



PARTNERIAETH

*Gweithio mewn partneriaeth i gyflawni rhagoriaeth i bawb
Partnership working to achieve excellence for all*

Scrutiny Councillor Group
Priority 2 Update, Dylan Williams
October 2023



STRATEGIC PRIORITY 2

*Embed principles and processes which underpin **educational equity** in all schools and educational settings. Our aim is that personal or social circumstances are not obstacles to achieving educational potential and that all schools and settings have high aspirations for all learners*

We will:

- i. Continue to support schools and educational settings to understand how to mitigate the impact of **poverty** on engagement, achievement and attainment.
- ii. Continue to support schools and educational settings to understand how to mitigate the impact of **trauma** on engagement, achievement and attainment.
- iii. Work with key partners to embed evidence based universal approaches to promote positive **health and well-being**



2.i Continue to support schools and educational settings to understand how to mitigate the impact of **poverty** on engagement, achievement and attainment.

• **Raising the Attainment of Disadvantaged Youngsters (RADY)**

Intent

- To continue to support those schools and settings already part of RADY
- To support new schools to embark on their RADY Journey
- Showcase the effective practice and how interventions can make lasting change

Implementation

Existing schools are receiving ongoing 121 or virtual group network meetings and working with other similar schools

‘Becoming a RADY School’ Information Sessions set up for this term

Practice sharing event scheduled as part of Equity in Education Network for the region

Challenging Education (the team behind RADY are delivering a session at the upcoming Carmarthenshire Tackling Poverty Day

Swansea University have produced a potential evaluation plan for RADY across the region – further work to be agreed on this.

Impact

-Schools report clear improvement in learner engagement and outcomes due to more targeted support and structured intervention

-A number of secondary schools are now sharing the RADY Programme with their clusters with the intention of developing the principles across all schools

-Where RADY is embedded across the whole school it is being used strategically to drive discussion and change

-The RADY Programme is acting as a conduit for other school change programmes – those schools that are RADY schools are overwhelmingly also embedding Poverty Proofing and Trauma Informed Schools.

• **Poverty Proofing the School Day**

Intent

Provide all schools and settings with the opportunity to access an evidence based programme which provides a strategic approach to mitigating the impact of poverty.

Implementation

Termly training programme is continuing – schools from across all three partner LAs have been trained.

7 schools have been audited which involves every learner being interviewed by the poverty proofing auditors.

Swansea LA Common Themes Report currently being produced

Standalone training sessions scheduled for PRU staff

Children North East (organisation behind Poverty Proofing) are delivering a key note session at Carmarthenshire Tackling Poverty Conference in October.

Introduction to Poverty Proofing training to continue with this year’s NQT cohort

Impact

-School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved

-Direct changes being made in schools following training programme

- For those schools where audits have been completed they have a comprehensive report that details areas of development and focus

-Swansea LA Common Theme Report will provide an LA level report that draws together key common areas for consideration on a local level

-Partneriaeth ‘Poverty Proofing’ model now being discussed at Cross Consortia level and with Welsh Government





2.ii Continue to support schools and educational settings to understand how to mitigate the impact of **trauma** on engagement, achievement and attainment.

- **Trauma Informed Schools**

Intent

Provide continuous opportunities for schools to attend specialist training around trauma and ACEs and the impact on education

Engage schools and settings to also undertake trauma related training around Sensory Regulation, LAC Learners and Attachment

Support clusters to develop their own training provision and delivery as part of INSET days

Implementation

Termly training programme is continuing – good numbers of schools from across all three partner LAs continue to attend a variety of trauma based training.

Trauma and ACEs Training delivered to four clusters across the region

Additional Consortia Led Funding Pot for 2023-24 will be delegated to clusters to develop provision around Equity and Wellbeing – expected that dedicated trauma training will be a key part of this for each cluster

Impact

School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved

Direct changes being made in schools following training attendance

Schools who attend one training are overwhelmingly more likely to then attend further more detailed training to develop classroom based skills



2.iii Work with key partners to embed evidence based universal approaches to promote positive **health and well-being**

• **Emotion Coaching**

Intent

Provide continuous opportunities for schools to attend this specialist training to enable their staff teams to best support those learners who have experienced ACEs and trauma

Provide continued support for those individuals that are currently completing the Emotion Coaching Accredited Practitioner Course

Support cluster wide development and use of Emotion Coaching as a key tool within each classroom

Implementation

Termly training programme is continuing – schools from across all three partner LAs have been trained.

Shift away from funding ‘Emotion Coaching Accredited Training Practitioner Programme to standalone ‘One Day Emotion Coaching Training Day’ so that a larger number of schools can benefit from the introductory training

Emotion Coaching Accredited Practitioners will be supported to deliver training through clusters (where possible)

Impact

School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved

Direct changes being made in schools following training attendance

Schools who attend one training are overwhelmingly more likely to then attend further more detailed training to develop classroom based skills

Each cluster now has at least one Emotion Coaching Accredited Practitioner

• **Think Equal**

Intent

Provide schools and settings with fully funded access to the Think Equal Programme – including resources, online training, online digital resources and access to regional network

Roll out the additional levels 1 and 2 so that schools can (where interested) deliver Think Equal simultaneously across three year groups in the Early Years.

Support schools to utilise Think Equal as a key programme for supporting social and emotional literacy as part of Curriculum for Wales

Implementation

Funding commitment made to fund additional Think Equal levels for schools in 2023-24

All Think Equal levels now translated and all schools able to access all resources bilingually

Monthly Think Equal Network meetings set up for schools taking part in the programme to share ideas and effective practice

Think Equal Team to present on curriculum mapping at Primary Network Day

Think Equal Information Day scheduled to provide new schools with an opportunity learn about the programme and sign up for 2023-24

Impact

Feedback from Early Years practitioners is overwhelmingly positive – schools report that learners are engaged and clearly enjoying the programme.

School feedback tells us that practitioners and coordinators are enjoying the programme and like the simplicity and direct approach to emotions within the resources.

Schools very keen to also roll out additional levels so that maximum number of learners can benefit from the programme

Programme has been used to support vulnerable learners following covid and structure literacy intervention sessions in a number of schools



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