

# PWYLLGOR CRAFFU ADDYSG A PHLANT

28<sup>AIN</sup> IONAWR 2022

## YMGYSYLLTU YSGOLION

### Y Pwrpas:

Caniatáu i aelodau craffu ymgysylltu'n uniongyrchol â chymuned yr ysgol. Cael tystiolaeth uniongyrchol o effaith y pandemig ar ein disgyblion a'r broses o adfer yn ein hysgolion.

### Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Pwysau ar ysgolion yn ystod cyfnodau penodol o'r pandemig
- Effaith yn ein disgyblion a'n staff
- Arian ychwanegol a ddarparwyd
- Y cynllunio ar gyfer adferiad yng ngoleuni'r adnoddau ychwanegol
- Effaith gynnar y ddarpariaeth ychwanegol

### Y Rhesymau:

- Mae'r cyfyngiadau presennol yn golygu nad yw ymweliadau craffu ag ysgolion yn bosibl. Felly, mae'r Gwasanaethau Addysg wedi darparu strwythur newydd i ganiatáu craffu i sicrhau bod gwerthuso a gwella yn gweithio'n effeithiol.
- Bydd y sesiynau'n helpu aelodau craffu i oruchwylio ansawdd y ddarpariaeth gan yr awdurdod lleol ac, wrth wneud hynny, i gyflawni eu swyddogaethau atebolrwydd democrataidd.
- Mae aelodau craffu yn dymuno deall effaith y pandemig ar ein disgyblion mewn ysgolion.
- Darparu tystiolaeth uniongyrchol o effaith rhaglenni adfer yn ein hysgolion

Angen cyfeirio'r mater at y Cabinet / Cyngor er mwyn gwneud penderfyniad: NAC OES

YR AELOD O'R CABINET SY'N GYFRIFOL AM Y PORTFFOLIO:- Y Cynghorydd Glynog Davies

### Y Gyfarwyddiaeth:

Enw Pennaeth y  
Gwasanaeth:

Aneirin Thomas

Awdur yr Adroddiad: Aneirin  
Thomas

### Swyddi:

Pennaeth Gwasanaethau  
Addysg & Chynhwysiant

### Rhifau ffôn:

Cyfeiriadau E-bost:

arthomas@sirgar.gov.uk

**EXECUTIVE SUMMARY**  
**EDUCATION & CHILDREN SCRUTINY COMMITTEE**  
**28<sup>TH</sup> JANUARY 2022**

**SCHOOL ENGAGEMENT**

Schools across Wales were provided with a specific £31 million grant, namely the Accelerated Learning Programme. The spreadsheet attached, outlines original support provided to schools as well as very recent additional funding. The focus of this report is the 'Recruit, Recover, Raise Standards' grant, noted in the spreadsheet as RRRs money.

The school's engagement session will focus outlining how the school has effectively utilised this additional money to address the following requirements.

The expectation of the funding is to help schools meet the demands of the Recruit, Recover, Raise Standards:

**Accelerating Learning.**

During the crisis, it has become clear that many learners have not progressed as much as they might in terms of their progress in learning, some learners having been impacted more seriously than others have. This funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure. The primary purpose of the funding is therefore to enable investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and periods of school closures. All pupils are eligible for additional help, although the scope of the help needed will vary significantly depending on individual circumstances. Given that resources are limited, we will prioritise in the following way when planning the allocation of resources:

**Priority Cohorts for Support:**

The funding is to be targeted at specific cohorts identified as most at risk as follows:

1. Learners in priority year groups i.e. year 11 due to exams, and Years 7 and 1 as key transition points;
  
2. Vulnerable and disadvantaged learners as defined by a range of characteristics such as
  - Learners with LA statements of ALN;
  - Black, Asian and Minority Ethnic learners and those from Gypsy Roma & Traveller communities;
  - Learners who are eligible for free school meals; and
  - Welsh medium learners.

These specific cohorts are an indication of how heads will think about the deployment of support. The expectation of the funding is that, although the funding formula is based on specific learner cohorts, learners who are identified as in need of support are given the opportunity to engage with support where possible. It is therefore not reserved exclusively for the use of the priority groups listed above and should be used to enable access to support where needed for children who have been impacted by a wide range of aspects of the pandemic. As there will be individuals not in the priority groups who also need support, it is an important principle that Head Teachers have autonomy in deciding any further groups or individuals that they support as part of their individual school plans.

**Areas of Support to be Provided:**

**Curriculum reform remains our central priority for education in Wales. As such the foci for support under this Programme are:**

- Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate by working more effectively alone and out of school.
- Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum – for the qualifications years, this will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications.
- Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.

**DETAILED REPORT  
ATTACHED ?**

**Financial information.**

## IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **Aneirin Thomas** **Head of Education and Inclusion**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>

## CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: **Aneirin Thomas** **Head of Education and Inclusion**

**1.Local Member(s)**

N/A

**2.Community / Town Council**

N/A

**3.Relevant Partners**

N/A

**4.Staff Side Representatives and other Organisations**

N/A

<b>EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED</b>	<b>YES</b>
--	------------

**Section 100D Local Government Act, 1972 – Access to Information  
List of Background Papers used in the preparation of this report:**

**THERE ARE NONE**

<b>Title of Document</b>	<b>File Ref No.</b>	<b>Locations that the papers are available for public inspection</b>
--------------------------	---------------------	--