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

			Number of Schools	Percentage of Schools
	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.