



City and County of Swansea

Notice of Meeting

You are invited to attend a Meeting of the

Education & Skills Policy Development Committee

At: Committee Room 5 - Guildhall, Swansea

On: Wednesday, 13 March 2019

Time: 4.00 pm

Chair: Councillor Robert Smith

Membership:

Councillors: S E Crouch, J P Curtice, M Durke, F M Gordon, L R Jones, M A Langstone, S Pritchard, K M Roberts and D W W Thomas

Agenda

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|----------|---|--------------|
| 1 | Apologies for Absence. | |
| 2 | Disclosures of Personal and Prejudicial Interests.
www.swansea.gov.uk/disclosureofinterests | |
| 3 | Minutes.
To approve and sign the Minutes of the previous meeting(s) as a correct record. | 1 - 3 |
| 4 | Evaluation of the Use of PDG Funding Across Swansea Schools. | 4 - 7 |
| 5 | Directory of Practice, School to School Peer Reviews & Templates. (Presentation) | |
| 6 | 14-19 Skills Cabinet Report. (Verbal Update) | |
| 7 | Workplan 2017/2018. | 8 - 9 |

Next Meeting: Wednesday, 10 April 2019 at 4.00 pm

A handwritten signature in black ink that reads 'Huw Evans'.

Huw Evans
Head of Democratic Services &
Wednesday, 6 March 2019

Contact: Democratic Services - 636923

Agenda Item 3



City and County of Swansea

Minutes of the Education & Skills Policy Development Committee

Committee Room 5 - Guildhall, Swansea

Wednesday, 13 February 2019 at 4.00 pm

Present: Councillor R V Smith (Chair) Presided

Councillor(s)

J P Curtice
D W W Thomas

Councillor(s)

L R Jones

Councillor(s)

S Pritchard

Officer(s)

Gareth Borsden

Helen Morgan - Rees

Mark Sheridan

Stephanie Williams

Democratic Services Officer

Head of Education Achievement & Partnership

Head of Vulnerable Learner Service / Interim Director of Education

Principal Lawyer

Also Present:

Dylan Williams

ERW

Apologies for Absence

Councillor(s): M Durke, M A Langstone and K M Roberts

31 Disclosures of Personal and Prejudicial Interests.

In accordance with the code of conduct adopted by the City and County of Swansea, the following interest was declared:

Councillor R V Smith – Personal – Minute No.33 – My employer is involved with the Education Endowment Fund project.

32 Minutes.

Resolved that the Minutes of the Education & Skills Policy Development Committee held on 112 December 2018 be agreed as a correct record.

33 Dylan Williams - ERW.

Dylan Williams, Leader of Learning for the Pupil Development Grant (PDG) in ERW gave an overview presentation to the Committee on the barriers to learning and links to the PDG.

Included in the presentation were the following areas:

- His regional role;
- Close working relationship with Welsh Government, Consortia PDG leads, Local Authority PDG lead and Challenge Advisors;
- Research carried out at local, national & international levels;
- Support for schools to plan, monitor and evaluate their PDG spend;
- Challenge and monitoring of schools;
- PDG eligibility – Disadvantage v Vulnerability issues and influences;
- Barriers to Learning – reduced funding to schools, health & well-being, parental support, guidance & support in schools, mental health issues, ACEs, poverty;
- School to school peer reviews, pilot schemes, sharing good practice, research & reviews, training;
- PDG mitigation – whole school approach, Welsh Government guidance on PDG spend, developing resilience, anti-bullying initiatives, nurturing schemes, restorative practice, importance of attendance;
- Impact of new curriculum;
- PDG Post 2019 – funding amounts been set for next 2 years, good practice around the pupil premium review in England and possibility of pilot schemes being introduced in Wales, is there a need to review and reinvigorate the PDG, use of templates in schools and need to update these, future training.

Members and Officer asked various questions of Dylan around the topics and areas raised during his presentation, he responded accordingly.

Further to the issues raised by Dylan above, the following areas and issues were discussed by Members and Officers:

- Recent event held with 3 Swansea schools/Welsh Government & ERW;
- Need to nurture and encourage the more able & talented young people who fall under the disadvantaged/vulnerable categories;
- Impact of additional out of school “paid for” tuition on achievements, and steps being taken by schools to provide additional learning opportunities outside core hours for all pupils;
- Sharing of best practice ideas already in place at local and regional level;
- Availability of good academic research via Education Endowment Fund;
- Welsh Government self-evaluation proposals;
- Progress of vulnerable learners;
- Recent report on the review of PDG undertaken by challenge advisors

The Chair outlined the following areas as items for further discussion at the next meeting:

- Directory of Practice;
- School to School Peer Reviews;
- Templates;
- Challenge advisors report:

34 Workplan 2017/2018.

The Chair outlined the Workplan for the Committee for the remainder of the Municipal Year 2018/2019.

He asked for an update on the 14-19 Skills Cabinet report to be provided to a future meeting.

He indicated that the committee may wish to look at the implications of the new curriculum going forward.

Resolved that the Workplan as shown in the report with the amendments outlined above and in Minute 33 be noted.

The meeting ended at 4.57 pm

Chair

Agenda Item 4



Education & Skills Policy Development Committee 13 March 2019

Evaluation of the Use of PDG Funding Across Swansea Schools

1.0 Evidence source Challenge Advisers' Support Visit 1 Reports Autumn Term 2018

Nearly all schools spend the grant according to the terms and conditions set out by Welsh Government. Nearly all schools correctly identify pupils who are eligible for free school meals. Many implement strategies that are effective in securing appropriate pupil progress.

Many primary and secondary schools utilise the funding to implement intervention/catch up programmes that address underachievement in literacy and numeracy in this group of pupils (see tables below).

Very few schools use the grant for direct parental engagement to enable parents to support pupils' academic learning (see attached tables).

Nearly all secondary and a majority of primary schools utilise the grant to improve attendance, well-being and pastoral links employing designated staff to fulfil these roles (see attached tables).

In the best examples, effective tracking and assessment procedures ensure that this group of pupils are monitored rigorously using appropriate entry and exit criteria for intervention strategies. Limited progress is routinely challenged and strategies are reviewed in order to meet the needs of most pupils.

2.0 2018 Data Wales/Swansea – Performance of pupils eligible for free school meals

Foundation Phase Indicator/ Number of pupils achieving the expected outcome

Wales	e-FSM	67.9%	Swansea	60.4%
Wales	Non FSM	86.1%	Swansea	81.4%

Key Stage 2 CSI/ Number of pupils achieving at the expected level

Wales	e-FSM	77.9%	Swansea	71.4%
Wales	Non FSM	92.1%	Swansea	91.7%

Key Stage 3 CSI/ Number of pupils achieving at the expected level

Wales	e-FSM	72.1%	Swansea	73.2%
Wales	Non FSM	91.6%	Swansea	91.0%

Key Stage 4 Level 2 threshold/ Number of pupils achieving the expected outcome

Wales	e-FSM	41.85	Swansea	34.0%
Wales	Non FSM	73.9%	Swansea	66.0%

3.0 Areas for further development

Named senior leader within the school to champion pupils who are eligible for free school meals. They have responsibility for the strategic implementation of the grant.

Regular review of intervention strategies to be evidenced and undertaken by the leadership team. Interventions that are selected to be implemented are based on sound research and evidence. They feature measurable entry and exit criteria that inform staff and pupils' of the progress being made.

Optimise the progress of more able and talented pupils eligible for free school meals through more targeted and effective use of the PDG for this group of pupils. The PDG plan should identify these pupils and demonstrate/evaluate the actions/activities to support them. Include, where relevant, provision and evaluation of the activities/resources used to support the learning of LAC- eFSM pupils. Regular tracking of academic progress of this group of pupils to be developed further.

Standardised reporting for the use of the PDG to be submitted to the challenge adviser as part of SV1 monitoring and also submitted to the local authority by a specific date. Areas to be reported on include budget amounts and a breakdown of the impact from the previous year in the following areas, early years, foundation phase, key stage 2, 3, and 4, ALN, MAT and LAC. Reporting should also include planned expenditure with the chosen approach/rationale for selecting this implementation strategy stated with lead staff named and a review timescale with desirable outcomes.

Schools to email the local authority finance department by a specific date to confirm that the PDG plans, previous and current year, are live on website.

4.0 Evidence tables (see below)

			Number of Schools	Percentage of Schools
1	Intervention/Catch up programmes	(Including both staffing, mostly TA led and resource purchases)	71	88.75
2	Wellbeing/Pastoral Family Liaison Officer	(Designated Role)	26	32.5
3	Before/After School activities/clubs	(Including homework facilities)	20	25
	Attendance Officer	(Designated Role)	20	25
4	Residential trips/visits		13	16.25
5	Wellcomm Programme		9	11.25
6	Parental Engagement Workshops		7	8.75
7	Music Tuition		5	6.25
	Speech Link Programme		5	6.25
8	Forest School Programme		4	5
9	Play Therapist	(Designated Role)	2	2.5

	Tracking Systems	(Well Being, Behaviour or Academic Progress)	2	2.5
	Pre School/Nursery Support Programmes		2	2.5
10	Online Learning Resources		1	1.25
11	Bespoke ICT Hardware		1	1.25

**Swansea Secondary Schools Autumn 2018
PDG Spend Resources/Activities**

			Number of Schools	Percentage of Schools
1	Intervention/Catch up programmes	(Including both staffing, mostly TA led and resource purchases)	12	80
2	Wellbeing/Pastoral Family Liaison Officer	(Designated Role)	11	73.33
3	Attendance Officer	(Designated Role)	4	26.66
	Professional Development/Learning for staff		4	26.66
4	After School Learning Activities		2	13.33
5	Residential trips/visits		1	6.66
6	P.D.G Research		1	6.66
7	Music Tuition		1	6.66
8	Tracking Systems	(Well Being, Behaviour or Academic Progress)	1	6.66
9	Parental Engagement		1	6.66

Named Intervention/Support Strategies/ Catch up Programmes that are being used to support learning for PDG Pupils in Swansea 2018-2019

Primary

Read, Write, Inc – reading/phonics based

Fresh Start – reading/spelling/writing based

Rapid Reading – reading based

Reading Eggs - reading based

Catch Up Literacy – reading/writing based

Wellcomm – oracy based

Speech Link – oracy based

Toe by Toe – reading/phonics/ maths based

Maths Seeds – maths based

Catch Up Numeracy – maths based

Numicon – maths based

Derbyshire Play Project – positive play programme with a focus on self-esteem/emotional well being

Secondary

SV1 reports do not reference named intervention/catch up programmes for pupils that are related to literacy or numeracy.

Other support programmes that are named include:

Mipod – a tailored curriculum which is carefully planned to meet student needs, giving access to specialised and personalised provision

GOFAL – provision to support well-being and mental health in vulnerable students

PiXL – provision to support the professional learning of teachers to raise attainment through networking and training. Partners in Excellence nationwide Secondary support.

**Education & Skills PDC – 13 March 2019
Work Plan 2018-2019**

Meeting Date	Agenda items and Format
13/06/2018	<ul style="list-style-type: none"> • Workplan Discussion.
11/07/2018	<ul style="list-style-type: none"> • Data Trends in relation to Free School Meals. • Background Information on Estyn Inspections, Welsh Government Guidance, and difference between Pupil Development Grant and Pupil Premium.(Deferred)
08/08/2018	Meeting Cancelled.
12/09/2018	Meeting Inquorate.
10/10/2018	<ul style="list-style-type: none"> • ERW & Local Authority Overview. • Education Endowment Trust. • Background Information on Estyn Inspections, Welsh Government Guidance, and difference between Pupil Development Grant and Pupil Premium.
14/11/2018	After School Clubs. Review of Evidence/Information Provided to The Committee To Date.
12/12/2018	Mark Thompson - Headteacher of St Helen's Primary School & Emma Pole – Acting Headteacher of Bishop Vaughan Catholic School.
09/01/2019	Meeting Cancelled
13/02/2019	Dylan Williams – Strategic Adviser ERW
13/03/2019	<ul style="list-style-type: none"> • Directory of Practice, School to School Peer Reviews & Templates; • Challenge Advisors Report: • 14-19 Skills Cabinet Report
10/04/2019	

TBC

After School Clubs.