

Resources and GwE Scope

GwE have implemented their cumulative £206,485 budget cut this year and reported the consequent balanced budget to the Joint Committee in September.

As yet, we haven't had an indication of what the forthcoming financial year might bring, to model potential impact and effect. The cuts GwE have implemented have all been in the primary sector and at senior leadership level. In this academic year, we have reduced the primary team by 1.4 FTE and not replaced an Assistant Director post.

The secondary sector is still the priority, with much work still needing to be done across the LAs. We have two significant resource pressures, namely:

- Local Authority inspections – 47 days per inspection; and
- WG Reform Journey and the increase in the need to micro manage grant spend and report on impact.

Below is the scope of the core budget work at school and LA level then followed by a table showing Welsh Government requirements to deliver and report against their grant streams.

SCHOOL IMPROVEMENT PROGRAMMES AND ACTIVITIES

Prime mission and purpose is to support school improvement by:

- providing support and challenge for schools to improve learner outcomes
- coordinating and facilitating the professional development of the workforce
- improving leadership capacity to develop a self-improving system.

Working with schools:

All schools have a Link Supporting Improvement Adviser.

Checking and validating the quality of strategic documents and providing support where improvements are required.

Supporting scrutiny, observation and evaluation activities in schools and assisting in validating judgements.

Supporting the work of identifying main priorities for action and the specific steps required to drive improvements.

Pre and post inspection guidance and support for schools.

Preparing and delivering a specific 'Support Plan' for every secondary school.

Providing access to assessment and progress tracking tools and to intervention programmes.

Providing access to the G6 information management system.

Providing guidance and support on the national reform journey.

Providing guidance and assistance to respond to the Curriculum for Wales requirements.

Facilitating and supporting pathfinder Peer Engagement projects.

Delivering professional development programmes that offer a learning pathway for leadership:

- development programmes for middle leaders
- aspiring leaders programme
- post-16 leaders programme
- aspiring head teachers programme
- development programme for experienced head teachers

- ‘*excellence and innovation*’ programme for HTs
- small school and federal school leaders’ programme
- NPQH

Delivering professional development programmes that offer a learning path for Teaching Assistants:

- induction programme
- programme for more experienced practitioners
- programme for Teaching Assistant leaders
- programme for Higher Level Teaching Assistants

Providing induction training for new teachers [NQT].

Arranging and coordinating networks to support leaders in schools:

- Secondary Deputy Heads Network
- Curriculum Co-ordinators’ Network
- MAT Co-ordinators’ Network
- 16+ Leaders’ Network
- 16+ Subject Network
- Welsh Network [KS3/KS4/KS5]
- English Network [KS3/KS4/KS5]
- Mathematics Network [KS3/KS4/KS5]
- Science Network [KS3/KS4/KS5]
- Literacy and Numeracy Co-ordinators’ Network

Providing training programmes on specific aspects of work in the Foundation Phase and KS2.

Providing subject based training programmes in KS3, KS4 and KS5.

Providing specific support for new Heads of Department in core subjects.

Providing access to specific programmes to improve the quality of teaching and learning e.g. OLEVI ITP and OTP.

Leading a regional action research project with Shirley Clarke to improve teaching and learning.

Providing support materials for teaching and learning and supporting schools to use them appropriately.

Collaborate with departments and individuals to jointly plan, co-present and model good practice.

Providing access to wellbeing support programmes:

- Nurturing
- Dealing with attachment difficulties and trauma in education
- Talking and drawing therapy
- Grief and bereavement
- Disclosure for schools

Supporting primary/secondary cluster collaboration.

Supporting standardisation and moderation in KS2/KS3.

Disseminating information and facilitating access to good practice.

Contributing to cluster/county training days as requested.

Working with the Authority:

All authorities have a link Core Lead.

Producing annual analyses of school performance.

Conducting risk based monitoring visits to all schools and reporting on findings.

Categorising schools in accordance with the requirements of the national model.

Preparing the authority's pre-inspection reports when schools are inspected.

Presenting regular progress reports to senior leaders in the Authority and attending the monthly Quality Standards Board meetings.

Preparing reports and attending the Authority's scrutiny meetings.

Contributing to the Head of Education's annual report.

Contributing to the Authority's governor training programme.

Preparing relevant evidence and attending the Authority's termly meetings with Estyn.

Contributing to the Authority's preparations for inspection.

Contributing to the processes of appointing senior leaders in schools [and middle leaders as required].

Representing the Authority at Head teachers' Performance Management meetings.

Attending the Authority's strategic meetings for head teachers to offer guidance and support on specific areas and aspects

Work with the Authorities to develop the use of Welsh.

WELSH GOVERNMENT GRANTS 2019-2020

GwE administer & deliver the regional education grants from WG. During 2019/20 the following grants have been awarded to the region:

Grant Name	Requirements
Regional Consortia School Improvement Grant	
Digital and Curriculum Pioneer Schools	The funding supports the engagement of Digital & Curriculum Pioneer schools.
Core Consortia Support for Design and Development of the new curriculum	The Funding supports the preparation of pioneer schools and all schools and consortia to work with the new curriculum from 2022, ensuring all schools have experience of curriculum and assessment arrangements and are involved in the development process. By 30 September 2019, as a condition of this element of the funding, progress on the readiness of schools is required. This includes in particular the percentage of schools within the region to have benefited from additional direct investment in preparation for the new curriculum.
Assessment for Learning (AfL)	This funding must be used to support: <ul style="list-style-type: none"> • Delivery of the National Training Programme; and • Further development of the National Training Programme for AfL. The intended outcome is improved classroom practice with assessment for learning practices consistently embedded in pedagogy leading to improvements in learner attainment. You will agree with our policy lead to report Information on activities supported by the funding and any evidence of impact.
Welsh Language Use Framework Inc. Welsh Language Charter (Welsh medium schools)	The Funding supports the preparation of the workforce to deliver a transformational approach to the learning, teaching and assessment of the Welsh language and the implementation of the <i>Welsh in Education: action plan</i> . You will agree the requirements of the Funding for Welsh language policy expectations within 6 weeks

	of the award of Funding. You will agree with our policy lead how you will evidence value for money and demonstrate evidence of local need and local delivery based on regional strategic planning.
Engaging non-pioneers in curriculum reform	Funding for the engagement of non-pioneer schools in curriculum reform
Modern Foreign Languages (Global Futures)	Funding for lead school/s (secondary) in each education consortium to work with partner schools to improve the teaching of MFL and to build capacity. Support for lead schools to work with Language Institutes, HEIs (including the Open University) to provide opportunities and support for the teaching and learning of languages.
National Numeracy Test Support	Administering the National Tests on behalf of WG
Literacy and Numeracy Grant	Funding to continue to provide direct support for literacy and numeracy to support further improvements in 2019-20 as part of a self improving system, this is in addition to the funding provided via the EIG.
Professional Learning Pioneer Schools	The funding supports the engagement of Professional Learning Pioneer schools
Learning in a Digital Wales (LiDW) – Phase II CPD	The funding must be used to measurably increase the overall usage of the Hwb platform and associated tools and resources by schools in your region year on year. Consortia agree with WG policy lead the requirements within 6 weeks of the award of Funding.
Coding and Digital Skills	Support the development of coding skills for young people in Wales and the teaching of coding skills both in and outside of the classroom.
Primary LNF Oracy Scheme for Wales	Regional delivery of support on oracy will: <ul style="list-style-type: none"> • Be based on the four purposes of the curriculum and focus on the pedagogical approaches outlined in Successful Futures. • Strengthen existing school to school working (including funded non-maintained settings) and professional learning approaches in relation to oracy so that capacity within schools and settings is increased. • Be based on the expectations of the LNF and its oracy strand which is designed to help teachers embed literacy and numeracy into all subjects with the expectation that all learners become accomplished in oracy across the curriculum. • Be founded on evidence based approaches and Foundation Phase pedagogy of being child-centred, child-led, practical, experiential and skills-based and in line with the Successful Futures pedagogy. • Align with provision funded by PDG and be based on approaches that are proven to support all learners. • Join up with National Professional Learning Model and be shared by the four regions to facilitate joined up delivery and develop a national approach to oracy. • Be monitored using an outcomes based approach.
Higher Level Teaching Assistant (HLTA)	To deliver the HLTA programme.
Professional teaching standards	Support the introduction of new professional teaching and leadership standards and the development of professional standards for assisting teaching (for learning support staff in schools).
National Network for Excellence in Science and Technology (NNEST)	Support science and technology teaching and learning in schools through a Network of Excellence approach. Action will include delivery of schools events, teacher workshops, development of the Hwb based online NNEST zone, and specific Research commissions.
Foundation phase Network (FPEN)	Develop and implement a Foundation Phase Excellence Network (FPEN), to support improvements in the delivery of the Foundation Phase curriculum, including through sharing effective practice and professional learning to improve delivery of the Foundation Phase curriculum.

Welsh – professional development – consortia funding (some lines combined)	The funding must be used for action to deliver a professional learning programme to develop the Welsh language skills of all practitioners and effective methodology for Welsh-medium and bilingual teaching.
Digital Competence – Professional Learning Offer (PLO)	Consortia will support the development of the Professional Learning approach by supporting, gathering feedback and testing and refining the developing approach.
Darpariaeth Safon Uwch/A Level Improvement	The funding must be used to provide support to improve teaching and learning of A Levels and the post-16 Welsh Baccalaureate. Welsh Government will be appointing a secondee to work with schools and regional consortia to develop a national plan to support this work in the longer term.
Teacher/Workforce Supply (ITET) and ITE partnership pilots	The funding must be used as follows: <ul style="list-style-type: none"> Regions must work collaboratively in making a total of £200,000 available across Wales - £33,000 per university (Caban from GWE region, Aber, Trinity and Swansea from ERW, Cardiff Met from Central South and USW from EAS) The relevant section of the grant award letter will be copied to USCET and the Heads of ICT in the Universities
Part time and work based ITE	This funding must be used to release an individual from their day to day duties for 2 days per week to work with the Open University to develop and implement the new alternative ITE routes. These new routes require the Consortia working in partnership with the Open University, the other Consortia and schools, to ensure that; they meet the accreditation requirements, high quality candidates are recruited and a robust implementation of the new routes to meet the shared vision of a pan-Wales provision.
Modern Foreign Languages – building capacity in the primary sector.	Provision to build capacity to teach international languages in primary schools in preparation for the new curriculum. This is to include the amount to be allocated to the Open University's 'Learning to Teach Languages in Primary Project'.
Digital competence framework	As part of this funding WG expect support for digital competence based on regional needs to be provided. The aim is to further embed the DCF across the curriculum.
Professional Teaching awards Cymru (PTAC)	The consortia will be expected to facilitate the judging of the Professional Teaching Awards Cymru by providing support on the development of the awards and specialist advice in relation to the nominations.
PL Cluster funding - non Pioneer Schools	Funding is awarded to incentivise professional learning enquiries taken forward with cluster partners.
PL Cluster funding - Pioneer Schools	Funding to support engagement work.
Support collaborative working and help develop capacity in consortia	Action to extend the depth and impact of collaborative working and develop capacity in consortia.
Future Leadership (Aspiring, middle leaders incl. coaching and mentoring support)	<ul style="list-style-type: none"> To develop the next generation of head teachers and ensure that they supported and well prepared for the crucial role of headship, are offered a sustained professional development programme to support them in to post; Develop further the skills, expertise and knowledge of the regions existing cadre of successful leaders to enable them to offer wider system leadership as we move towards a school-led system, and new school organisation models such as federations; Provide a coherent development along the professional learning pathway from ITE to executive head teacher, including developing coaching and mentors; The leadership pathway will help to ensure that all practitioners will have access to development opportunities throughout their career
New and Acting Heads (pre NMSH)	To deliver the New and Acting Heads programme.
National Professional Qualification for Headship (NPQH)	To deliver NPQH to support the new Professional Standards for Teaching and Leadership and Our National Mission. Both are key aspects of the action plan to equip Wales with inspirational leaders who can work collaboratively and are committed to raising standards and reducing the attainment gap. It is therefore vitally important that the next generation of head teachers are developed and supported to ensure that they are equipped to face the challenges of headship and to embed the role of head teachers as leaders of change in our system. As part of this funding you will be expected to:

	<ul style="list-style-type: none"> • maintain the quality threshold so that candidates are only accepted onto the programme that have a high likelihood of successfully completing and progressing to a headship position (assuming one is available) within 2 years; • take into account any pressure points and areas of need (such as the need for Welsh Medium heads) when considering candidates and prioritise appropriately and • ensure consistency of delivery across the regions and they are in line with the Professional standards for Leadership.
Building capacity in leadership	The funding is ring fenced for the secondment of a member of staff to work nationally on Leadership programmes and to support the Academy.
Extend the impact and dept of collaborative working, including through federation	Action to include consortia working to ensure all schools are engaged in partnership working, including as formal federations, with other schools and wider partners, in the interest of sharing best practice, resources and expertise.
Collaborative Research & Evaluation, supporting evidence-based practice across regions	Action to support evidence based approaches to raising standards. The funding will support enhanced research an evaluation capacity building within the Consortium linked to Higher Education Institutions.
Develop schools learning as learning organisations – criteria 3 funding.	Funding to provide support & engagement in developing schools learning as learning organisations.
Leading Collaborative Learning Project	This will explore new approaches to teaching, learning and leadership implied by schools' commitment to the National Mission, particularly at secondary level and particularly in relation to the changes being brought about by the new curriculum. The project will engage Dr Lyn Sharratt, whose book 'CLARITY: What Matters MOST in Learning, Teaching, and Leading' will form the basis of the professional learning in the project. The project will be evaluated by Swansea University and regions and schools involved will be expected to work with Swansea University on a regular basis.
Facilitate the Evaluation of Professional Standards	An independent evaluation of the impact of professional standards for teachers, leaders and support staff will run from October 2019 to July 2022. As part of the work, researchers will engage with stakeholders including governors, mentors, challenge advisors, ITE tutors and appropriate bodies for induction. The Welsh Government will make funding available to consortia in recognition of the additional work involved in working with the researcher to identify individuals willing to take part in the evaluation.
E-Learning Project	There are significant risks, approaching publication of the final curriculum documentation, of mixed messages across the system, conflicting advice about key aspects of reform, and disruption from confusion about how to move forward. This element of funding supports a common PL programme aligned to a Professional Learning Journey covering progressive curriculum development supported by a common resource-set for use by the regions and schools and a delivery system (Hwb) to enable practitioners who cannot access 'live' PL to access the information digitally. The purpose of the funding is to support a national network of e-resources for schools to collate digital learning resources in their own setting and author new professional learning e-resources across the professional learning journey. Resources will need to be accessible in a variety of media formats for a range of external audiences from senior leaders to teaching support staff.
External policy advice / support of the 16-19 PECT policy team	This grant is to secure the support of five secondary headteachers or heads of sixth form identified by the Regional Consortia to work in an advisory capacity for one day each per week in term time from September 2019 to March 2020, with progress reviewed in February 2020. Their role will be to help inform policy making and stakeholder engagement for the Tertiary Education Research Bill.
HLTA: Development of the Teaching Assistant Learning Pathway (TALP)	Our National Mission promises to develop a high quality education profession. Delivering on that objective included the newly developed professional standards for assisting teachers which were published in July 2019 for use in schools from September 2019. The Welsh Government is working in partnership with the Regions to enable teaching assistants to improve their skills, commit to professional learning and facilitate clearer pathways to the role of higher level teaching assistant (HLTA). This one off payment to Regions is to support the development of the Teaching Assistant Learning Pathway (TALP), specifically the work needed to ensure that the learning pathway aligns with the new professional standards for assisting teachers.
International Conference	This funding supports the international conference hosted by the GwE consortium.

HEI Accreditation Manager	One full time manager in each region to manage the C&M rollout
Education Improvement Grant (including Foundation Phase)	<p>Foundation Phase The Funding must be used to support the Foundation Phase staff to learner ratios as part of the delivery of a high quality and effective Foundation Phase curriculum (including payment for supply cover for absences other than for training purposes) working towards or to achieving the Foundation Phase ratios of 1:8 for 3 to 5-year olds and 1:15 for 5 to 6 year olds. The Funding must also be used to support Foundation Phase practitioners in non-maintained settings to deliver high quality education provision. You and the consortium must be able to confirm that your distribution formula for the Funding supports schools and settings to deliver the Foundation Phase in accordance with the ratios.</p> <p>Support for Welsh in Education Strategic Plans The Funding must be used to support the delivery of local authority Welsh in Education Strategic Plans in working towards the aims of Cymraeg 2050.</p> <p>Challenge Advisers and School Development Plans Challenge advisers will provide support and challenge to schools to ensure their school development plans appropriately reflect their improvement journey and local priorities.</p>
Pupil Development Grant	<p>From April 2019, the PDG will be allocated to support:</p> <ul style="list-style-type: none"> • 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 • 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 <p>The PDG Funding should be used to:</p> <ul style="list-style-type: none"> • 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. In support of the principles of early intervention and prevention, the Minister for Education expects secondary schools to deliver an aspiration of 60% of PDG invested in Key Stage 3 learners. • identify where and when support is required using appropriate diagnostic and tracking systems and what this looks like. <p>We are asking you to set out how you will work with schools to ensure that effective use is made of the PDG to improve outcomes for learners who are eligible for free school meals (eFSM) in maintained schools. In particular, we want to know how you will ensure schools:</p> <ul style="list-style-type: none"> • monitor and evaluate the impact of the funding; • adopt a more equitable approach to funding to ensure that greater investment is made at Key Stage 3; • receive the necessary support to enable Head teachers to identify, use and evaluate chosen approaches to ensure continued effective improvement.

We ask that you continue to work with 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.

We ask you consider cluster models when determining the most effective use of funding to support the delivery of improved outcomes for disadvantaged learners. 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. Allocations have been fixed for two years and a minimum payment to support schools with no FSM learners in 2016 is provided. Schools with one EYPDG learner and in receipt of the equivalent funding (£700) would not qualify for the minimum payment.

The looked after children element of the PDG, which supports the educational attainment of looked after children and other related groups who have similar needs, will continue to be managed regionally by the consortia. This will allow for continued strategic use of the grant, and 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) the PDG should be used to meet the costs of identifying a lead coordinator who will retain strategic focus on looked after children in education and ensure the delivery of an agreed, strategic programme of work.

The lead coordinators in each consortium should work with local authorities and schools to identify and share good practice via the online community of practice: <http://www.exchangewales.org/careandeducation>.

PDG strategic advisers and PDG-LAC coordinators 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.

PDG strategic advisers and PDG-LAC coordinators should facilitate a partnership approach to PDG and raising the attainment of disadvantaged learners across the region and collaboration and consistency at a national level.

PDG strategic advisers and PDG-LAC coordinators 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 and coordinators 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.

	<p>Consortia are required to present a Pupil Development Grant Support Plan to Welsh Government for approval. Challenge advisers will provide support and challenge to schools to ensure their PDG plan is suitable and to ensure that all schools publish their PDG plan on their website.</p>
<p>Professional Learning Grant (funding distributed via LA's)</p>	<p>The expectation of this funding is to help schools meet the demands of the new National Approach to Professional Learning (NAPL) and enable investment in the elements of the model. The primary purpose of the funding is creating time in schools for practitioners to make the changes to practice they need to make in advance of the realisation of the new curriculum. The funding is to be targeted at the learning required by teachers and learners to prepare them for the new curriculum. The expectation of the funding is that every practitioner is to be given the opportunity to engage with professional learning utilising the funding. It is not reserved exclusively for the use of teachers and leaders and should be used, for example, to also enable access to professional learning for teaching assistants.</p> <p>Schools should publish their Professional Learning plans (either on a school or cluster level) outlining how they plan to support the professional learning needs of all practitioners within their schools and report annually against those plans (again publishing a short report on their web-site).</p> <p>Challenge Advisers within the regions should work alongside schools to consider the plans and in essence sign off to confirm that the plan meets the needs.</p>

Purpose of the funding

The Purpose of the Funding is to support the regional consortium in delivering Welsh Government's aspirations and priorities for schools and education outlined within Ambitious and Learning from our national strategy, Prosperity for All, and the plan of action for education, *Our national mission*.

The Funding must support delivery against WG's national priorities for education, at the centre of which is a transformational curriculum and a focus on four key enabling objectives which your action will support:

- Developing a high quality education profession;
- Inspirational leaders working collaboratively to raise standards;
- Strong and inclusive schools committed to excellence, equity and well-being; and
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The outcomes are supported by a range of measures and key performance indicators.

Funding pre-requisites & requirements

The funding is organised around the following pre-requisites & requirements:

Sustainability and citizen-focused

Initiatives supported by the grant must be sustainable, learner focused, and in line with the Well-being of Future Generations Act.

National Model for Regional Working

The expectations set out in the National Model for Regional Working guidance remain the same and should continue to be followed. The national model governance structures will also be used to monitor progress, including wherever appropriate to evidence the Funding requirements.

Joint consortia working

In line with the expectations set out in the National Model for Regional Working the consortia will work with other regional consortia across Wales to maximise opportunities for sharing good practice and learning across all *Our national mission* objectives, and especially those newer in development, such as wellbeing.

Supporting a self-improving system

Where appropriate, the consortia will facilitate schools, Foundation Phase providers and PRUs' consideration of cluster models, and collaboration across the four consortia regions when determining the most effective use of the Funding to support the delivery of improved outcomes for learners.

Equity of approach

You and the consortium must be able to demonstrate equity of approach across the consortium and its related authorities in delegating the Funding to schools.

Cluster working

Where appropriate the consortia may facilitate the consideration of cluster models for schools, Foundation Phase providers and PRUs when determining the most effective use of funding to support the delivery of improved outcomes for learners.

Value for Money and additionality

You will be expected to evidence the additionality of the Funding, value for money and its impact.

This applies to the total Funding offered within this Award. In addition, evidence of the additionality and impact specifically of the elements of support provided under the Raising School Standards manifesto and Programme for Government commitment within this Award will be expected.

Maximising funding to schools

In planning activity and setting the Application and profile of expenditure evidence of a clear and demonstrable commitment to passporting the majority of funding to schools is required. Assurances of this as part of the Application and quarterly updates will need to be provided to the Welsh Government. For the EIG element a minimum 80% delegation must be maintained.

Minimising administration and management costs

The grant arrangements support efforts to reduce the administration costs of managing the Funding. You will demonstrate and evidence a commitment to maintaining a low level of spend in managing and administering the Funding.

Monitoring requirements

Regional Consortia School Improvement Grant:

- Provide a copy of the consortium business plan and completed outcomes framework.
- Participation in termly review and challenge sessions and submit a short report against the outcomes framework ahead of each termly review and challenge meetings to the Project Manager which will outline evidence of spend, value for money, and progress to date against each *Our national mission* objective
- Ensure access to papers for discussion at Joint Committee and Advisory Board meetings as appropriate through the nominated Welsh Government representative, including self-evaluation reports and regular progress updates against your business plan;
- Present updated reports to the Delivery Board as appropriate; and
- Submit other information as reasonably needed to understand impact, value for money and progress against delivery of the Purposes of the Funding including as and when required by the Minister for Education and the Wales Audit Office.
- meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require; and provide information to support those meetings as reasonably required including without limit:
 - i) Regular meetings between consortia Managing Directors and Welsh Government Director of Education and Deputy Directors, with frequency of meetings to be agreed;
 - ii) Any meeting the Director of Education may require you to attend;

- iii) Attendance at and to support termly Review and Challenge Sessions;
- iv) Support opportunities for Welsh Government officers to meet with consortia operational leads;
- v) Other reasonable access as required for monitoring progress against delivery of the Purposes.
- ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.

Pupil Development Grant:

- Provide such documents, information and reports which we may reasonably require from time to time in order for us to monitor your compliance with the Conditions including :
 - i) a completed Lead Authority Allocation Certificate by 31 December 2020 and
 - ii) ensuring progress on this grant is reported to the Welsh Government via the Challenge and Review reporting mechanism. This will be an exception report on progress to date aligned to Our national mission: Education in Wales and include:
 - setting challenging targets; and
 - monitoring and evaluating the impact of the funding, risks and issues.
 - iii) Meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require. Specifically, half termly joint meetings with consortia PDG strategic advisers and LAC co-ordinators, along with the Raising Attainment Advocate, to discuss how you work with schools to ensure effective use is made of the PDG to improve outcomes for learners who are eligible for free school meals or looked after children.
 - iv) In particular we want to know how you will ensure schools:
 - adopt a more equitable approach to funding to ensure that greater investment is made at KS3;
 - continue to 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;
 - manage and optimise the effectiveness for EOTAS learners across the region; and
 - manage and optimise the effectiveness for looked after children across the region.
- meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require;
- ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.