



Llywodraeth Cymru  
Welsh Government

[www.cymru.gov.uk](http://www.cymru.gov.uk)

# School Effectiveness Grant and Pupil Deprivation Grant 2012–2013

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

PHOTO REDACTED DUE TO  
THIRD PARTY RIGHTS OR  
OTHER LEGAL ISSUES

## Guidance

Guidance document no: 072/2012

Date of issue: May 2012

# School Effectiveness Grant and Pupil Deprivation Grant 2012–2013

<b>Audience</b>	County and County Borough Councils in Wales; Welsh Local Government Association; HM Chief Inspector of Education and Training; General Teaching Council for Wales; teaching unions; School Workload Advisory Panel; education consortia; primary, secondary and special schools in Wales.
<b>Overview</b>	This is a guidance document for schools, local authorities and education consortia in Wales on the School Effectiveness Grant and Pupil Deprivation Grant. It includes priorities for expenditure in 2012–2013, grant allocations and arrangements for claiming the grant.
<b>Action required</b>	Education consortia are required to submit spending plans to the Welsh Government by 31 May 2012.
<b>Further information</b>	Enquiries about this document should be directed to: SEG/PDG Team Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ  Tel: 029 2082 6006/6820 e-mail: <a href="mailto:SchoolEffectivenessGrant@wales.gsi.gov.uk">SchoolEffectivenessGrant@wales.gsi.gov.uk</a>
<b>Additional copies</b>	This document can be accessed from the Welsh Government's website at <a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a>

# Contents

Context	1
Background to the School Effectiveness Grant and Pupil Deprivation Grant	3
The Three National Priorities for Schools	5
The relationship between SEG and Welsh in Education Grant funding	10
Administrative arrangements	11
Outputs and outcomes	16
Annex A: Allocations table	19
Annex B: Spending plan form	20

## Context

Since devolution, examination results in Wales at GCSE level and A-level have shown an encouraging rise in standards. Far fewer young people leave school without a qualification. The number of adults with level 2 or level 3 qualifications is increasing. We have achieved more modern apprenticeships. Estyn's 2010-11 annual report confirmed that our innovative Foundation Phase is making a real difference to pupil confidence and creativity. However, that report also re-confirmed that there remains much to be done to improve education more generally in Wales.

Whilst examination and teacher assessment results continue to improve year-on-year, the rate of progress is not as quick as the other home countries. Key indicators, such as the level 2 threshold including English or Welsh and mathematics are improving too slowly.

Despite achieving some progress in improving literacy, Wales still has problems with low level literacy. A survey undertaken by Estyn this year showed that 20% of pupils enter secondary school with a reading age below nine years and six months, which is generally considered the level of functional literacy.

Performance in four fifths of primary schools and two thirds of secondary schools inspected is good. However Estyn identified around 25% of schools as needed follow up visits, including 5% that are causing serious concern. A further 20% gained largely 'good' inspection judgements but have one or more important areas needing improvement.

Estyn's findings are consistent with the PISA 2009 results for Wales which were poor both in terms of comparison to prior performance, to other UK nations and internationally. Linked with other evidence it is clear that educational standards in Wales are not as good as they could, or should be; the system is failing to consistently deliver good outcomes for our young people.

We also know that children and young people from disadvantaged backgrounds consistently perform worse than their peers, across all four Key Stages. Critically, this underperformance is most evident at Key Stage 4 when young people are preparing to enter work or further education. It is unacceptable that the rate of improvement for pupils eligible for free school meals is not keeping pace with other improvements.

On 2 February 2011 the Minister for Education and Skills set out a 20 point action plan to address the underperformance in the education system. Following the Assembly elections last May, the Welsh Government has been given a clear mandate for its programme of improvement and change by the Welsh electorate – with the actions set out by the Minister in February 2011 forming the basis for the education elements of the Programme of Government published in September 2011.

The overarching priority for schools is raising standards. We have identified three main issues that we need to tackle. These are: literacy, numeracy and reducing the impact that deprivation and poverty have on educational attainment. This means a

strong focus on learning, accountability, collaboration and maximising the potential of the teaching workforce.

Literacy and numeracy are fundamental skills, of significant importance. These skills are not at the level that they need to be. As part of our raising standards strategy there is a strong focus on literacy and numeracy, so that young people have the basic skills able to take full advantage of the breadth of the curriculum and reach their full potential. While poverty can be a major barrier to achievement in education, it is vital that schools and all public services embrace their wider mission to tackle the barriers to learning, that they set consistent, high standards for all regardless of background; and that they work effectively across organisations to address learners' needs. However, this universal improvement should not be at the expense of increasing levels of underlying disadvantage within the education system for our most deprived young people.

Underpinning our focus on literacy, the Minister announced that as part of our National Literacy Plan, we would introduce a consistent national reading test across Wales. The National Reading Test will be implemented on a statutory basis from September 2012 for first sitting in May 2013. All pupils in Year 2 to Year 9 will be required to sit the reading test. As an interim step, local authorities across Wales have agreed to introduce reading tests this summer on a voluntary basis.

# **Background to the School Effectiveness Grant and Pupil Deprivation Grant**

The School Effectiveness Grant was established in 2011. It drew together a number of grant streams in order to reduce the number of separate grants available to schools and local authorities thus reducing the administrative burden. Its overarching aim is to provide focused support for the Welsh Government's three national priorities.

The creation of the Pupil Deprivation Grant reinforces the Welsh Government's intention to reduce the impact of poverty on educational attainment. By creating a distinct grant to support this priority, we expect local authorities to place greater emphasis on mitigating the effects that poverty has on educational attainment. Application of these funds towards whole school improvements that intend to benefit pupils from a deprived background would be admissible in addition to directly targeted programmes.

Whilst the PDG is a separate and new grant it must exist hand in glove with SEG – for this reason LA/consortia processes for this grant must be tied to their SEG arrangements.

## **Key Principles**

The School Effectiveness and Pupil Deprivation Grants are the principal means of support for the Welsh Government's three national priorities for schools:

- improving standards in literacy;
- improving standards in numeracy;
- reducing the impact of poverty on educational attainment.

Schools, local authorities and consortia should use the funding provided by the grants to improve outcomes for learners in respect of all three priorities for schools.

Within these three national priorities, in deciding on how the SEG and PDG are to be spent we expect schools and LA/consortia to pay particular attention to achieving:

- Improvements in the teaching of literacy and numeracy through buddying, mentoring schemes and similar proven schemes – so that teachers with outstanding skills in literacy and numeracy teaching are able to support other teachers and schools.
- An increase in the provision of catch up support for pupils falling behind in literacy and numeracy, so that all children make progress and every child has a strong grasp of the basics.
- Investing in the skills and abilities of our teachers through continuing professional development linked to school improvement priorities and based on development objectives identified through the new performance management process.

- Managing effective support packages for those having additional learning needs or specific learning difficulties should be integral to activity in the three areas outlined above; all children have an entitlement to acquiring literacy and numeracy skills. The Government will shortly be publishing for consultation its proposals for reform of the additional learning needs framework and in future years the SEG will be an important source of funding for related staff development.

The SEG provides funding to improve standards in literacy, numeracy and reduce the impact of poverty on educational achievement in all schools, which includes support for Welsh-medium activities in Welsh-medium schools (see The Relationship between SEG and Welsh in Education Grant funding, page 13 for further details).

# The Three National Priorities for Schools

## Improving standards in literacy

Literacy is the key to learning. Raising literacy levels across the age and ability ranges is essential to improving the educational attainment of children and young people in all areas of the curriculum. It is imperative that, from the earliest stages of the Foundation Phase, schools design learning activities that will develop strong foundations on which learners can build good oracy, reading and writing skills. The experiential learning employed in the Foundation Phase has to embrace that principle. Indeed, schools need to continue to develop and reinforce literacy skills at every stage of learning. In areas of high deprivation, this will build on the support provided to children and families through Flying Start – and should form part of fully integrated interventions and support for the most disadvantaged families.

Young people need to be literate before they leave primary school so that, when they enter secondary school, they are able to access the wider curriculum and participate fully in learning. Literacy skills focus on the need to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in turn: fluently, cogently and persuasively.

The National Literacy Programme, through the implementation of National Reading Tests, the National Literacy and Numeracy Framework and appropriate monitoring and support initiatives for schools and pupils, will focus on ensuring that all teachers, regardless of specialism, are teachers of literacy and all children are able to master the skills of literacy. The National Literacy and Numeracy Framework will be made available on a voluntary basis from September 2012.

The grant funding should support the national programme of work designed to raise literacy levels across the ability range, focusing particularly on those between 5 and 14 years of age. Schools that have benefited from the grant should be able to demonstrate that they have improved pupils' learning and well-being by:

- Using outstanding teachers of literacy, to be released from part of their teaching commitments on a regular basis, to model best practice, support PLCs and partner other teachers and schools with low expertise in literacy. A sensible proportion of time for their release will need to be agreed with stakeholders so as not to impact adversely on their own classrooms. It is envisaged that no more than 40% of their time will be used to support other teachers/schools and that it will take a number of years to identify, train and employ the full quota of teachers needed.
- Providing appropriate catch up provision so that all children make progress in literacy and that all children (for whom it is appropriate) are able to master the basics. By Academic Year 2012-13, the Welsh Government will provide guidance on catch up programmes that research has shown are most effective in helping children catch up and make progress. We hope that schools will look to implement this guidance. We will work with partners to ensure that, as a result of this guidance, the amount and



quality of catch up provision available for children falling behind in literacy and numeracy will be increased.

- Enabling classroom teachers and schools to work in partnership with other organisations to support literacy in the classroom and to develop strategies to counter disaffection and underachievement. Schools in disadvantaged areas are strongly encouraged to work with local Communities First provision to support families in their communities.
- Developing professional learning communities with a focus on sharing good practice in improving the teaching of reading and other literacy skills.
- Improving the quality and consistency of teacher assessment and the formative use of reading tests to measure and track pupils' progress, including in particular those with specific learning difficulties and the more able and talented.
- Supporting the continuing professional development of teachers through action research based literacy training linked to accreditation, and including attendance at literacy seminars and other similar events.

### **Improving standards in numeracy**

Raising numeracy levels across the age and ability ranges is essential to improving the educational attainment of children and young people in mathematics and science and a number of other curriculum areas. As with literacy, these skills must be robustly introduced and developed from the Foundation Phase. Well-developed numeracy skills are essential if young people are to excel in the STEM subjects: Science, Technology, Engineering and Mathematics. This can only be achieved if children develop a strong base in numeracy from an early age. We need to ensure that every teacher has the skills to teach numeracy effectively, regardless of subject specialism. Teachers need to reinforce numeracy skills in secondary schools.

Numeracy skills focus on the need to use and understand numbers when measuring or gathering information, to calculate using the number system and a variety of methods, and to interpret and present findings using words and graphical representations to compare and present data.

The National Literacy and Numeracy Framework will set out expectations for the numeracy skills that learners should be able to use at the end of each year. This will be available on a voluntary basis from September 2012. This expectation framework will work alongside annual numeracy tests as part of a National Numeracy Programme which, in a similar vein to the National Literacy Programme, will focus on developing the numeracy skills of all our learners. A National Numeracy Programme is currently in development, for publication in the 2012-13 academic year.

Schools that have benefited from the grant should be able to demonstrate that they have improved pupils' learning and well-being by:

- using outstanding teachers of numeracy, to be released from part of their teaching commitments on a regular basis, to model best practice, support Professional Learning Communities (PLCs) and partner other teachers

and schools with low expertise in teaching numeracy. A sensible proportion of time for their release will need to be agreed with stakeholders so as not to impact adversely on their own classrooms. It is envisaged that no more than 40% of their time will be used to support other teachers/schools and that it will take a number of years to identify, train and employ the full quota of teachers needed;

- providing appropriate catch up provision so that all children make progress in numeracy and that all children (for whom it is appropriate) are able to master the basics. By Academic Year 2012-13, the Welsh Government will provide guidance on catch up programmes that research has shown are most effective in helping children catch up and make progress. We hope that schools will look to implement this guidance. We will work with partners to ensure that, as a result of this guidance, the amount and quality of catch up provision available for children falling behind in literacy and numeracy will be increased;
- enabling classroom teachers and schools to work in partnership with other organisations to support numeracy in the classroom and to develop strategies to counter disaffection and underachievement. Schools in disadvantaged areas are strongly encouraged to work with local Communities First provision to support families in their communities;
- developing professional learning communities with a focus on sharing good practice in the recall of basic number facts and their application in real-life contexts; strategies to develop mental and written calculation skills; and the use of numeracy skills across the curriculum;
- Improving the quality and consistency of teacher assessment and the formative use of numeracy assessments to measure and track pupils progress, including in particular those with specific learning difficulties and the more able and talented; or
- supporting the continuing professional development of teachers through action research based numeracy training linked to accreditation including attendance at numeracy seminars and other similar events.

### **Reducing the impact of poverty on educational achievement**

Schools and Local Authorities have a critical role to play in supporting children and young people living in low income families, tackling the link between poverty and educational attainment, and improving the educational outcomes of those pupils eligible for Free School Meals. The Welsh Government has given high priority to tackling poverty and using all available levers to deliver better outcomes for low income families. This is reflected in the soon to be published Tackling Poverty Action Plan.

In the context of work being delivered by schools through the SEG and Pupil Deprivation Grant, the realignment of the Communities First Programme (as a key tackling poverty programme) will be particularly relevant for schools in areas of high deprivation.

Poverty and deprivation bring real challenges for schools. It is a Welsh Government priority to reduce the impact of poverty on educational attainment. Effective delivery of the curriculum, especially ensuring learners meet literacy and numeracy targets, is the most important contribution schools make towards this agenda. Across Wales there are many examples of schools whose pupils come from areas of high deprivation and who make excellent progress and achieve high levels of attainment. These schools have many things in common: they put in place strong whole-school systems for pupil tracking and develop effective formative assessment processes to ensure differentiated pupil targets set to ensure appropriate pace and progression for all pupils regardless of background. When learning assessment is supported by effective wellbeing policies and interventions schools can provide targeted support to support pupils' needs and help remove or reduce barriers to learning. Schools can enhance learning outcomes through strengthening parents' engagement with the school and supporting the development of effective home learning environments. In tackling disadvantage schools need to work effectively with other local agencies.

Pupil deprivation grant funding should support schools raising standards across the whole school and narrowing the attainment gap, eg end of key stage results for pupils in receipt of free school meals, by:

- supporting the development of disadvantaged learners through curriculum content and delivery, with a particular focus on literacy and numeracy as outlined above;
- putting in place effective pupil tracking systems for attainment and wellbeing to help ensure learners progress regardless of their background;
- establishing or strengthening professional learning communities that enable the school to engage with other statutory and voluntary agencies to gain a clearer understanding of young people's needs and how to address them;
- Supporting and improving the levels of family engagement and the capacity of parents to support their children's learning;
- using community resources more effectively to support the particular needs of learners in local communities, especially in areas of high socio economic disadvantage where the Communities First Programme and schools are strongly encouraged to work closely together to maximise available resources; or
- strengthening engagement with parents and carers to promote more effective home learning.

### **Children educated in settings other than at school**

Consortia must include in their spending plans detail of how the needs of pupils educated in settings other than at school will be taken account of.

We are aware that this is by its nature a mobile population and therefore would not wish to specify support levels. However, the 2011 data shows 336 pupils of compulsory school age being educated in settings other than at school. The three national priorities for school apply equally to children educated outside of the school setting.

## **The relationship between SEG and Welsh in Education Grant funding**

The Welsh Government's Welsh in Education Grant (WEG) provides funding to support activities aimed at achieving the outcomes and targets of the Welsh-medium Education Strategy. This includes activities in Welsh-medium schools and activities to support the improvement of Welsh-language teaching in English-medium schools.

The SEG provides funding to improve standards in literacy, numeracy and reduce the impact of poverty on educational achievement in all schools, which includes support for Welsh-medium activities in Welsh-medium schools. WEG funding should therefore be used to supplement rather than replace SEG funding for activities in support of these priorities in Welsh-medium settings. **It is the local authority's responsibility to ensure that the same activity is not double funded from these grants.**

## Administrative arrangements

### Expenditure supported

The Welsh Government has announced a grant allocation of £32.6m (gross) for the School Effectiveness Grant for 2012-13. The Pupil Deprivation Grant has been allocated £32.4m for 2012-13.

### Period of Grant

The period for both grants runs from April 2012 to March 2013.

Both grants will be available in future with indicative allocations included in published plans for future years. Consortia, authorities and schools should therefore plan on the basis that these grants will be available in this form for three years with the changes to allocations occurring only as a result of changes to underlying data which impact on formula allocations.

### Match-funding

Local authorities are required to match fund the School Effectiveness Grant from their own resources. Match-funding levels remain (as a minimum) as in the 2011-12 grant circular for the School Effectiveness Grant.

### Spending plans

Education consortia should submit their spending plans, outlining how both the School Effectiveness Grant and Pupil Deprivation Grant will be spent, using the form at Annex B. Plans should be sent to the Welsh Government by 30 April 2012.

In developing their plans school, local authorities and consortia will need to ensure that they are:

- **strategic** insofar as all activity will support both the aims and vision set out in the grant guidance and the relevant local authority or consortium strategy that is based on them;
- **developmental** in that all activity is designed to enhance the capacity of schools to deliver an effective education that addresses the individual needs of all learners and the communities that those schools serve;
- **collaborative** in that all activity involves schools working together on well-focused, joint initiatives that promote mutual professional learning and increase schools capacity for effectiveness;
- **evaluative** in that groups of schools will agree desired outcomes (targets for improved attainment and inclusion), establish processes for assessing success in achieving those outcomes and make available to others the lessons learned; and

- **sustainable** in that new ways of working and successful practice can be embedded in a systematic approach to teaching and learning in each school and cluster in the future which provides staff with the skills and knowledge necessary to sustain improvements rather than continuing to require additional funding.

Consortia should also agree with their schools, local authorities and Welsh Government officials a set of outputs and outcomes which will clearly demonstrate the impact the grant has made.

The Welsh Government will publish approved spending plans on its website at [www.wales.gov.uk](http://www.wales.gov.uk).

### **Programme administration costs**

Education consortia may retain centrally up to (but no more than) **4%** of their total grant allocation from the School Effectiveness Grant (only) to support the development and management of the programmes supported by both grants. Consortia may use this element of the funding to increase their capacity, and that of their local authorities, to support and challenge their schools in respect of the grants.

### **Delegating funding to schools**

#### ***Pupil Deprivation Grant***

The Pupil Deprivation Grant will be delegated to schools in its entirety.

Schools are encouraged to operate in clusters or groups and to pool resources to ensure greater effectiveness and better value for money. This is particularly relevant in view of the relative small grant allocations that will go to schools with small numbers of free school meal pupils. Each cluster would be responsible for overseeing the successful implementation of local, regional and national strategies and ensuring that all activities had a significant evaluative and developmental dimension. This would be supported by the local authority/consortium. We would assume that in many cases, schools would operate on the basis of natural clusters feeding a common secondary school. However, schools and their local authorities or regional consortia could agree alternative groupings to serve local needs or particular situations. In areas of high socio economic disadvantage, schools developing a community focused approach should work closely with the local Communities First Cluster. Innovative and imaginative proposals to work closely with communities in these areas – to jointly improve outcomes for disadvantaged pupils – may be able to attract additional funding through the Communities First Programme, to support this work.

#### ***School Effectiveness Grant***

Education consortia and local authorities must involve schools closely in the implementation of grant funded activities. Consortia and authorities should consult with their School Budget Forum on their proposed approach to delegating the School Effectiveness Grant to schools.

The Welsh Government expects **at least 75%** of the total grant allocation for the School Effectiveness Grant to be delegated directly to school budgets. The figure expected of each consortium is given in the table at Annex A.

The delegation of funding to schools is conditional. Where funding is delegated to schools under these arrangements, schools have to demonstrate, through the local authority, that they are effectively carrying out the responsibility given to them under the programme. The local authority, with its schools, should establish appropriate cost-effective arrangements for doing this. These arrangements should ensure that schools are accountable for using grant funding effectively and efficiently to support activity that clearly promote and are focussed on the national priorities set out in this grant guidance.

### **Accountability of Grants**

Appropriate accountability structures are critical those structures must be proportionate and, wherever possible, add value to grant activity, rather than absorb valuable resources. In particular, local authorities should ensure that their schools work in collaboration to:

- produce a costed annual programme of collaborative, evaluative, developmental activities that clearly support the local authority's overall strategy for the use of the grant funding;
- plan and realise objectives identified in local authority strategies, Children and Young People Partnership Plans and each school's development plan;
- feature school and professional development activity systematically in annual development plans, taking account of data made available in Estyn's annual report on standards in schools in Wales and information provided by the Welsh Government on the comparative achievements of 7, 11 and 14 year olds in their National Curriculum Assessments as presented in All Wales Core Data Sets and through national and regional publications;
- take action in respect of as many of the bullet points as possible set out under the three national priorities that provide the focus of the grant, given local circumstances and needs;
- monitor programme delivery and expenditure against budget;
- make available copies of the annual programmes for examination by school inspectors, the Wales Audit Office and local authority staff;
- provide local authorities with information required for programme monitoring and evaluation returns to the Welsh Government; and
- ensure that any likely under spend is surrendered to the local authority as soon as possible, so that it can be put to good use elsewhere.

Local authorities may withdraw delegated funds, in whole or in part, from schools who fail to comply with the above requirements.



The School Standards Unit will, as part of their regional stock takes, assess the use and impact of the grants.

## **Allocations**

Allocations by education consortia are set out at Annex A.

The Pupil Deprivation Grant will be allocated to each school on the basis of the number of pupils eligible for Free School Meals at each school, based on 2011 PLASC data (updated in autumn 2011). NB. Whilst funding is allocated according to individual pupils there is **NO** requirement on schools to match spend levels to individual children.

The School Effectiveness Grant will be distributed to Local Authorities on the basis of the actual number of pupils aged 5-15 in each authority (60%) the number of pupils aged 5-15 eligible for FSM (20%) and the number of schools in each authority (20%).

These allocations have been agreed in consultation with ADEW and the WLGA.

## **Staff costs**

Schools should not use either grant to sustain permanent posts in respect of a school's core activity.

However, there are circumstances where schools, local authorities and education consortia may use grant funding to support staff costs. The funding of staff costs is permissible only where the member of staff is undertaking activities that clearly and specifically accord with the aims and focus of the grants.

As stated earlier, use of this funding should clearly support the strategic, developmental, evaluative, collaborative and sustainable principles underpinning the grants.

## **ICT procurement**

Consortia, local authorities and their schools should not use the School Effectiveness Grant or the Pupil Deprivation Grant to support the procurement of ICT infrastructure or connectivity costs.

In line with the collaborative ethos of the grant, schools, authorities and consortia are encouraged to consider a more cohesive approach to ICT procurement, rather than ad hoc purchases by schools, as these can lead to increased support costs if the equipment purchased is not compatible with local systems.

However, we recognise the impact that certain technologies can have on the areas of focus for the grants on behavioural change and teaching strategies aimed at improving standards so where hardware purchase meets the focus of the grants and does not cut across existing ICT strategies it will be admissible expenditure.

## **Payment of grant**

Claims for both grants will be payable in two instalments. If the Welsh Government is not satisfied that a local authority has, or will, use the funding solely for the approved purposes or that a local authority is not fulfilling any of the other terms and conditions of the grants, the Welsh Government may withhold payment of either instalment.

The Welsh Government will issue a claim form for payment of the first instalment in December 2012. In making a claim on this form, the local authority will have to disclose the actual eligible expenditure under each grant in the period covered, and the estimated out-turn for the next period. It is important to ensure that all grant resources are used in a timely and effective way. The Welsh Government will scrutinise the claim forms submitted by local authorities and will require clarification from them of any issues that appear likely to affect overall spending figures for the year.

The Welsh Government requires local authorities and schools to secure effective targeting and value for money for the expenditure incurred. They should establish cost-effective planning, monitoring and evaluation arrangements for this purpose, taking account of the Wales Programme for Improvement and other requirements.

Grant expenditure will be subject to external audit certification. The Welsh Government will confirm the deadline for submitting the audited claim form in spring 2013. However, grant will be paid in full on the basis of the estimated claims submitted in March 2013.

Grant claims must be submitted promptly by the stated deadline. We shall reserve the right to withhold payment of any late claims, which must in all instances be accompanied by an explanatory letter from the Chief Education Officer or equivalent.

The Welsh Government reserves the right at any time to recover the grants, in whole or in part, to the extent that they are not used for an eligible purpose or if the Welsh Government considers that any other terms or conditions of the grants are not being fulfilled.

If local authorities are experiencing difficulties that will affect claims for payment, they should contact the Welsh Government at the earliest opportunity.

## **In-year changes**

The Welsh Government reserves the right to change the requirements in this and any other part of this guidance. Any changes will take effect 28 calendar days after the date on which local authorities are notified.

The full terms and conditions of grants will accompany the grant offer letter and any grant awarded should be used only for the purposes approved in the letter making offer of grants.

## Outputs and outcomes

### Outputs for year 1

**Literacy and Numeracy** – We expect each Consortium to plan how they will ensure outstanding teachers of literacy and numeracy will be identified, trained and deployed as role models and mentors for teachers with low expertise. The plan will need to show outputs for year 1 as follows:

- Identification criteria for outstanding teachers.
- How many of these teachers have been identified.
- How much support has been identified as needed for that Consortium in 2012-13, using 2010-11 as a baseline.
- How many teachers have received support.
- How many associate staff/learning support assistants have received support.
- How many schools have received support.
- How much support has been delivered (time).
- Monitoring and evaluation data to tell us whether this deployment of outstanding teachers has resulted in improved literacy and numeracy.

We expect each Consortium to plan how they will ensure that learners needing catch up support are identified (e.g. using National Reading tests or National Literacy and Numeracy Framework) and how support programmes (as approved by the Welsh Government) will be implemented. The plan will need to show outputs for year 1 as follows:

- The proportion of pupils not reaching age expectations in the reading and number tests have received catch up support.
- How many teachers and LSAs have been trained and deployed to implement each catch up programmes.
- Details of what catch up support has been provided – name of programme, number of hours of contact, whether one to one or small group, evidence of effectiveness.
- The number of learners supported in relation to the whole school cohort.
- Monitoring and evaluation data to tell us whether this deployment of outstanding teachers has resulted in improved literacy and numeracy. We would expect information such as the name of the programme, how delivered (i.e. one to one or small group), evaluation of effectiveness, etc.

**Continuing professional development (CPD)** – We expect each Consortium to demonstrate how they will ensure that the funding allocated to them will be used to support their priorities for school improvement in schools across their area including provision for promoting and developing effective leadership in schools.

We are keen to encourage a cultural change in approach to CPD away from investment in “one off” courses for individuals and towards more effective forms of CPD. These include techniques such coaching and mentoring by the most effective practitioners; action based enquiry methods such professional learning communities; provision to promote progressive development of leadership skills and behaviours; and high quality accredited practical programmes and/or modules such as the Masters in Educational Practice to be launched in September 2012, within which it is proposed to include an Additional Learning Needs module. Where new schemes or programmes are to be adopted they should have been soundly evaluated to demonstrate that they can apply systematically to improve learner outcomes. All changes to practice resulting from CPD activities should be based on a clear analysis of data and evidence to demonstrate the impact of the professional development on the practice of the teacher and so the outcomes of the learners.

New Performance Management arrangements set out in revised Appraisal regulations came into force on 1 January 2012. These regulations give the local authority a direct role in the performance management of the Head teacher. They also enable a link to be made between individual head teacher and teacher objectives and the school’s improvement priorities. As part of the objective setting process each teacher will discuss the development or support that they need to achieve their objectives to improve learner outcomes with their line manager and record this in a Practice Review and Development Record.

The development and support elements of the Practice Review and Development Record will then be made available to the individual in the school who is responsible for planning and managing CPD so that they can make informed judgements about the best way to invest the school’s resources to meet the needs. This creates a clear line of sight from the school’s improvement priorities to the investment of the schools resources in CPD to improve learner outcomes. We suggest that the school’s plans for investment in CPD would form one of the elements of discussion in the Consortia School Improvement visits with the Head teacher and Governors.

In year one, as the new performance management system is adopted in schools, Consortia Plans need to describe the mechanisms they will use for quality assuring the school’s plans for investing their funding in CPD against the school improvement targets. They will also need to describe the ways they will support their schools to deliver the needs for CPD through the wider Consortium resources.

**Additional Learning Needs** – We expect each Consortium to plan how they are preparing for ALN reform and education of looked after children. The plan will need to show outputs for year 1 as follows:

- Evidence of pupils’ progress and support provided – number of hours of contact, whether one to one or small group, including in particular external expertise brought in.
- Evidence where funding from the School Effectiveness Grant and from the Pupil Deprivation Grant is used where appropriate to support looked-after children to reach their potential according to the circumstances of each individual child.

- Financial audit returns will include a separate statement on the funding used to enable local authorities to fulfil their duty under the provisions made in the Children Act 1989 (Higher Education Bursary) (Wales) Regulations 2011.
- Consortia reporting must include predicted and actual outcomes for looked-after children and the activities implemented to raise the attainment levels of all looked after children residing in the local consortia area.

### **Outcomes for years 2 and 3**

In years 2 and 3 we expect to start to see the impact of the above activity.

- The key impact is that we will see evidence that all learners, and those aged between 5 and 14 in particular, show improvement in literacy and numeracy. This will be evidenced by reading test results, numeracy test results and formative teachers' assessments.
- We will see measurable improvements in teacher performance in literacy and numeracy as evidence by portfolios, performance management systems and school development plans.
- Teachers will be more able to 'get it right first time' enabling them to maintain and increase literacy and numeracy levels, but with a decreasing demand on catch up support as sharing of practice between outstanding teachers becomes more embedded. We expect to see evidence of this practice being shared.

**CPD** – Building on the quality assurance system put in place in year one, in years two and three we would wish to see the Consortia evaluating the effectiveness of the individual school's investment in CPD against its impact on learner outcomes and achievement of the school's improvement targets.

Amalgamation of this information at Consortia level would provide a sound basis for reporting the impact of investment in CPD against learner outcomes, and for refining the Consortium strategy for supporting their schools to use their CPD resources effectively.

**ALN** – the above developments should mean that learners who have an additional learning need will have it met earlier with planned interventions and support. This approach will be consistent with changes to be proposed via the ALN reform agenda, which will relate to identification, assessment, planning, delivery, quality assurance and resource management.

## Annex A: Allocation table

<b>Consortium</b>	<b>School Effectiveness Grant (gross)</b>	<b>Pupil Deprivation Grant</b>	<b>Total</b>	<b>Minimum amount of SEG to be delegated to schools</b>
North Wales	7,374,385	6,158,250	13,532,635	5,530,789
SWAMWAC	9,440,782	8,544,150	17,984,932	7,080,587
Central South	9,615,114	10,895,400	20,510,514	7,211,336
South East	6,219,874	6,835,050	13,054,924	4,664,906
<b>Total</b>	<b>32,650,155</b>	<b>32,432,850</b>	<b>65,083,005</b>	<b>24,487,618</b>

## Annex B: Spending plan form

Q1. How do you intend to spend the grants? Please provide a costed plan based on how much support has been identified as needed in 2012-13.

Q2. In addition to the three national priorities and the School Effectiveness Framework, please list the local and national strategies that your proposed use of the grants will support.

Q3. Please give a detailed list of activities that the grant will support, including the methodology to identify, train and deploy outstanding teachers of literacy and numeracy as role models.

Q4. Referring to the list set out in response to Q3, please state how each of those activities specified meets the underpinning principles of the grants, and the outcome measures for each.

Activity Supported	Collaborative	Developmental	Strategic	Evaluative	Sustainable	Outcome measures

Q5. Please supply target outputs (as specified on page 20-22) to support this spending plan.

Outputs	Targets	Projected (to be completed by Dec 2012)	Actual (to be completed March 2013)

Q6. Please set out in detail (including costs) how those schools in bands 4 and 5, who are in receipt of an additional £10,000, will support groups of underperforming pupils. Your response should also include:

- a summary of action at the consortia level;
- the number of pupils targeted;
- targets for the year group eg the percentage of pupils reaching the Level 2 threshold, including English/Welsh and mathematics;
- how the action undertaken is sustainable;
- a copy of the detailed plan the school has submitted to the LA and consortium for the use of this funding, using the template supplied.

At the end of the grant period (31st March 2013) schools and consortia will need to provide an evaluative report on the activities supported by the grant which must include a clear statement of the main lessons learned and outcomes which have improved. A further report is required in Autumn 2013, to include commentary on the school's performance in meeting the targets set out in the school's spending plan.



**INDIVIDUAL SCHOOL ACTION PLAN FOR USE OF THE GRANT FOR BAND 4 AND 5 SCHOOLS TO IMPROVE PERFORMANCE ON LEVEL 2 THRESHOLD INCLUDING ENGLISH AND MATHEMATICS AND AVERAGE CAPPED POINTS SCORE**

<b>School name</b>		<b>Consortium Link Officer:</b>			
<b>Baseline data for 2012-13 Year 11 cohort</b>	<b>Actions/ Interventions with date</b>	<b>Resource to be deployed</b>	<b>Anticipated impact with timeline</b>	<b>2013 Target for L2 E/W and Maths and predicted change in Average Capped Points Score</b>	<b>Impact on FSM/ non FSM gap</b>

--	--	--	--	--	--

Total Cost of Support: £10,000