
School Funds	7	6%	10	6%
Inventory	14	12%	20	13%
IT	15	13%	16	10%
Other	7	6%	4	2%
<b>TOTAL</b>	<b>112</b>	<b>100%</b>	<b>160</b>	<b>100%</b>

- 3.7 Procurement was again identified as the main issue in a number of Schools. Headteachers are reminded of the requirement to comply with the Scheme for the Financing of Schools, Contract Procedure Rules (CPR's), Financial Regulations and Accounting Instructions. Also, the Procurement Section and their Procurement Guide are available to assist Schools with any procurement issues.
- 3.8 The main areas where problems have arisen regarding procurement are highlighted below:-

- Not obtaining the relevant number of quotations where expected. This was mainly noted where goods or services were procured or accumulated annual spend for a particular 'item' exceeded £5k per year.
- Not raising authorised purchase orders at the point of commitment or at all. This is also important as it allows for effective budget monitoring and proper certification procedures. It is also a record of what has been ordered, helps to minimise disputes and to facilitate matching to the invoice both in terms of price and quantity.
- Not obtaining the relevant dispensation, waiver etc where CPR's were not followed. (For procurement of unique items available from a single supplier for example).
- The use of suppliers that do not have a corporate contract with the Authority without undertaking any form of tendering exercise. Note that due to delegation, the use of contracted suppliers by Schools is not compulsory. However, should they opt to use alternative suppliers, Schools must undertake their own tendering exercise to ensure best value is obtained.

3.9 The average number of recommendations made per School has increased in year from 7 to 9. Whilst generally, the percentage of recommendations made across the various areas has remained fairly static year on year, some additional detail in relation to some of the more notable changes may be seen below:

- Governance – Issues were encountered in relation to outdated authorised signatory lists, the failure in some cases to complete / update business interest forms and in one instance outdated DBS records for members of School staff. (Note that the expired DBS in question was in the process of being renewed at the time of the audit hence this was a timing issue. It has subsequently been confirmed by the School that all staff now have up to date DBS records).
- School Meal Income – Primarily in relation to meal registers not being completed accurately and the registers not being reviewed. Issues were also highlighted in regards to the frequency of banking income and the level of meal arrears. It is acknowledged that the recent introduction (Autumn Term 2017) of a new online school meals cashless system allowing parents to pay electronically for school meals should greatly reduce any issues in these areas.
- Income – Mainly in relation to monies stored on site, lettings and banking delays.

3.10 Whilst we report on non-compliance in these areas, what the above summary figures do not reflect is the number of instances of non-compliance per School. i.e. we would include a recommendation regardless of the number of instances of non-compliance, with the extent and significance of the issue being highlighted in the body of the report.

## **4.0 SECONDARY SCHOOLS**

4.1 Four Secondary Schools were visited by Internal Audit during 2016/17. The level of assurance awarded for each of the Schools can be seen in Appendix 2.

4.2 The table that follows shows the total number of Secondary Schools audited in year, together with the assurance levels that have been awarded.

<b>Level of Assurance</b>	<b>Schools 2015/16</b>	<b>Schools 2016/17</b>
High	2	1
Substantial	1	3
Moderate	0	0
Limited	0	0
<b>Total</b>	<b>3</b>	<b>4</b>

4.3 A total of 42 recommendations were made, which represents an average of 10 recommendations per School. All of the audit reports have been finalised at the date of this report, with agreements reached with Headteachers to implement all of the recommendations made.

4.4 An analysis of findings to identify areas for improvement is shown below:-

<b>Secondary Schools</b>				
<b>Audit Area</b>	<b>Total Rec's 2015/16 (based on 3 Schools)</b>	<b>2015/16 %</b>	<b>Total Rec's 2016/17 (based on 4 Schools)</b>	<b>2016/17 %</b>
Governance	1	4%	0	0%
Health & Safety / Premises Security	2	7%	0	0%
Management of the School	4	15%	0	0%
Procurement	8	29%	14	33%
Bank	1	4%	0	0%
Income	1	4%	10	24%
School Meals inc banking	1	4%	0	0%
School Funds	1	4%	4	10%
Inventory	3	11%	8	19%
IT	3	11%	5	12%
Other	2	7%	1	2%
<b>TOTAL</b>	<b>27</b>	<b>100%</b>	<b>42</b>	<b>100%</b>

4.5 As with Primary Schools, procurement has been identified as the main area for concern. The same comments as noted in 3.7 and 3.8 apply here.

4.6 It is also noted that the average number of recommendations made per School has increased in relation to 2015/16 figures. Please see below for further details:

- Inventory - primarily in relation to outdated records, equipment not security marked and disposals not being appropriately authorised.
- Income – for those Schools reviewed, issues were noted in relation to lettings insurance, monies being held securely, insurance limits not being adhered to and frequency of banking's.
- School Funds – Issues surrounding funds not audited; audit certificates not being completed, and authorised signatory documents not available for inspection.

## **5.0 SPECIAL SCHOOLS**

5.1 One Special School was visited by Internal Audit during 2016/17. The level of assurance awarded can be seen in Appendix 2.

- 5.2 The table that follows shows the total number of Special Schools audited in year, together with the frequency each of the different assurance levels that have been awarded.

<b>Level of Assurance</b>	<b>Schools 2015/16</b>	<b>Schools 2016/17</b>
High	0	0
Substantial	0	1
Moderate	0	0
Limited	0	0
<b>Total</b>	<b>0</b>	<b>1</b>

- 5.3 A total of 10 recommendations were made and the audit report has been finalised at the date of this report, with agreement reached with Headteacher to implement all of the recommendations made.

- 5.4 An analysis of findings to identify areas for improvement is shown below:-

<b>Special Schools</b>				
<b>Audit Area</b>	<b>Total Rec's 2015/16 (based on 3 Schools)</b>	<b>2015/16 %</b>	<b>Total Rec's 2016/17 (based on 4 Schools)</b>	<b>2016/17 %</b>
Governance	0	0%	0	0%
Health & Safety / Premises Security	0	0%	0	0%
Management of the School	0	0%	0	0%
Procurement	0	0%	1	10%
Bank	0	0%	0	0%
Income	0	0%	2	20%
School Meals inc banking	0	0%	1	10%
School Funds	0	0%	1	10%
Inventory	0	0%	2	20%
IT	0	0%	2	20%
Other	0	0%	1	10%
<b>TOTAL</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>100%</b>

- 5.5 For this particular School in the main there were some issues surrounding income, IT and inventory records.

## **6.0 DEVELOPMENTS / OTHER WORK UNDERTAKEN DURING THE YEAR**

- 6.1 During the year, in addition to the School audits covered as part of our cyclical review, other work was also undertaken as noted below.

- 6.2 Ad-hoc work covering a range of areas as and when they arise, at the request of Schools or the Education Department.

- 6.3 In addition, audit follow up procedures require a follow up visit for any audits where the overall level of assurance is less than 'Substantial'.

- 6.4 One follow up visit was undertaken in year. The Primary School listed as receiving a moderate assurance rating in 2016/17 was revisited in quarter 3 (Dec 16) in order to determine whether appropriate action had been taken to implement the recommendations that were made as part of the review. It was noted that significant progress had been made, however some recommendations had still not been

addressed. Therefore the School was revisited again in quarter 1 2017/18 (Apr 17) and it was confirmed that all recommendations had been implemented.

- 6.5 We have also updated the School programme to include further areas of testing including Multipay Charge Cards, more detailed testing in relation to Unofficial Funds, and ensuring Direct Debits are setup in accordance with guidance notes issued by the Head of Financial Services & Service Centre.

## **7.0 SCHOOL SELF-ASSESSMENT QUESTIONNAIRES**

- 7.1 One of the key targets over the last year was to introduce a self-assessment questionnaire for schools. As reported previously, following the successful roll out of self-assessment questionnaires in Social Services establishment audits, it was decided that a similar approach should be adopted for Primary and Special Schools in an attempt to more effectively utilise reduced resources and to balance the annual audit plan. The questionnaire was finalised and the new audit approach was rolled out to schools from quarter two 2016/17.
- 7.2 As a result of the decision to introduce a self-assessment questionnaire, it was also felt that this would be an opportune time to review the scope of the School audit programme to ensure resources were being focused on key areas that are relevant in the modern School environment.
- 7.3 At the time of writing this report, the second phase of questionnaires have been issued to those Schools that are due to be audited in 2017/18.
- 7.4 At the time of writing this report, a number of completed questionnaires have been returned by the Schools. Overall reaction to the questionnaire has been very good, with positive feedback being received from all those Schools that have contacted the Audit Team to discuss the questionnaire. Discussions with the Primary Support Officers have also indicated that the Schools have reacted positively to the new audit approach. Furthermore we are encouraged to report that we have rolled out and completed 18 Primary School audits in the same year using this new auditing method.

## **8. QUALITY MEASURES**

- 8.1 At the end of each audit, Headteachers are provided with a Quality Control Questionnaire (QCQ) that allows them to comment on the quality of the audit service provided. A copy of the Questionnaire is attached, see Appendix 4.
- 8.2 Each completed questionnaire is reviewed and comments are taken into account when planning future audits, where appropriate.
- 8.3 QCQ results are fed into a Performance Indicator which shows the percentage of clients expressing 'at least satisfaction' with the conduct of audit assignments undertaken by Internal Audit. For this exercise, this relates to the QCQ's issued for audits finalised in 2016/17 as at the time of writing this report.
- 8.4 The Performance Target for Schools at least satisfied with the quality of audit service for 2016/17 was 98%.



8.5 The response rate to our QCQ surveys over the last two years are as follows:

	<b>2015-16</b>			<b>2016-17</b>		
	<b>QCQ's issued</b>	<b>No. of Responses</b>	<b>Response %</b>	<b>QCQ's issued</b>	<b>No. of Responses</b>	<b>Response %</b>
Primary	16	6	38%	18	3	17%
Secondary	3	1	33%	4	2	50%
Special	0	0	0%	1	0	0%
<b>Overall</b>	<b>19</b>	<b>7</b>	<b>38%</b>	<b>23</b>	<b>5</b>	<b>22%</b>

8.6 Historically, return rates on Quality Control Questionnaires (QCQ's) issued have been low – See above table. This year we are making a concerted effort to ensure that where possible, comments from our Headteachers in relation to the service provided are returned by following up those Schools that have not submitted their questionnaire returns.

8.7 It should be noted that for those QCQ's received for both Primary and Secondary Schools, 100% were at least satisfied with the overall usefulness of the audit compared to our internal performance target of 98%.

## 9. CONCLUSIONS

9.1 This annual report provides information on School audits undertaken during 2016/17, and identifies the main areas for improvement in relation to the financial management and other areas for Schools.

9.2 A good working relationship exists between Schools and the Internal Audit Section, with Headteachers generally responding positively to audit recommendations. However, as highlighted in previous years the raising of orders and compliance with Contract Procedure Rules does remain a concern. In many instances these have been repeatedly re-reported.

9.3 As noted in previous reports, procurement is still the biggest issue arising from School audits. It is concerning that despite having raised issues in relation to procurement at Schools repeatedly for a number of years, with Schools accepting audit recommendations in relation to these issues, the primary area of concern continues to be in relation to procurement. However, these issues should also be considered in the context of the overall School budget. The significant majority of any School's delegated budget is spent on staff salaries which, given the ever increasing budgetary pressures being felt by Schools, leaves a relatively small amount of money for the School's other procurement activities.

9.4 It is again the opinion of the Internal Audit Section that financial management systems established in Schools continue to provide a generally high level of assurance, subject to the procurement compliance issues as noted above.

## PRIMARY SCHOOLS AUDITED 2016/17

School	CB/NCB	Level of Assurance
Grange Primary School	CB	High
Pen-Y-Fro Primary School	CB	High
Clwyd Primary School	CB	High
Morrison Primary School	CB	High
YGG Pontybrenin Primary School	CB	Substantial
Cwm Glas Primary School	CB	Substantial
Gwyrsoydd Primary School	CB	Substantial
St. David's R.C. Primary School	CB	Substantial
Pontarddulais Primary School	CB	Substantial
Cadle Primary School	CB	Substantial
Crwys Primary School	CB	Substantial
Glyncollen Primary School	CB	Substantial
YGG Felindre Primary School	CB	Substantial
Hafod Primary School	CB	Substantial
Pentrechwyth Primary School	CB	Substantial
St Joseph's Catholic Primary School	CB	Substantial
Penyrheol Primary School	CB	Substantial
Seaview Primary School	CB	Moderate

**CB = Cheque Book    NCB = Non Cheque Book.**

Note that in addition to the audits finalised above, the following audit had been completed and we were awaiting a response to the draft report that had been issued for the following School at the end of the financial year:

St Thomas Primary

**SECONDARY SCHOOLS AUDITED 2016/17**

<b>School</b>	<b>Level of Assurance</b>
Morrison Comprehensive School	High
Bishop Vaughan Comprehensive School	Substantial
Olchfa Comprehensive School	Substantial
Ysgol Gyfun Gwyr	Substantial

**SPECIAL SCHOOLS AUDITED 2016/17**

<b>School</b>	<b>Level of Assurance</b>
Ysgol Pen Y Bryn	Substantial

## AREAS REVIEWED AT PRIMARY / SECONDARY SCHOOLS DURING 2016/17

AUDIT AREA	MAIN CATEGORIES REVIEWED IN EACH AUDIT AREA
<b>Governance</b>	Role and responsibilities of Governors, Committees and staff Policies and Committees Governors involvement in setting the School Development Plan Finance, Administration and CRB
<b>Health &amp; Safety/ Fire/ Premises</b>	Health and safety inspections Fire Risk assessments and Portable Appliance Testing Self review of security issues
<b>Procurement</b>	Ordering procedures (Non orders) Payment procedures Authorisation of orders / invoices Governing Body approval of payments more than £5k Compliance with Contract Procedure Rules Insurance arrangements for Non-Authority 'approved' suppliers. Cheque stock records
<b>School Funds</b>	School fund signatories Audit and presentation of the School fund Distribution of School savings Other
<b>Management of the School</b>	Budget setting, approval and monitoring Authorised signatories Register of Business Interests Delegated powers
<b>Inventory</b>	Format and security of the School inventory Keeping the inventory up-to-date inc disposal procedures Physical checks
<b>School Meals</b>	Dinner money arrears Certification of CS3's by Headteacher CS3 meals served to PM2 meals reconciliations Weekly banking of Dinner monies (PM2 reconciliations) Entitlement to Free School Meals
<b>Bank</b>	Cheque signatories Bank reconciliations
<b>Income</b>	Banking and security of income held on site. C&D Senior Management review Letting applications Other income Raising and monitoring of invoices

<b>IT</b>	Computer-based records to be password-protected/ backed up/passwords to be changed regularly
	Users no longer employed to be deleted by the system manager
	Data Protection
<b>Other</b>	Self employment status
	Verification of employees and payment of travel expenses
	Leases
<b>PLASC</b>	Verification PLASC return to Budget share

**CITY AND COUNTY OF SWANSEA**  
**DINAS A SIR ABERTAWE**

## QUALITY CONTROL QUESTIONNAIRE - INTERNAL AUDIT SECTION

We are keen to monitor and, where possible, improve the quality of our work. We have adopted a number of performance indicators that we report on monthly, quarterly & annually. One of these is your view of the overall quality etc. of our work.

For this reason please complete the questions below indicating your level of satisfaction with various aspects of our audit. Any additional comments you may have should also be included.

AUDIT: \_\_\_\_\_ DATE OF ISSUE: \_\_\_\_\_

AUDIT FILE REF. NO: \_\_\_\_\_ AUDITOR(S): \_\_\_\_\_

ASPECT OF AUDIT	VERY SATISFIED	SATISFIED	DIS-SATISFIED	VERY DIS SATISFIED
<b>AUDIT PLANNING</b> Appropriateness of scope and objectives of audit				
Usefulness of initial discussions with auditor(s)				
Timing of audit				
<b>CONDUCT OF AUDIT</b> Duration of audit				
General helpfulness of auditors				
Consultation on findings				
<b>AUDIT REPORT</b> Fair presentation of findings				
Importance of findings				
Usefulness of recommendations				
Consultation on findings and recommendations				
<b>OVERALL</b> How would you rate the overall usefulness of the audit?				

**OTHER COMMENTS:**

SIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_

DESIGNATION/POST TITLE: \_\_\_\_\_

***Please return to the Chief Internal Auditor, Room 102, The Guildhall or by email.***

**Basic Procurement SLA from April 2015**

The SLA no longer funds a specific Schools Procurement Officer, but covers the following:-

- Access to the Council's corporate, regional and national contracts and framework agreements held for an extensive range of goods and services that can be fully utilised by Schools throughout the City and County of Swansea. Contracts including but not limited to:-
  - (i) Electricity, Gas and Oil.
  - (ii) Window cleaning
  - (iii) Stationery
  - (iv) Washroom equipment & sanitary disposal
  - (v) MFDs
  - (vi) Catering and Cleaning materials
- Monitor corporate contracted suppliers with regard to adherence to contract specifications and prices.
- Provide a dedicated telephone helpline between 9am and 4.30pm, Monday to Friday, excluding Bank Holidays offering :-
  - (i) Procurement advice and guidance on all procurement matters, including product specifications, supplier sourcing and procedures.
  - (ii) Provide advice on the relevant documentation and for Schools to conduct background checks on potential suppliers when procuring individual School contracts (e.g. Health & Safety, Insurances, DBS)
- Updating and reviewing Contracting Procedure Rules for Schools when required by changes to Legislation, policy or procedures.

For Information

Useful Information / Background Reading

# Reducing workload for teachers and headteachers





# Reducing Workload

A Guide for Teachers & Headteachers

This guide aims to help and support all teachers to focus on achieving the greatest impact for pupils whilst reducing teachers' workload.

What **should** teachers do?

What **shouldn't** teachers do?

What is Estyn's position?

## Planning and teaching

### Do...

- give lesson plans the proportionate status they merit.
- ensure that lesson plans reflect the content of any appropriate schemes of work.
- plan collaboratively and efficiently, taking account of your pupils' needs.
- have high quality resources and schemes of work in place and ensure that they are easily accessible.

### Do not...

- make excessively detailed daily or weekly plans a routine expectation at the expense of collaboratively produced schemes of work.
- create plans that become a 'box-ticking' exercise, taking time away from effective planning.
- plan to please external organisations.

### Estyn...

- does not specify how plans should be set out, the length of time they should take or the detail they should contain.
- does not require schools to provide individual or previous lesson plans or favour specific ways of planning or teaching.
- judges lessons primarily on the quality of learning. The focus is on how well learners respond to the teaching.
- will not judge individual lessons using the judgement descriptors but will engage in a professional dialogue with teachers following any direct lesson observations.

## Feedback to pupils

### Do...

- remember that all feedback (including marking) should be timely, meaningful, manageable and motivating for pupils.
- consider the quality of the feedback you give pupils rather than the quantity.
- contribute to the task of reviewing the school's assessment policy periodically to ensure consistency and that it has a worthwhile impact on pupil progress.

### Do not...

- give marking a disproportionate value in relation to other types of feedback.
- provide excessive written feedback to pupils. This can become a disincentive for pupils to accept challenges and take responsibility for improving their own work.
- spend time on feedback that does not have a commensurate impact on pupil progress.

### Estyn...

- has no preferred method of marking or giving feedback. Estyn judges the impact of marking or feedback on how well pupils understand what they need to improve.
- does not expect to see any written record of oral feedback to pupils, but will consider how teachers and pupils use written and oral feedback to promote learning.

## Accountability, analysing data and strategic planning

### Do...

- be clear on the purpose of collecting and analysing any data. Consider why it's needed and how it will help improve the quality of teaching and learning.
- consider your own workload in terms of the time it will take you to collect, analyse and use data on pupil performance and whether you could spend that time more efficiently.
- take advantage of opportunities to contribute to the school's procedures for evaluating its performance and planning for improvement.

### Do not...

- collect data that is not purposeful. Have a clear and appropriate sense of its validity and purpose.
- duplicate data for different audiences. Collect it once and use it many times.

### Estyn...

- inspectors will look at evidence to demonstrate that leaders monitor and evaluate the quality of teaching and learning within the school.
- does not require schools to produce extra data analyses or evidence of monitoring for inspection beyond what they would normally produce for their own purposes.
- will use a school's current self-evaluation report to ascertain the extent to which it knows what it does well and what it needs to improve.

