

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
2015-2016	£3,303,300	£2,417,100	£48,300
2016-2017	£3,705,300	£2,526,550	£55,200
2017-2018	£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>