



Cydweithio · Dysgu · Llwyddo
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REGIONAL GUIDANCE ON THE IMPLEMENTATION & EVALUATION OF THE PDG (PUPIL DEVELOPMENT GRANT) FOR EDUCATIONAL ESTABLISHMENTS ACROSS NORTH WALES.

Welsh Government

The purpose of the PDG funding is to make a lasting impact on outcomes for disadvantaged learners

1. Rationale:

This guidance aims to give an overview of the PDG in regards to the national agenda/requirements, the regional approach and support by the consortia and its relevance and impact on schools and settings.

2. National Context:

One of the key objectives in Our National Mission, Education in Wales, Action plan 2017–21 is to “raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.” The Welsh Government has expanded the PDG so that schools can improve on the life chances of our most deprived learners with focus on earlier intervention and supporting the most able and talented. The PDG also supports the implementation of objective 3 that refers to building “strong and inclusive schools committed to excellence, equity and well-being.”

Extended definition of the use of the PDG:

April 2018

“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.’

3. What are the PDG Allocations 2021/22?

WG have allocated PDG based on the 2020 PLASC data.

From April 2021, the PDG will continue to be allocated to support:

- learners who are eligible for free school meals (e-FSM) 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, for 2020-21, the PDG will raise the EYPDG element of the grant to £1,150 per learner.

4. PDG Guidance for schools / settings:

WG states that the PDG should be used to:

1. Support all eFSM learners via effective early identification and tracking. This includes the more able learners.

2. 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.
3. 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 key transition stages.
4. 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.
5. Ensure that all PDG statements are published on school website (if school has no website copy sent and published by GwE.

School Development Plan:

It is a statutory requirement for all schools in Wales to have a school development plan (SDP) in place. Welsh Government recommends that the regional education consortia support schools to use their SDP as a vehicle for planning their use of the PDG for Free School Meals where appropriate. Copies of the SDP to be included as evidence on G6.

5. Regional Support:

GwE's regional business plan model for PDG is fully implemented across the region and outlines how the consortia will use their knowledge of schools and research to facilitate and support the sharing of best practice and collaboration to improve learner outcomes, within a self-improving school system.

There is little doubt that a direct correlation exists between educational attainment and economic prosperity. While it is true that many vulnerable learners succeed in our schools, nevertheless, the performance of some groups of learners still lags too far behind the performance and achievements of others.

The regional consortia has developed a one page PDG strategy that can be implemented by schools and settings and focuses on:

- I. Accountability and Whole schools approach
- II. Early Identification & Tracking of Learners
- III. Teaching & Learning
- IV. Additional Provision & Support
- V. Evaluating and measuring impact.

See copy of the PDG framework in the useful information section.



PDG
Framework.docx

6. Role of the Regional PDG Adviser:

The Consortia's Supporting Improvement Adviser for Wellbeing has overall responsibility for the PDG strategy and represents the region on the national PDG steering group. The adviser will be the main

point of contact for schools on effective and evidence based interventions. For further information and support contact your link School Improvement Adviser.

7. Role of the Link Supporting Improvement Adviser:

The REC have a responsibility to monitor the PDG funds within the context of the school improvement agenda and in accordance with WG requirements of an annual support plan produced by the consortia. In GwE your link Supporting Improvement Advisers (SIAs) and SIA for Wellbeing will have a clear set of checklist criteria /monitoring questions to quality assure the use of the funds and its impact on vulnerable learners. This information will be used to identify successful practise in schools and identify the impact of the use of the PDG on pupil achievements. This will also identify the particular areas for improvement within the region and ensure the interventions are put in place to address them.

See copies of PDG monitoring questions.



GwE PDG Review
Key questions.docx



Successful Practise
Checklist for SIA.doc

8. Accountability & Evidence of PDG funds

The regional Grant Dashboard is the method of monitoring and ensuring accountability of the PDG. Each schools has a link to the dashboard via office 365 and are asked to populate their PDG funds against the key elements / objectives of the grant. The system also includes approval and quality assurance element. Schools and settings are also required to share their PDG Plans via schools or consortia website.



School Grants
Screenshots.docx

9. Evaluation and Measuring Impact of PDG

The guidance aims to support schools to monitor and evaluate the PDG funded interventions/support across the region. It can include whole schools approaches as well as targeted support for individuals. The implementation of the guidance will provide consistency in the way in which schools record their evidence and the regional consortia identify successful practise. The evaluation will be communicated to relevant partners in the most appropriate way that includes G6, school visits, individual LA meetings and annual report. The evaluation findings will also inform the business plan cycle model and WG support plan for the following year.

10. Role of Local Authority:

GwE will work collaboratively with the LA to ensure schools are adhering to the regional PDG monitoring and Evaluation Model. It will be the responsibility of the Local Authority to ensure the

effectiveness of the PDG strategy through GwE. This will be achieved in the first instance via the GwE monitoring meetings in each Local Authority and via Scrutiny on request by elected members.

If there are any significant concerns regarding the use of PDG by a school / setting in the context of not meeting the requirements of the terms and condition of the grant, the local authority can request for the funds to be re allocated.