



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, 10 April 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 | Pupil Development Grant. (Draft Cabinet Report) | 4 - 14 |
| 5 | New Curriculum. (Verbal) | |
| 6 | Workplan 2018/2019. | 15 |

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

Huw Evans
Head of Democratic Services
Thursday, 4 April 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 March 2019 at 4.00 pm

Present: Councillor R V Smith (Chair) Presided

Councillor(s)

J P Curtice
M A Langstone

Councillor(s)

M Durke
D W W Thomas

Councillor(s)

L R Jones

Officer(s)

Gareth Borsden
Helen Morgan - Rees
Stephanie Williams

Democratic Services Officer
Head of Education Achievement & Partnership
Principal Lawyer

Apologies for Absence

Councillor(s): K M Roberts

35 Disclosures of Personal and Prejudicial Interests.

In accordance with the code of conduct adopted by the City and County of Swansea, no interests were declared.

36 Minutes.

Resolved that the Minutes of the Education & Skills Policy Development Committee held on 13 February 2019 be agreed as a correct record.

37 Evaluation of the Use of PDG Funding Across Swansea Schools.

Helen Morgan-Rees referred to the circulated report which outlined the evidence and statistics gathered by the Challenge Advisors reports relating to Pupil Development Grant (PDG) spend from schools during Autumn 2018.

The data for the City & County of Swansea compared to All Wales results were outlined, as well the evidence tables relating to PDG spending areas and activities in both primary and secondary schools in Swansea.

Members discussed the statistics and asked questions of the officer. particularly around the following areas - need to learn from other LA's and share examples of good practice locally relating to PDG spend, gap in achievement of CCS pupils compared to all Wales results, the reasons behind the difference in marking standards between key stages 3 & 4, and the need for a national approach to improving teaching assessment standards.

The Officer answered the questions of Members accordingly.

She also outlined the 4 main areas ideas identified for future development within schools relating to the PDG:

- Named senior leader within the school (from within the senior leadership team) to champion pupils who are eligible for free school meals. They will 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 should be based on sound research and evidence. They should 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. Where relevant, the provision and evaluation of the activities/resources used to support the learning of LAC-eFSM pupils should be included. 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.

She also outlined the proposals for the change in delegated funding for LAC pupils from April, which will be on a cluster basis rather than a centrally led team. The emphasis will move from a focus on year 10 & 11 pupils to a more whole school approach. The potential staffing implications of the change were outlined, and she indicated that dialogue was continuing with schools on the proposed changes.

Members discussed the proposals above and asked various questions of the Officer who responded accordingly.

Agreed that the five areas outlined above be agreed and supported.

38 Directory of Good Practice, School to School Peer Reviews & Templates.

Helen Morgan-Rees gave a detailed and informative powerpoint presentation on the following topics areas:

- Current situation in relation to good practice, templates and peer reviews in relation to the pupil development grant;
- Good Practice – Swansea Directory, Education Endowment Fund and recent event with EEF Director and all Heads in Swansea, Welsh Government, School to School, Practitioner Guidance, Work Identified through Peer Reviews, Regional Events;
- Templates – Swansea PDG leads meeting with ERW, Barriers to Learning, Health & Wellbeing, Whole School Approaches, Good Practice Examples;

- Peer Reviews – Pilot Scheme at Bryntawe, General Examples and Existing Peer Reviews, Minimum Expectations.

Members discussed the content of the presentation and **agreed** that the five areas agreed at Minute 37 above be added to the Directory of Good Practice.

Members further discussed the areas and topics raised today and previously relating to the PDG and areas for development and improvement as outlined and contained in Minute 37 and detailed above and **agreed** that these form a draft report to Cabinet that the Committee could consider at its next meeting as a basis of a recommendation to the Cabinet Member to adopt and refer on to all schools.

39 14-19 Skills Cabinet Report.

Helen Morgan-Rees gave a verbal update relating to the issues contained in the Committee's previous report to Cabinet on City Deal Skills Development and outlined the progress made by the Partneriaeth Sgiliau Abertawe (PSA) / Swansea Skills Partnership.

The group which is made up of representatives from CCS, Universities, Local Colleges, Schools & Careers Wales has met several times and at its February meeting agreed its two main key objectives of Digital Capability and Better Support & Advice for Vocational Training & Qualifications.

She also indicated that two sub groups of the PSA had been established to oversee and develop the two topic areas.

Members welcomed the adoption of the two topics which mirrored issues and concerns they had raised previously but queried why there was no industry/business representatives on the PSA or sub groups and requested that Officers look to include appropriate representatives where possible going forward and ensure local labour market needs were identified.

This request would be highlighted in the relevant update report to Cabinet outlining the progress on the skills initiative.

40 Workplan 2017/2018.

The Chair requested that the committee at its next meeting be provided with a update on the current situation relating to the progress on the implementation of the new curriculum.

This can form the background to the basis of a topic for review in the new municipal year. The views of current Pioneer Schools will also be sought.

Resolved that a verbal update on the new curriculum be added to the agenda for the next meeting.

The meeting ended at 5.07 pm

Chair

Agenda Item 4



Report of the Education & Skills Policy Development Committee

Cabinet – 16 May 2019

Pupil Development Grant

Purpose:	To brief Cabinet on the recommendations of the Education & Skills Policy Development Committee (municipal year 2018-2019).
Policy Framework:	Examination of the issues around Pupil Development Grant (PDG), and its link to the gap in achievement of free schools meals children and those not on free school meals, identify areas of good practice and sharing of this with other schools.
Consultation:	Access to Services, Legal, Finance, Members of Education & Skills PDC
Recommendation(s):	It is recommended that Cabinet consider the information provided and to endorse recommendations within the report.
Report Author:	Helen Morgan-Rees
Finance Officer:	Chris Davies
Legal Officer:	Stephanie Williams
Access to Services Officer:	Rhian Millar

1. Background

- 1.1 In June 2018, the Education & Skills Policy Development Committee (ESPDC) agreed to examine the issues around Pupil Development Grant (PDG) formerly known as Pupil Deprivation Grant (PDG). The ESPDC has met regularly during the 2018-2019 municipal year. It has cross party membership and is a forum for Council Members and Officers to work together to form policy. The ESPDC determined to examine the link to the gap in achievement of free schools meals (FSM) children and those

not on FSM, to identify areas of good practice and sharing of this with other schools. Areas of focus were identified, to include, the following:

- data trends in relation to FSM performance in Swansea and nationally;
- Welsh Government (WG) guidance on PDG;
- role of Education through Regional Working (ERW) / local authority (LA) in monitoring use and promoting good practice in use of the PDG;
- good practice in Swansea schools – views of learners and headteachers;
- the role of the Education Endowment Foundation (EFF) and other third party organisations in promoting good practice;
- effective use of the Pupil Premium (PP) in England and in particular in Lambeth Council; and
- emerging findings and ways forward.

2. Briefing

2.1 Data Trends in relation to FSM

The difference in attainment between FSM and non-FSM pupils is almost 20 percentage points at foundation phase (3-7 year olds) and has been higher in Swansea than in Wales during the last five years. FSM pupils in Swansea have more than double the rate of additional learning needs (ALN) in comparison to non-FSM pupils. FSM boys have an even higher rate of ALN than FSM girls do. The achievement of FSM autumn born girls and summer born boys is around a 20-percentage point gap. Similar statistics to those above, are repeated across Wales, so a national issue. Historically, there has been under claiming of eligibility for FSM. Key stage 4 Level 2 including mathematics and English/ Welsh (Level 2i indicator) measure below indicates that although Swansea is above the national average there tends to be over a 30 percentage point difference in the performance of FSM pupils in comparison to non-FSM.

	2014	2015	2016	2017	2018
Swansea	59.1	64.0	64.7	57.8	59.8
Wales	55.4	57.9	60.3	54.6	55.1
Swansea FSM	27.3	39.5	40.2	32.4	35.4
Wales FSM	27.8	31.6	35.6	28.6	29.5
Swansea non-FSM	67.5	70.4	71.5	65.0	66.8
Wales non-FSM	61.6	64.1	68.8	61.0	61.7

2.2 Guidance on the use of PDG

Pupil Development Grant formerly called the Pupil Deprivation Grant (PDG) was introduced in 2012-2013 to provide extra money to schools based on number of pupils eligible FSM. PDG also provides money to regional consortia to be spent on looked after children (LAC). Extension of PDG in 2015-2016 included 3-5 year olds. Further extended in 2017-2018 to included children educated otherwise than at school (EOTAS).

WG has produced comprehensive guidance to schools on the use of PDG. Challenge advisers monitor the use and implementation of this guidance in schools. Local ERW adviser supports the work of the region. There are over thirty overarching recommendations from WG on how the money should be targeted to improve educational outcomes. Sir Alasdair McDonald, National Lead for the initiative 'Reducing the Attainment Gap and Learning from Others but Implementing in Your Own Way' visited Swansea in February 2019 because of the impetus created by the ESDPC. The director of international partnerships, Stephen Fraser of the EEF also visited Swansea to speak to headteachers about the teaching and learning toolkit.

2.3 Use of after school clubs (ASC) to support FSM pupils

The primary school sector places great value on ASC. In a majority of primary schools, the after school provision will be carefully co-ordinated at the beginning of the school year by the senior leadership group.

Teachers, teaching assistants and other support staff all provide a vital role in the provision of ASC. Parents, grandparents and volunteers may provide some external assistance but school staff on a voluntary basis provide the vast majority of clubs and activities.

The secondary school sector provision of clubs is split between after school and lunchtime. There are various different types of clubs and groups such as revision, study, catch up, homework, sporting, drama etc. At secondary level ASC and intervention/catch-up activities are generally separate entities, notwithstanding a degree of overlap.

After-school study/revision sessions would generally be informal and attendance would not be compulsory. However, attendance for intervention/catch-up sessions would be expected, sessions would normally run in the school day and pupils' progress would be tracked more closely.

The majority of provision at secondary level is provided on a voluntary basis by staff, this can include revision classes during school holidays.

There is an increased movement to improve quality of "first teaching" and the need to better track pupils who are falling behind, in order to better target support and assistance for them.

For older secondary aged pupils, there is more emphasis on revision/study clubs to assist with preparation for examinations.

2.4 Best practice schools in schools with high FSM rates

Collaborative working between all staff across the school and the importance of working with the children, parents and community was emphasised.

The positive impact of Flying Start programme and ability to have additional staff which enables regular contact with children and parents from age 2 and the excellent working relationship with Health was also outlined.

PDG can seem low for an inner city primary school at £32k a year.. The percentage of free school meals pupils was over 25% but has fallen during the last few years. This is often due to non-declaration therefore free school meals can only be a proxy indicator for a few schools in very challenging contexts. The PDG has to be spent appropriately to achieve the maximum impact and benefit to the children.

St Helen's primary school offers many clubs for the children to attend on an extra-curricular basis. Clubs include debating club, literacy club, maths club, choir, school magazine and board games club.

St Helen's Primary school targets both lower and higher achieving pupils with appropriate help and encouragement to progress and achieve.

The school engages well with parents through the provision of drop in clubs for parents – computer help, English language, home visits and keep fit, for example. The school demonstrates an overwhelming effort and commitment from staff to make a difference for each child.

Bishop Vaughan's headteacher outlined the equally diverse make up of her school, which is now 50% non-Catholic, and comprises of 42 different nationalities and 46 languages, with 21% FSM pupils.

The high percentage of FSM and levels of deprivation in the surrounding communities means the school receives a PDG grant of c£254k. The school receives £1150 per eFSM pupil to arrive at the £254,150 total. PDG allocation is currently determined by the number of eFSM pupils on roll at an annual point in time.

The school examines and utilises areas of good practice such as the Sutton Trust Toolkit, EEF and Estyn good practice guidelines.

Bishop Vaughan has increased levels of support and assistance on hand for all pupils through the provision of various support activities and clubs such as the learning zone, peer support, improved library/IT provision, pupil diagnostic initiative, and outlined the excellent take up of these by pupils on a very regular basis.

PDG has enabled the school to employ both a health and wellbeing manager and deputy. These staff are hugely involved with both pupils and parents in all aspects of their school and personal lives such as ALN and encouragement, social/emotional/health needs, safeguarding issues etc.

A “nurture” programme has been developed from the above and is proving very successful. The school has a successful sixth form, with 99% of pupils achieving their first choice of higher education.

The school does focus highly on exam results, as they provide young people with “currency for life”, social mobility and key outcomes that are essential for adult life. 44% of GCSE students achieved five A*-C grades in 2017, which is double the figure achieved in 2010.

Members received a detailed document relating to Bishop Vaughan that outlined a wide variety of information relating to the various topics the committee has been examining including data of FSM pupils, PDG percentage and amount reviled, evidence based approaches, good practice, internal school initiatives, in and after school provision.

2.5 Regional Leader of Learning for PDG

The Leader of Learning for the PDG in ERW consortium 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:

- close working relationship with WG, Consortia PDG leads, LA PDG lead and challenge advisers;
- 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, Adverse Childhood Experiences (ACEs), poverty;
- school to school peer reviews, pilot schemes, sharing good practice, research and reviews, training;
- PDG mitigation – whole school approach, WG guidance on PDG spend, developing resilience, anti-bullying initiatives, nurturing schemes, restorative practice, importance of attendance;
- PDG Post 2019 – funding amounts been set for next two 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;
- recent event held with three Swansea schools/WG and ERW;
- need to nurture and encourage the more able and 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 EEF;
- WG self-evaluation proposals;
- progress of vulnerable learners;
- recent report on the review of PDG undertaken by challenge advisers;
- school to school peer reviews;
- templates; and
- challenge advisers' reports.

2.6 Evaluation of the use of PDG across Swansea schools.

The evaluation by challenge advisers of PDG in Swansea schools in Autumn 2018 was considered carefully and the areas for development were noted as follows:

A named senior leader within the school (from within the senior leadership team) to champion pupils who are eligible for FSM. They will 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 should be based on sound research and evidence. They should feature measurable entry and exit criteria that inform staff and pupils' of the progress being made. Optimise the progress of MAT pupils eligible for FSM 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. Where relevant, the provision and evaluation of the activities/resources used to support the learning of LAC-FSM pupils should be included. 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 autumn annual monitoring and submitted to the LA 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 could alert the Education Directorate's finance team by a specific date to confirm that their plans for PDG expenditure for previous and current financial years are live on website.

Proposals for the change in delegated funding for LAC pupils from April 2019, which will be on a cluster basis rather than a centrally led team. The emphasis will move from a focus on year 10 and 11 pupils to a more whole school approach. The potential staffing implications of the change were outlined, and the Head of Achievement and Partnership indicated that dialogue was continuing with schools on the proposed changes.

3. Recommendations

- 3.1 A senior leader within the school to champion pupils who are eligible for FSM with responsibility for the strategic implementation of PDG.
- 3.2 Regular review of intervention strategies to be evidenced and undertaken by the leadership team. Interventions that are selected to be implemented should be based on sound research and evidence.
- 3.3 Optimise the progress of MAT pupils eligible for FSM 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. Where relevant, the provision and evaluation of the activities/resources used to support the learning of LAC-FSM pupils should be included. Regular tracking of academic progress of this group of pupils to be developed further.
- 3.4 Standardised reporting for the use of the PDG to be submitted to the challenge adviser as part of autumn monitoring and submitted to the LA 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. 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.
- 3.5 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.
- 3.6 The Swansea schools directory of good practice should include regularly updated examples of the above.

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.

6. Equality and Engagement Implications

- 6.1 The Council is subject to the Public Sector Equality Duty (Wales) and must, in the exercise of their functions, have due regard to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
- 6.2 Our Equality Impact Assessment (EIA) process ensures that we have paid due regard to the above.
- 6.3 An Equality Impact Assessment screening has been undertaken and it has been determined that this initiative is not relevant for an EIA report as it will not impact directly on any of the protected characteristics.

Background papers:

Glossary of terms: <https://www.estyn.gov.wales/inspection/glossary>

Guidance for Using Pupil Deprivation Grant

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

Appendices:

Appendix 1 – Equality Impact Assessment screening form

Equality Impact Assessment Screening Form – 2017/8

Please ensure that you refer to the Screening Form Guidance while completing this form. If you would like further guidance please contact the Access to Services team (see guidance for details).

Section 1

Which service area and directorate are you from?

Service Area: Achievement and Partnership

Directorate: Education

Q1(a) WHAT ARE YOU SCREENING FOR RELEVANCE?

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) Please name and describe here:

Pupil Development Grant Recommendations

In June 2018, the Education & Skills Policy Development Committee (ESPDC) agreed to examine the issues around Pupil Development Grant (PDG) formerly known as Pupil Deprivation Grant (PDG). The ESPDC has met regularly during the 2018-2019 municipal year. It has cross party membership and is a forum for Council Members and Officers to work together to form policy. The ESPDC determined to examine the link to the gap in achievement of free schools meals (FSM) children and those not on FSM, to identify areas of good practice and sharing of this with other schools. Areas of focus were identified, to include, the following:

- data trends in relation to FSM performance in Swansea and nationally;
- Welsh Government (WG) guidance on PDG;
- role of Education through Regional Working (ERW) / local authority (LA) in monitoring use and promoting good practice in use of the PDG;
- good practice in Swansea schools – views of learners and headteachers;
- the role of the Education Endowment Foundation (EFF) and other third party organisations in promoting good practice;
- effective use of the Pupil Premium (PP) in England and in particular in Lambeth Council; and
- emerging findings and ways forward.

A paper has now been prepared to brief Cabinet on the recommendations of the ESPDC regarding the Pupil Development Grant.

Q2(a) WHAT DOES Q1a RELATE TO?

Direct front line
service delivery

Page 12
Indirect front line
service delivery

Indirect back room
service delivery

Equality Impact Assessment Screening Form – 2017/8

(H) (M) (L)

(b) DO YOUR CUSTOMERS/CLIENTS ACCESS THIS...?

Because they need to	Because they want to	Because it is automatically provided to everyone in Swansea	On an internal basis i.e. Staff
<input checked="" type="checkbox"/> (H)	<input type="checkbox"/> (M)	<input type="checkbox"/> (M)	<input type="checkbox"/> (L)

Q3 WHAT IS THE POTENTIAL IMPACT ON THE FOLLOWING...

	High Impact (H)	Medium Impact (M)	Low Impact (L)	Don't know (H)
Children/young people (0-18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Q4 WHAT ENGAGEMENT / CONSULTATION / CO-PRODUCTIVE APPROACHES WILL YOU UNDERTAKE?

Please provide details below – either of your planned activities or your reasons for not undertaking engagement

Various professionals fed into the process for these recommendations to be made.

Q5(a) HOW VISIBLE IS THIS INITIATIVE TO THE GENERAL PUBLIC?

High visibility <input type="checkbox"/> (H)	Medium visibility <input type="checkbox"/> (M)	Low visibility <input checked="" type="checkbox"/> (L)
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(b) WHAT IS THE POTENTIAL RISK TO THE COUNCIL'S REPUTATION? (Consider the following impacts – legal, financial, political, media, public perception etc...)

High risk <input type="checkbox"/> (H)	Medium risk <input type="checkbox"/> (M)	Low risk <input checked="" type="checkbox"/> (L)
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Q6 Will this initiative have an impact (however minor) on any other Council service?

Yes No **If yes, please provide details below**

Q7 HOW DID YOU SCORE? Please tick the relevant box

Equality Impact Assessment Screening Form – 2017/8

**MOSTLY H and/or M → HIGH PRIORITY → EIA to be completed
Please go to Section 2**

**MOSTLY L → LOW PRIORITY / NOT RELEVANT → Do not complete EIA
Please go to Q8 followed by Section 2**

Q8 If you determine that this initiative is not relevant for an EIA report, you must provide a full explanation here. Please ensure that you cover all of the relevant protected groups.

The recommendations being made to Cabinet are for improvements to process and will not have a direct impact on the learner or any other individuals with a protected characteristic.

Section 2

NB: Please email this completed form to the Access to Services Team for agreement before obtaining approval from your Head of Service. Head of Service approval is only required via email – no electronic signatures or paper copies are needed.

Screening completed by:
Name: Rhodri Jones
Job title: Head of Stakeholder Engagement Unit
Date: 03/04/2019
Approval by Head of Service:
Name: Helen Morgan-Rees
Position: Head of Education Achievement and Partnership
Date: 03/04/2019

Please return the completed form to accesstoservices@swansea.gov.uk

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	Directory of Practice, School to School Peer Reviews & Templates. Challenge Advisors Report. 14-19 Skills Cabinet Report.
10/04/2019	Draft Cabinet Report - Use of PDG Funding Across Swansea Schools. New Curriculum Update.

TBC

After School Clubs.