

Mr. Phil Roberts
Chief Executive
City and County of Swansea
By Email

Dear Phil,

Thank you for your letter of 22 March following the recent ERW Joint Committee meeting. I think there are a couple of fundamental points that require clarification.

First, it is not this Council's intention to withdraw (at least immediately) from ERW. Clause 15.1 of the Joint Committee Agreement would require us to serve notice - by the end of this week effectively - if we intended to withdraw by April 2019. I have no instructions to do so. Second, we do not regard ourselves as withdrawing funding from ERW; but we are reducing it. That was the decision taken by Elected Members in the context of the Council's 2018/19 revenue budget determined on 21 February.

Our position is this:

- We continue to fund school improvement activity as defined under the current national model; but this is part of the problem. We all know that the range of functions/activities being required of consortia by the Welsh Government have in reality moved on a very long way from the current model, which is why we have been pressing for some overdue clarity around the new model. Meanwhile, we are maintaining our challenge advisor cohort at or close to the agreed irreducible minimum, which is

Chief Executive's Office
Swyddfa'r Prif Weithredwr

Steven Phillips
Chief Executive
Civic Centre, Port Talbot. SA13 1PJ
Tel 01639 763306

Steven Phillips
Prif Weithredwr
Y Ganolfan Ddinesig, Port Talbot. SA13 1PJ
Ffôn 01639 763306

perhaps not the case for all other authorities in the ERW consortium?
Thus the saving approved by Elected Members here amounts to £80,000 against a total spend of circa £1m, including match funding for EIG;

- We have protected this funding for the last five years, whilst many other service areas have been cut significantly. Moreover, ERW is the only consortium in Wales that expects local authorities to make additional contributions to the central team – perhaps that needs to be revisited by the Joint Committee? In any event, we believe that the central team needs to start cutting its cloth (like the rest of us) and not put forward proposals for expansion in terms of staff or buildings. The priority of Members here is to get as much of our finite and reducing funding to the frontline as possible. This also reflects what our head teachers are telling us very clearly.
- There is a certain irony in all this as the recent fiasco on MEAG and related budgets has left us with a £200,000+ (or 75%) hole in our 2018/19 budget before one gets to other reductions in EIG funding, for example. Perhaps there are those who think there should be one rule for some; but something different for others – we think not; and
- We continue to contribute in kind support and the deployment of NPT staff across the region.

Thus our reduction in funding for the ERW central team stands. I have given Ian Westley an assurance that we will not put Pembrokeshire County Council (as the ERW banker) at risk and we will cover our proportion of that risk, if any. However, it is actually difficult to see how such a risk could crystallise based upon the very marginal level of funding reductions that we are implementing set against the totality of the ERW budget contained in the papers submitted to the last JC meeting.

We are quite happy to debate these issues in the Joint Committee or elsewhere. I shall not repeat the various points in my letter of 28 February or what we discussed in Llanelli on 16 March; but against this background, I think the sooner the further work that you subsequently commissioned is completed and reported to the Joint Committee, the better.

Chief Executive's Office
Swyddfa'r Prif Weithredwr

Steven Phillips
Chief Executive
Civic Centre, Port Talbot. SA13 1PJ
Tel 01639 763306

Steven Phillips
Prif Weithredwr
Y Ganolfan Ddinesig, Port Talbot. SA13 1PJ
Ffôn 01639 763306

Both my Leader and Cabinet Member saw this letter in draft before I sent it.

Yours sincerely,

A handwritten signature in black ink that reads "Steven Phillips". The signature is written in a cursive style and is underlined with a single horizontal line.

Steven Phillips
Chief Executive

Chief Executive's Office
Swyddfa'r Prif Weithredwr

Steven Phillips
Chief Executive
Civic Centre, Port Talbot. SA13 1PJ
Tel 01639 763306

Steven Phillips
Prif Weithredwr
Y Ganolfan Ddinesig, Port Talbot. SA13 1PJ
Ffôn 01639 763306

www.npt.gov.uk

The Council welcomes correspondence in English or Welsh

Mae'r Cyngor yn croesawu gohebiaeth yn y Gymraeg neu'r Saene



Llywodraeth Cymru
Welsh Government

Betsan O'Connor
Managing Director, Education through Regional Working
Y Llwyfan
College Road
Carmarthen
SA31 3EQ

cc: Directors of Education

22 May 2018

Dear Betsan

Pupil Development Grant 2018-2019: Support for looked after children

Ruth Conway's letter of 20 April, inviting support plans for the Pupil Development Grant (PDG), referred to a follow up letter from myself specifically on the looked after children element of the grant.

You will be aware that we commissioned an independent evaluation of the PDG for looked after children (PDG LAC) last autumn. The evaluation is being carried out by ICF Consulting Ltd in association with Arad Research and Cardiff University and we have received a draft of the final report. The evaluation poses interesting and complicated questions that require detailed consideration.

It is clear from the evaluation that significant work is required to strengthen the current arrangements. The evaluation looks only at 2015-16 and 2016-17 and I am aware that some progress has been made since then in strengthening arrangements; but there is further work to do. We will need to look critically at how we might improve the current arrangements and move to a model with greater consistency, equity and robustness from April 2019. There is a role for us all in this and a collaborative approach is needed to ensure real and lasting progress.

As a consequence, I do not intend to prescribe detailed expectations on the management of PDG LAC for this financial year, beyond those outlined in the grant invitation from Ruth. A copy of Ruth's letter is attached for completeness. You will note that the grant invitation refers specifically to use of the PDG to fund a regional lead coordinator for PDG LAC. The lead coordinators will have a fundamental role to play in shaping and implementing the approach from April 2019. Therefore, this continues to be a requirement.

Developing a new approach ahead of April 2019 needs to be a priority. The Cabinet Secretary has been very clear on the importance of supporting this particularly vulnerable group of learners to achieve their full potential; effective use of the PDG LAC is crucial in this. She will look to me for reassurance that we are doing all we can to avoid a repeat of the disappointing 2017 GCSE results for these learners. Therefore, I intend to proceed on the following basis:

- An internal workshop which is scheduled to take place later this week. At this we will work through the complex issues raised in the evaluation with challenge from colleagues from our Social Services Department.
- A paper will then be presented by Ruth and her team at my Senior Management Team meeting. This will help ensure the options we are considering are robust and align with our wider priorities and approaches.
- A workshop with you and your coordinators will be the next stage. At this I expect to present our preferred approach but we will also be open to having a conversation about it, in particular around practical and operational feasibility and management.

There is, of course, a much bigger picture when it comes to looked after children. PDG LAC is just one – albeit important – part of that picture. Local authorities have legal responsibilities around the care and education of looked after children. They will, therefore, have a role in the development of the new approach and we ensuring that Directors of Education are engaged in the process will be important.

Last year I wrote to you clearly setting out my expectations for your approach to utilising this grant for 2018-19; these expectations still stand. However, the extent to which these have been observed over the last year has been variable across the four regions. We will be carefully scrutinising the plans when we receive them and through monitoring of the grant during the year. This will be a transition year moving towards a more consistent, national approach from 1 April 2019 which takes account of the findings of the independent evaluation. We can discuss the mechanics and practicalities of introducing transitional arrangements at our regular meetings.

In the meantime, Tania Nicholson and her team will be in touch with you and your lead coordinators to arrange the workshop I refer to above.

I look forward to your support on this.

Yours sincerely



Steve Davies
Director, Education Directorate

Arrangements for PDG/LAC 2018-19

On March 23rd 2018 Directors agreed to the following arrangements and then confirmed their agreement on May 18th 2018.

2018-19 has been identified by Welsh Government as a 'transition year' in which there needs to be a move towards a more consistent, national approach from 1st April 2019.

There is effective work happening across the region and it is important that we have opportunities to continue this where appropriate. However, we must be sure that all support which is provided through PDGLAC will be self-sustaining after the lifetime of the grant and that schools develop the capacity they need. Therefore, during this financial year funds will be made available for schools across the region to further build their capacity and embed the training that they have had access to since September 2015.

- The PDGLAC allocations have been calculated by cluster using 2018 PLASC data.
- 5/12ths of the funding will be released directly to Local Authorities to enable continuity with any existing arrangements funded by PDGLAC. Local Authorities will need to complete a grant funding form to indicate how the grant will be spent and the contribution that it will make to the regional priorities (see attached). This will provide assurance of compliance with the Terms and Conditions of the grant and the regional Business Plan.
- The remaining resource will distribute to schools on receipt of cluster spending plans. It will be left to the discretion of the Local Authorities to make arrangements for their funding mechanisms to schools and they will be responsible for ensuring that their schools are made aware of this. Guidance for schools has been created and support is available from the central team (see attached).

A Gateway Review will be arranged to review this process and could inform Joint Committee decision making for 2019-20.





Llywodraeth Cymru
Welsh Government

Betsan O'Connor
Managing Director, Education through Regional Working
Y Llwyfan
College Road
Carmarthen
SA31 3EQ

April 2018

Dear Betsan

Pupil Development Grant 2018-2019 and 2019-20

The Pupil Development Grant (PDG) is crucial to delivering the future success of our learners and *Our national mission* sets out the Welsh Government's commitment to extending it.

I am writing with details of your PDG allocations and further improvements we have made. From April 2018, the PDG will continue to be allocated to support:

- learners who are eligible for free school meals and who are educated in maintained schools;
- eligible learners who are singly-registered in pupil referral units (PRUs) and education other than at school (EOTAS);
- eligible learners in early years settings where the Foundation Phase is delivered ; and
- looked after children (LAC), and former LAC who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15.

In addition the PDG will:

- be increased for the Early Years (EY) PDG from £600 to £700;
- provide a minimum allocation for all schools equivalent to one learner (£1,150);
- be based on a simplified EYPDG formula for schools;
- have an expanded definition – to provide schools with the flexibility to support learners who have been e-FSM in the previous two years;
- have guaranteed allocation levels for the next two financial years; and

- use 2016 school census data for allocating funding.

Changes to the PDG

There is considerable evidence that investment which addresses barriers early in a child's education has a beneficial impact on them, and we must build on this. That is why the EYPDG is being increased by £100 to £700, to ensure we have an even greater impact in supporting disadvantaged learners as early as possible.

We have identified a formula that will simplify the allocation of the EYPDG and have used this for nursery and reception learners in primary schools. The new formula for primary schools uses eFSM data from PLASC for pupils in reception and is set out in Annex 1. The formula for nurseries and non-maintained settings remains unchanged.

The PLASC data from 2017 shows a drop in the overall percentage of eFSM learners and therefore there is an overall benefit to the education system in using PLASC data from 2016 instead of the latest data available.

We recognise there will be a number of small schools that do not have any eFSM learners in 2016 but may during the funding period. Therefore, all schools will receive a minimum allocation equivalent to one learner (£1,150).

There have been strong calls from across the sector for the PDG to be a long-term Welsh Government commitment for them to better plan and make best use of the resources. In addition to the assurances provided previously by the Cabinet Secretary that the PDG will remain for the duration of the Assembly term, allocation levels have been guaranteed for 2018-19 and 2019-20. This commitment will enable schools to continue to make sustainable, long-term decisions on investment that help identify and address barriers to learning.

As set out in *Our national mission*, Wales needs strong and inclusive schools committed to excellence, equity and well-being; a system there to support the most disadvantaged learners. To support this aim the definition has been revised providing flexibility to support learners and provide a more formal foundation for those leaders already adopting this approach. The expanded definition is:

'The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. The PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.'

Evidence tells us that we must do more in Wales to identify, support and stretch our more able learners. The Ipsos MORI evaluation of the PDG highlighted some ambiguity in schools about whether the PDG should be used to help lower attaining eFSM pupils or help all FSM pupils fulfil their potential. The Cabinet Secretary for Education has been absolutely clear, including in a statement to the National Assembly on 17 April, that the PDG supports all eligible learners including our most able learners.

Allocations

Your consortium's allocation is based on PLASC data for 2016 using year groups. For 2018-2019 and 2019-2020 your allocation to support these learners will be:

	Number of eligible learners	Allocation £
Learners eligible for free school meals (e-FSM)	17,588	20,226,200
Learners in early years settings (EYPDG)	3,876	2,713,200
Learners eligible for FSM in PRUs and EOTAS	150	172,500

	Number of eligible schools	Allocation £
Schools with no eFSM learners	18	20,700

Your allocation for looked after children is based on 2017 Wales Children Receiving Care and Support Census. For 2018-2019 and 2019-2020 your allocation to support these learners will be:

	Number of eligible learners	Allocation £
Looked after children aged 3-15	957	1,100,550

New Schools

The Welsh Government acknowledges new schools will come on stream after the data collection period. We would expect you to continue to manage funding of schools that are closing; amalgamating or new in a strategic and planned manner as you have done previously.

Having undertaken strategic planning if, in exceptional circumstances, you identify a shortfall you may submit a business case to the Welsh Government requesting additional support for previously unidentified eFSM learners. This will need to be submitted as part of your support plan submission each year in readiness for the new academic year.

The short business case will need to outline the:

- context and specific details of the identified shortfall;
- consideration undertaken by the consortia of other options to address any shortfall, including but not limited to the redistribution of allocations no longer required by schools that are due to or have closed;
- amount of additional funding requested and the rationale for this (including number of eFSM learners and data source); and

- risks associated with the requested additional funding not being approved.

Strategic Advisers

The Cabinet Secretary is looking to consortia for strategic oversight and to provide schools and settings with the necessary support. PDG strategic advisers should provide robust, constructive challenge and high quality support to enable head teachers and governing bodies to improve the attainment of disadvantaged learners. This equitable approach will strengthen regional leadership arrangements and ensure greater national consistency in supporting e-FSM learners across Wales.

Strategic advisers will work with the Welsh Government and our Raising Attainment Advocate, Sir Alasdair MacDonald, to strengthen collaboration across Wales and ensure that good practice is shared and built upon. They will be expected to have a strong knowledge of all settings (including non-maintained settings) in the region, including understanding the associated data, to allow them to identify schools that need support to improve and identify best practice so that this is shared regionally and nationally.

Building networks through identification of key leads within every school and establishing a regional 'network of leaders' to support and drive progress will be critical.

Strategic advisers will be the point of contact for all schools and settings on effective and evidence based interventions. They will be expected to provide extra support and guidance advising on:

- appropriate interventions based on the latest evidence;
- using whole school approaches;
- the benefits of tracking;
- supporting evaluation of current practices; and
- facilitating regional support networks.

In addition to the PDG allocation for schools and settings an additional £100,000 per annum is provided to retain the services of the newly appointed strategic advisers. This will cover costs associated with the role, including travel and subsistence (in recognition of the geographical spread and the need to work with schools right across the region and the need to meet each half-term with the Welsh Government and Raising Attainment Advocate), and administrative support (to enable the lead to operate effectively at a strategic level).

Looked After Children

The PDG to support the educational attainment of looked after children and other related groups who have similar needs will continue to be managed regionally by the consortia. As has been the case over recent years, we expect the grant to be used on a regional strategic basis. You should

consider how you will plan, set targets and support learners who are looked after, adopted and subject to care orders through effective use of the grant.

In line with the Welsh Government's looked after children education plan ([Raising the ambitions and educational attainment of children who are looked after in Wales](#)) published in January 2016, our expectation is that the PDG will continue to be used to meet the costs associated with the lead coordinator. This role is critical in ensuring a regional, strategic focus on looked after children in education and ensure the delivery of an agreed, strategic programme of work. The coordinators will work with the Welsh Government, with our Raising Attainment Advocate, with the PDG Strategic Advisers (see above) and with schools and local authorities regionally to deliver improvements in the educational outcomes and attainment of looked after children.

You will be aware that the Government is currently reviewing the arrangements of the looked after children PDG. Therefore, whilst some specific requirements in relation to this element of the PDG are set out below, these will be supplemented shortly by a separate letter from Steve Davies, Director of the Welsh Government's Education Directorate. This letter will outline the requirements for the looked after children PDG for 2018-19, which will be informed by your recent response to a request for information from Tania Nicholson in the light of the disappointing 2017 exam results. We expect the letter from Steve Davies to issue in sufficient time for you to consider the requirements ahead of submitting your regional Support Plan.

Monitoring of the PDG

It is a statutory requirement for all schools in Wales to have a school development plan (SDP) in place. To reduce any bureaucratic burden on schools associated with the PDG, we recommend that consortia support schools to use their SDP as a vehicle for planning their use of the PDG where appropriate.

The PDG should be used to:

- support all eFSM learners – we want to see all eFSM learners progress and all eFSM learners access support, including our more able learners;
- develop staff, both teaching and support, in the use of practice such as metacognition, growth mind-set and quality feedback, that are currently viewed to be the most effective for learners from deprived backgrounds;
- intervene early to address weakness, particularly in literacy and numeracy – this applies to early years but is also relevant at the start of secondary school and at any point that a weakness is observed;
- ensure that increased resources are targeted at Key Stage 3, both in the classroom and in enrichment activities and raising aspirations, while recognising the importance of Year 11 for all learners. The Cabinet Secretary expects secondary schools to deliver an aspirational target of 60% of PDG invested in KS3 learners;
- identify where and when support is required using appropriate diagnostic and tracking systems; and

- support both a PDG strategic adviser and looked after children PDG lead coordinator, with appropriate levels of support including administrative, to oversee strategic, regional management of the grant and support local authorities and schools to drive progress in improving the educational outcomes of the learners within the scope of the grant.

We are asking you to set out in your Support Plan how you will ensure that effective use is made of the PDG. In particular, we want to know how you will:

- ensure schools:
 - set challenging targets
 - operate effective tracking systems, specifically at a pupil level
 - use research and evidence to make decisions about the use of the grant
 - monitor and evaluate the impact of the funding and interventions used regularly to ensure continued effectiveness
 - adopt a more equitable approach to funding to ensure that greater investment is made at KS3
- use the looked after children element of the PDG to ensure a strategic, regional approach to support improvements in educational outcomes of looked after and formally looked after learners;
- work with both maintained and non-maintained early years providers to ensure they are making effective use of the grant, whilst strengthening your links with the non-maintained settings; and
- make best use of your PDG strategic adviser and looked after children PDG lead coordinator to deliver improvements across the region (please also provide an outline of where these posts sit within your structure and what support (including administrative) they will have).

As you are already aware it is our intention to simplify the reporting arrangements of all grants to Consortia so that it is done on a consistent basis across all the regions, with a strong focus on outcomes. As per Mel Godfrey's letter (19 December 2017), and in line with all education grants, progress of the PDG will also be evaluated at Challenge and Review meetings in advance of which you will be required to provide a short report on progress to date aligned to Education in Wales.

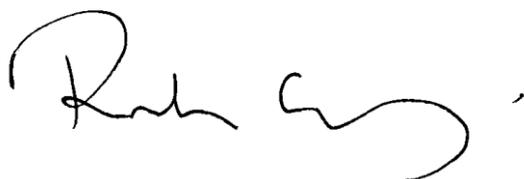
In addition to the Challenge and Review meetings, my team will meet every 6 weeks with both the PDG strategic adviser and looked after children PDG lead coordinator to assess progress. These meetings and the supporting documents will focus on successes, challenges and case studies.

Your responses to the questions in the attached proforma will inform Schedule 1 (the Purposes) of your grant offer letter. In line with the new reporting arrangements we anticipate your Business Plan and outcomes framework will address the majority of the actions in your support plan submission.

Therefore, the support plan can be completed on an exception basis with specific cross references to your Business Plan.

To allow time to assess and agree your plan and issue your grant award letter, please complete the proforma and return it to me no later than **25 May 2018**. The grant offer letter will not be issued until we have received and agreed your support plan. If you wish to discuss any part of the plan in advance of submitting it, please feel free to contact me.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ruth Conway', with a stylized flourish at the end.

Ruth Conway
Deputy Director, Support for Learners Division

Cc Ian Budd, Lead Director for Education

Education & Public Services
Cathays Park,
Cardiff
CF10 3NQ
Tel: 029 2082 5605

Pupil Development Grant (PDG) Support Plan

The purpose of the PDG funding is to make a lasting impact on outcomes for disadvantaged learners. Consortia are responsible for ensuring that the grant is used for the purposes for which it is intended, as laid out in Pupil Deprivation Grant: short guidance for practitioners.

You are advised that any audit work will focus more on demonstrating that evidence-based decisions have been made. The information that you provide will help towards this aim.

The Education (School Performance and Absence Targets)(Wales) Regulations 2011 require schools to set targets identified through self evaluation, consideration of core data sets and other comparative information as well as setting a minimum of three local targets. Consortia are required to tell us how they will:

- set challenging targets
- operate effective tracking systems, specifically at a pupil level
- use research and evidence to make decisions about the use of the grant
- monitor and evaluate the impact of the funding and interventions used regularly to ensure continued effectiveness
- adopt a more equitable approach to funding to ensure that greater investment is made at KS3

Pupils Eligible for Free School Meals

The eFSM element of the PDG is issued to consortia on the basis of the number of pupils who were eFSM at the census point (2016). In addition, those schools with no eFSM learners at the census point for 2016 are allocated funding equivalent to one learner. The grant must be allocated to schools on the same basis.

Whilst consortia may not top slice any of this grant for central activities, they have responsibility through their school improvement role to support schools to make the most effective use of the grant.

Please outline below how you will discharge this responsibility. Provide details of the actions you intend to take together with any costs, timeframes for delivery and how you will evaluate the success of the actions being taken.

To avoid duplication, if this information is already provided in the consortium Business Plan or Outcomes Framework only a cross reference to identify the specific actions is required.

Any business cases/s associated with new schools, as set out on page 3 above, will need to be submitted alongside your support plan.

EFSM 1. Supporting Planning

How will you support schools to adopt an evidence-based approach to developing their School Development Plans in relation to reducing the impact of poverty on educational attainment? In particular:

- Up-skilling staff so they use pedagogical approaches known to be most effective for learners from disadvantaged backgrounds
- Using effective diagnostic and tracking systems to tailor support
- Using research and evidence to make informed decisions
- Getting the best staff to work with learners from deprived backgrounds
- Engaging with families to help them support their children’s learning
- Raising aspirations
- Supporting well-being, behaviour, attendance and social and emotional learning
- Developing strategic partnerships with third sector or other agencies to work together to raise the attainment of disadvantaged learners

EFSM 2. Literacy & Numeracy of eFSM learners

What will you do to ensure that schools refresh their activity in relation to literacy and numeracy to comply with the National Literacy & Numeracy Framework and in particular to raise the literacy and numeracy skills of learners from deprived backgrounds, with the goal that no eFSM learner leaves KS2 or KS3 with poor literacy skills?

EFSM 3. Monitoring and Evaluation

How will you ensure that schools monitor and evaluate the effectiveness of their approaches on a regular basis to ensure continued effectiveness?

What arrangements do you have in place to take corrective action if these approaches are not delivering the required outcomes?

How will you monitor and evaluate your own approaches to supporting and

challenging schools?
<p>EFSM 4. Re-balancing funding between KS3 and KS4</p> <p>How will you ensure that secondary schools place more emphasis on the needs of KS3 learners?</p> <p>How will this be monitored?</p>
<p>EFSM 5 Target Setting</p> <p>Set out your regional targets for 2018 and 2019 for e-FSM attainment at FPI; KS2 CSI; KS3 CSI; KS4 Level 2 inclusive.</p> <p>How do you ensure that schools set realistic but challenging targets?</p> <p>What evidence will you use to assure yourself that the targets are sufficiently challenging?</p> <p>How will you support schools to revise targets if necessary?</p> <p>How will you support your schools to meet their targets to reduce the effects of deprivation on attainment?</p>
<p>EFSM 6 Accountability and Transparency</p> <p>How will you ensure accountability?</p> <p>What will you do to address inappropriate or ineffective use of the PDG?</p> <p>How will you recover funding where there is clear evidence that it has been knowingly used for purposes other than to improve outcomes for eFSM pupils?</p> <p>Case studies should be published on your website as a way of sharing best practice. If this is already being done please provide the relevant link</p> <p>Will your consortia support plans be published on your website? If so, please provide the relevant link</p>
<p>EFSM 7 Distribution of funding</p> <p>Please provide a flowchart illustrating how the funding is distributed to settings.</p>
<p>EFSM 8 Structure & Responsibilities</p> <p>Please provide a structure chart and detail responsibilities of staff within the consortia with responsibility for the PDG.</p>
<p>EFSM 9 Strategic Advisers</p> <p>Strategic Advisers will be expected to have a strong knowledge of schools in the region, including understanding the associated data, to allow them to identify schools that need support to improve; build networks and identify best practice. Strategic advisers will be the point of contact for schools on effective and evidence based interventions. Please set out your expectations for the role of the adviser this year.</p> <p>Please provide an outline of where these posts sit within your structure and what support (including administrative) they will have.</p>

Any queries, please contact Nina James: Nina.James@gov.wales

Looked After Children (LAC)

As outlined above, Steve Davies, Director within the Welsh Government's Education Directorate, will shortly write to consortia with information to supplement that outlined here. We expect this letter to issue in sufficient time for you to consider the requirements ahead of submitting your support plan.

The element of the PDG that supports learners who are looked after, within the context of the school improvement agenda, is managed and administered by the regional education consortia. The financial allocation is calculated using validated data on looked after children from the previous year.

The portion of PDG funding that supports looked after children in education should be retained and used by the regional education consortia to deliver strategically targeted interventions and support on a regional basis. Flexibility has been built into the terms and conditions to enable the use of this PDG funding to support interventions aimed at former looked after children who have been adopted from care or are subject to special guardianship orders.

Within this discretion, it will be possible for consortia to develop and implement interventions which have a beneficial impact on **all** children, but the expectation is that they will have a greater potential benefit on children who are or were looked after.

The consortia must not top slice this element to sustain permanent and/or statutory roles in respect of a school's or local authority's core activity. However, in line with the Welsh Government's looked after children education plan published in January 2016, the expectation is the PDG will be used to employ a lead coordinator who is responsible for the delivery of a strategic programme of work to support looked after children, agreed by local authorities, and to ensure financial accountability.

The coordinator will work regionally, including with local authorities and directly with schools, to drive progress in improving outcomes for looked after children. They will also work with the Welsh Government, the Raising Attainment Advocate, and the consortia PDG strategic advisers at a national level.

Consortia are expected to work closely and constructively with the relevant local authorities, schools and other partners to develop effective interventions that support the improved educational outcomes of this group of learners and to ensure they reach their full potential. All proposals will need to be considered for sustainability beyond the lifetime of the grant; there should be a focus, therefore, on building lasting capacity.

Funding should not be delegated to local authorities or schools unless robust business plans are agreed that are consistent with the regional approach and contribute to the achievement of regional plans to improve the attainment of this group of learners. Creating additional layers of unnecessary bureaucracy and administration should be avoided. Consortia and partners must be able to demonstrate that a coherent regional plan has been developed and that all funding decisions are consistent with the delivery of this plan.

Consortia are expected to collate examples of good practice and effective interventions which have been funded through the grant and promote these via the online community of practice: [ExChange: Care and Education](#).

Please detail how you will discharge your responsibilities to support schools to improve outcomes for children who are looked after. Please also identify separately the action you will be taking to support children who were formerly looked after and who have been adopted.

LAC 1. Priorities

What regional priorities are you developing for managing the looked after element of the PDG?

LAC 2. Outcomes

How are you planning to support schools in improving educational outcomes for looked after and adopted children? Please set out your regional SMART objectives and explain how you intend to report the outputs and outcomes from expenditure.

LAC 3. Targets

Please provide details of the regional targets being developed to improve educational outcomes for looked after children.

LAC 4. Activity

Please provide details of the regional actions you intend to take together with any costs, time frames for delivery, intended impact and how you will evaluate the success of the action being taken.

LAC 5. Regional Planning

Please set out your arrangements for planning and delivering support to looked after and adopted children in your region and how you intend working with your local authority and other partners, including schools and the third sector on these proposals. This should include an outline of the role of the Lead Coordinator, where they sit within the structure of the Consortia and what support (including administrative) they will have access to.

Any queries, please contact Jon Jones: jonathanc.jones@gov.wales

Early Years Pupil Development Grant (EYPDG)

The consortia will receive grant funding for disadvantaged learners in nursery and reception classes in the Foundation Phase in maintained and non-maintained settings at a rate of £700 per pupil. Please outline how you will support settings to make effective use of the grant to improve outcomes for these learners.

In the **maintained sector** the grant will be paid via regional consortia but must be delegated to schools and nursery schools at a rate of 100 per cent.

For settings in the **non-maintained sector** the grant will be paid via regional consortia who will be expected to work with the local authorities and their Foundation Phase advisory teachers to direct funding to non-maintained settings based on local intelligence and a needs assessment undertaken by Foundation Phase advisory teachers.

EY 1. Planning

Please set out your arrangements for planning and delivering support to early years providers in your region and how you intend working with your local authorities and Foundation Phase Co-ordinators on these proposals.

EY 2. Strategic Targets/Outcomes

How will you ensure that early years providers address priorities for the EYPDG when planning and setting targets? In particular,

- Using sophisticated diagnostic and tracking systems to identify issues early and to tailor the support provided to the needs of individual learners
- Early speech, language development
- Early literacy and numeracy skills
- Engaging with families to help them support their children’s learning
- Working with families to help them improve children’s “readiness to learn” when they start in Reception year
- Supporting self regulation, social and emotional learning and well-being

EY 3. Partnership Working

How are you going to assist early years settings to work together, with their feeder primaries and with outside agencies and to pool resources to achieve outcomes?

EY 4. Non Maintained Settings (NMS)

Please attach a list of your NMS.

Outline how you will work with local authorities to achieve outcomes and strengthen links with NMS?

EY.5 Distribution of funding

Please provide a flowchart to illustrate how the funding is distributed to the settings.

Any queries, please contact Natalie Page: Natalie.Page@gov.wales

ANNEX 3B

Pupils eligible for free school meals who are being educated in pupil referral units (PRUs) and Education other than at school (EOTAS).

The PRU element of the PDG is issued to consortia based the number of pupils who were eFSM at the census point in 2016. This will include learners who are singly-registered in PRUs and EOTAS. **For dual registered learners, the grant will be paid to the school or setting registered as the main provider.** There will be no in-year transfer of funding. The PDG may be pooled by schools/providers to deliver interventions which can be shared.

Please provide details of the actions you intend to take, together with any costs and timeframes for delivery, and how you will evaluate the success of the actions being taken.

PRU 1: Planning

Please set out arrangements for planning and delivering support to children in PRUs and EOTAS in your region.

Please state how you intend working with your local authorities and EOTAS Co-ordinators on these proposals.

PRU 2: Support

What will you do to ensure that Challenge Advisors are aware of the particular difficulties faced by pupils in PRUs and EOTAS?

What plans have you to up-skill them if necessary?

PRU 3: Monitoring and Evaluation

How will you ensure that practitioners monitor and evaluate the effectiveness of their approaches?

What arrangements have you in place to take corrective action if these approaches are not delivering the required outcomes?

PRU 4: Target Setting

How will you make sure that realistic yet challenging targets are set for PRUs and EOTAS providers?

What evidence will you use to assure yourself that the targets are sufficiently challenging?

What support will you provide in revising these targets if necessary?

PRU 5. Distribution of funding

Please provide a flowchart illustrating how the funding is distributed to the settings.

How will you ensure that settings without delegated budgets will have appropriate access to PDG?

Any queries, please contact Gemma Wilks: gemma.wilks@gov.wales

ANNEX 3B

PDG Support Plan submitted by:

On behalf of [consortium name]

Signature

Name

Job Title

Date

Countersigned by lead director

Signature

Name

Job Title

Annex 4

<u>Secondments 2018-2019</u>	Budgeted Cost £000's	Number of Secondments
Curriculum and Assessment	135,680	3
Developing the Profession	861,536	15
Leadership	198,793	3
School Improvement	75,666	2
Strong and Inclusive Schools	38,221	1
Review and Reform	45,537	1
	1,355,432	25
Cluster Leaders of Learning	2,456,790	57
Total Budgeted Secondments	3,812,222	82