

# Supplementary guidance:

inspecting the approaches taken by schools and local government education services to reduce the impact of poverty on educational attainment and well-being

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September 2022

This guidance is also available in Welsh.

**The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:**

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ all-age schools
- ▲ special schools
- ▲ pupil referral units
- ▲ independent schools
- ▲ further education
- ▲ independent specialist colleges
- ▲ adult community learning
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector

**Estyn also:**

- ▲ reports to Senedd Cymru and provides advice on quality and standards in education and training in Wales to the Welsh Government and others
- ▲ makes public good practice based on inspection evidence

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**What is the purpose?**

To provide guidance to inspectors for evaluating approaches to reduce the impact of poverty on educational attainment

**For whom is it intended?**

Inspectors of maintained primary, secondary, all-age and special schools, pupil referral units, non-maintained settings, and local government education services

**From when should the guidance be used?**

September 2022

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## Supplementary guidance

The key Estyn documents that guide inspection activity are the inspection guidance handbooks for each sector. However, we also produce supplementary guidance to help inspectors to consider specific aspects of education and training further.

The supplementary guidance documents set out some key principles, considerations and resources for inspectors. They relate to all sectors that Estyn inspects, unless they state that they are for a specific sector. They expand on certain aspects of education/training (e.g. the inspection of literacy) or on ways of conducting inspections (e.g. the use of learning walks) or specific inspection arrangements (e.g. guidance on inspecting church schools).

Inspectors may find supplementary guidance documents useful when responding to specific emerging questions that arise during inspections or when they wish to reflect or investigate further.

Inspectors are not required to work through them exhaustively when covering any specific aspect on an inspection and they are not a definitive and comprehensive document. The supplementary guidance documents may help providers gain an understanding of our inspection arrangements. They may also be helpful to providers in evaluating specific aspects of their own provision.

Our inspection work is based on the following principles:

- Inspectors will approach inspection with a positive mindset to ensure it is the best possible professional learning experience for the staff in each provider
- Inspectors will take a learner-focused approach to inspection
- Inspectors will always focus strongly on the quality of teaching and learning
- Inspectors will seek out well-considered innovative practice
- Inspectors will tailor the inspection activities according to the circumstances in each provider as far as possible
- Inspectors will be agile and responsive to emerging findings and will use the increased range of inspection tools and approaches available
- Inspectors will consider everything in the inspection framework, but will only report on the key strengths and weaknesses within each provider

## 1 Introduction

This document contains guidance on inspecting how effectively maintained schools, PRUs and local government education services reduce the impact of poverty on the educational attainment and well-being of pupils eligible for free school meals (e-fsm) and/or those from low-income households.

The guidance provides a commentary and questions for inspectors to consider when evaluating evidence to determine the impact of the approaches taken by schools/PRUs to reduce the impact of poverty on the educational achievement and well-being of pupils e-fsm and/or those from low-income households. It is divided into two sections which look at what we inspect and how we inspect. The section on what we inspect sets out what inspectors need to consider regarding tackling the impact of poverty on educational attainment in relation to each inspection area. It should be read in conjunction with the section on how we inspect which explains the approaches inspectors might take when they consider how well schools tackle the impact of poverty on educational attainment.

The Welsh Government has placed tackling the impact of poverty on educational attainment at the heart of the national mission for education. The Minister for Education has identified that work to secure High Standards and Aspiration for All is underpinned by two key principles:

The need for a whole system approach that involves early childhood and care, primary and secondary education and post-16 education, training and lifelong learning.

- The central importance of high-quality learning and teaching and of schools adopting a community focused school approach that reaches out to families, a wide range of agencies and all parts of the education and lifelong learning system

In his speech to the [Bevan Foundation](#) (16<sup>th</sup> June 2022), the Minister identified that eight focus areas would drive success in securing High Standards and Aspiration for All:

- High quality learning and teaching
- Community schools
- Early childhood education and care
- The health and well-being of children and young people
- Developing high aspirations through strong relationships
- The Curriculum for Wales and Qualifications
- Leadership
- Post-16 progression

When inspecting the approaches taken by schools, PRUs and local government education services to reduce the impact of poverty on educational attainment and well-being, it will be important to ensure that these are considered in the relevant inspection area of the Common Inspection Framework.

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Currently, the nationally agreed measure of disadvantage, in a school context, is whether a pupil is eligible to receive free school meals. Normally, schools with higher proportions of pupils that are eligible for free school meals serve communities with higher levels of socio-economic disadvantage. This guidance also refers to pupils from low-income families, recognising that not all pupils living in poverty are eligible for free school meals but experience the effects of living in poverty. It also reflects the phased introduction of [Universal Primary Free School Meals \(UPFSM\)](#) for pupils from 2022. Welsh Government aims for all primary age pupils to be in receipt of free school meals by 2024 during school term time.

The guidance should be read in conjunction with the useful sources of information listed in Annex 4.

## 2 Reporting requirements and matters for inspectors to consider

Inspectors will normally **report** on the progress of pupils e-fsm and those from low-income households in inspection area 1 of reports<sup>1</sup>. They will also **report** in inspection area 5. This should include the extent to which leaders pay due regard to addressing the impact of poverty on educational attainment and how well school leaders use specific grants to improve outcomes for all pupils eligible for free school meals and those from low-income households. They should also comment on how well leaders evaluate their work in this area and how this informs priorities for improvement. Where there are important strengths or shortcomings, inspectors should also comment about aspects of pupils' well-being and the quality of provision for this group of pupils.

When inspecting the approaches taken by schools to reduce the impact of poverty on educational attainment, inspectors will consider the following in relation to pupils e-fsm and those from low-income households:

- the attainment of pupils eligible for free school meals and/or from low-income households
- the progress that these pupils make in learning from their individual starting points
- the well-being of these pupils
- the quality of teaching they receive

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<sup>1</sup> We recognise that schools will be at different stages in tackling the impact of poverty on educational attainment or will have a small number of pupils eligible for free school meals/low-income households. During this academic year we are working towards a reporting requirement in IA1. Through the autumn term of 2022 we will begin a phased approach to how we report on the progress of pupils eligible for free school meals and those from low-income households. If a school can demonstrate that their work in inspection areas 3 and 4 is benefitting pupils disadvantaged by poverty, the impact of strong leadership in this area is evident and is triangulated by our inspection evidence, we will seek to reflect this in a comment about how this is having an impact on progress. If schools are still developing their work in this area and it is too soon to see the full impact, we will discuss their approaches but will not necessarily report on the progress of pupils.

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- the appropriateness of the curriculum for these pupils including provision to support them to be effective, resilient learners and the access they have to a wide range of qualifications that suit their needs
- the role of the school within the wider community and how well it works with other agencies that provide support to pupils and their families
- how well providers develop partnerships to support pupil and family needs and community learning. This might include how well schools provide integrated services to support pupils and families.
- how well providers establish strong relationships with families and how well they engage with them to address the impact of any disadvantage.
- how well providers encourage and support pupils to have high aspirations by providing access to, for instance, youth workers, high quality careers advice and guidance, initiatives to support more able and talented learners and support to help them progress to their next stage in learning or employment
- the impact of approaches designed to improve their attainment, progress and well-being
- the extent to which leaders pay due regard to addressing the impact of poverty on educational attainment and well-being, including developing an aspirational culture in the school/provider that promotes the belief that all pupils succeed despite their socio-economic background
- the extent to which providers take a strategic and co-ordinated approach to improving the attainment, progress and well-being of pupils eligible for free school meals and those from low-income households
- how well providers collaborate with other agencies to provide early intervention and support for the youngest learners, for example through work with health visitors, non-maintained settings and local authority partnerships
- how well schools use resources, including specific grants targeted at these pupils such as The Pupil Development Grant (PDG)
- how well schools evaluate the impact of provision for pupils eligible for free school meals and those from low-income households
- the quality of professional learning that helps teachers understand, deliver and evaluate effective strategies that contribute to tackling the impact of poverty on educational attainment.

Annex 2 outlines how inspectors may consider this area during inspections of Local Government Education Services.



### 3 What we inspect

#### Inspection Area 1: Learning

Inspectors should normally report on the progress made by pupils who are e-fsm and those from low-income households and how well they develop their knowledge, understanding and skills. Under inspection area 1 (Learning) Inspectors should consider how well pupils who are e-fsm and those from low-income households:

- develop the knowledge, understanding and skills appropriate to their stage of development and starting points
- • make progress across the school, especially since starting school, from one phase to another and during the school year
- • recall previous learning, acquire new knowledge, understanding and skills, and develop their thinking and problem-solving skills
- • apply their skills, knowledge, and understanding to new situations, both in and outside of the classroom

Inspectors should; consider the school's analysis of the performance and progress of pupils eligible for free school meals and those from low-income households covering a period, normally over the last three years. Inspectors should consider this information alongside their own evidence from lesson observations, discussions with these pupils, if appropriate, and scrutiny of their written, practical and digital work.

#### Reporting examples:

“Pupils eligible for free school meals make progress at a pace similar to their peers.”

“As they move through the school, most pupils, including those who are eligible for free school meals, those with additional learning needs and those with English as an additional language make strong progress from their starting points.”

#### Inspection Area 2: Well-being and attitudes to learning

##### 2.1 Well-being

The guidance in section 2.1 of the Inspection Guidance Handbook schools on evaluating well-being is relevant when considering the well-being of pupils who are e-fsm and those from low-income households.

Inspectors should consider how well pupils eligible for free school meals or from low-income households:

- take on leadership roles and responsibilities and play a full part in the life and work of the school
- feel their voice is heard and that the contributions they make are meaningful

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When evaluating the standards of wellbeing of e-fsm pupils and those from low-income households inspectors should consider where this is particularly strong or weak when compared to the well-being of their peers and report on this by exception.

## **2.2 Attitudes to learning**

Inspectors should evaluate to what extent pupils who are e-fsm and those from low-income households are developing the key attitudes and behaviours that will help them learn throughout their lives.

In addition to the points in “What we inspect” inspectors should consider in relation to pupils who are e-fsm and those from low-income households:

- their readiness to learn and their aspirations to achieve in life

Inspectors should pay particular attention to the attendance and engagement rates of these pupils and report these by exception, i.e. where there is a clear trend of weak or very strong attendance or where it has improved or declined notably. They should consider any notable variations between the attendance of these pupils and other pupils. They should focus particularly on the rate of persistent absence and consider how many e-fsm pupils/those from low-income households have absence rates well above other pupils in the school. Inspectors should consider how exclusion rates of those who are e-fsm and other groups of pupils in the school.

When evaluating participation and enjoyment in learning, inspectors should use evidence from lessons, scrutiny of work, discussion with pupils who are e-fsm/those from low-income households and consider their engagement in lunchtime, after-school clubs and activities that enhance their learning and experience. They should pay particular attention to pupils’ aspirations.

## **Inspection Area 3: Teaching and learning experiences**

Under inspection area 3, inspectors should evaluate the impact of teaching and learning experiences on securing good rates of progress and high standards for pupils that are eligible for free school meals and those from low-income households. In relation to these pupils, inspectors might consider:

### **3.1 The breadth, balance and appropriateness of the curriculum:**

- the impact of any strategies or approaches aimed at improving outcomes for these pupils
- the extent to which learning experiences provide high expectations and challenge for these pupils
- the impact of approaches to pupil grouping based on prior attainment and whether this has a positive or negative impact on the progress of these pupils
- how well the school tailors its curriculum and out of school learning to meet the needs of pupils eligible for free school meals and those from low-income

households, this might include approaches to blended learning developed during the Coronavirus pandemic

- the quality of provision to improve the literacy, numeracy and digital skills of *all* pupils eligible for free school meals/from low-income households, not only the lower ability
- how effectively targeted intervention programmes address any deficits in their literacy and numeracy skills
- the quality and effectiveness of off-site provision, nurture groups or inclusion provision in meeting the needs of these pupils which helps them to achieve valuable qualifications and meaningful routes to the next stage in their learning
- how well the school enhances its curriculum to motivate and inspire those pupils eligible for free school meals or from low-income households to learn and to enable them to develop their own aspirations such as through authentic role play, opportunities to visit and work with colleges and universities and people from the world of work
- how well the school ensures equal access to pupils eligible for free school meals and those from low-income households to enrichment experiences and out of school learning, including educational trips and visits where cost doesn't become a barrier to learning
- how well schools provide pupils eligible for free school meals and those from low-income households with opportunities that support or guide their aspirations to succeed or gain employment in the future and, in secondary schools, the quality and impact of careers and work-related education for these pupils
- the extent to which the provider's curriculum arrangements ensure that pupils eligible for free school meals and those from low-income households acquire the necessary knowledge and skills in listening and reading, speaking and writing (Welsh and English), numeracy and digital to support their work and enable progression across the curriculum

### **3.2 Teaching and assessment**

- the extent to which teachers have high expectations for pupils eligible for free school meals and those from low-income households
- how well teachers make use of evidence informed learning and teaching strategies to help these pupils make progress
- how effectively teachers make their classrooms stimulating and engaging places where all pupils can learn productively
- how effectively teachers communicate with parents and families about their expectations and what families can do to help their children succeed
- how well teachers plan to ensure equal access to the curriculum for pupils eligible for free school meals
- how well oral and written feedback helps pupils eligible for free school meals and those from low-income households to know how well they are doing and what they can do to improve
- how well teachers use a range of information to assess the progress and development of e-fsm pupils and pupils from low-income households, particularly to

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identify if they are at risk of underachievement

- how well teachers monitor the progress of these pupils
- how well staff, including support staff, work with pupils eligible for free school meals and those from low-income households to accelerate their progress if required
- how well teachers including support staff use feedback and verbal and written reports to tailor support for pupils eligible for free school meals or from low-income households

## **Inspection Area 4: Care, support and guidance**

### **4.1 Personal development**

Using highly effective support and intervention targeted to meet the needs and ambitions of pupils, schools can make a difference to pupils eligible for free school meals and those from low-income households.

Inspectors should consider:

- how well support meets the needs of these pupils, including those who have additional learning needs
- how well the school's intervention strategies, the mentoring or coaching of individuals or specific support for their well-being helps these pupils to make progress in their learning
- how well the school supports pupils that are eligible for free school meals and those from low-income households to engage positively with the school and benefit from everything that it can offer
- how well the school works with the families of e-fsm pupils and those from low-income households to help them support their children well and raise any issues that may affect their child's learning and well-being. In particular, inspectors should consider the impact of role of the school's family engagement officer or similar in this work.
- how well the school works with the community and local organisations to support the needs and aspirations of these pupils
- how well the school works in partnership with specialist services and agencies to support the needs of pupils eligible for free school meals and those from low-income households
- how well the school supports pupils eligible for free school meals and those from low-income backgrounds that also have an additional learning need
- how well the school provides access to resources that may not be available at home for these pupils, for example, access to a computer or a quiet place to work
- how well the school supports pupils that are eligible for free school meals and those from low-income households, to take on responsibilities and play a part in the school and wider community
- how well the school enables these pupils to contribute to decision-making at a school level, for example opportunities to influence what and how they learn, and to represent their fellow pupils in groups such as the school council

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- how well the school supports pupils eligible for free school meals and those from low-income backgrounds to make well-informed choices such as when older pupils consider courses in key stage 4, the sixth form and for further or higher education
- the quality of impartial guidance and advice for these pupils and how this helps them achieve their goals and aspirations relating to future career choices
- how well the school attends to developing the confidence, motivation and self-esteem of pupils eligible for free school meals
- the effectiveness of the steps taken to monitor the mental health and well-being of pupils eligible for free school meals

## 4.2 Safeguarding

See supplementary guidance on [Inspecting Safeguarding](#)

In particular, inspectors should consider:

- how well the school monitors the attendance of pupils who are eligible for free school meals or from low-income backgrounds.
- the quality of the support and intervention the school provides for pupils who are eligible for free school meals or from low-income backgrounds who are persistent absentees.
- how well the school monitors the well-being of those pupils who are eligible for free school meals or from low-income backgrounds who are on The Child Protection Register or who receive support from specialist services

## Inspection Area 5: Leadership and management

Leaders should pay due regard to the need to reduce the impact of poverty on educational attainment. Under inspection area 5.1 (Quality and effectiveness of leaders and managers), inspectors should consider **and report on**:

- how well leaders establish a clear purpose and vision in the school to address the impact of poverty on educational attainment
- how well leaders establish a strong culture of high expectations for all and a shared understanding across the school that poverty will not be an excuse for low attainment
- the effectiveness of the strategic and operational approach to this challenge,
- how determinedly leaders pursue the best interests of pupils eligible for free school meals and those from low-income households
- how well all staff understand and demonstrate their responsibility to tackle the impact of poverty on educational attainment
- how rigorously leaders manage the performance of staff to support and improve their work to reduce the impact of poverty on educational attainment, particularly in relation to the quality of teaching
- how effectively leaders ensure that all decision making about strategic and operational matters considers the impact that any decision will have on pupils

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eligible for free school meals or from low-income households, for example on pupil groupings, use of funding, deployment of staff.

- how well leaders use community knowledge to identify potential issues that could affect pupils impacted by poverty, for example, availability of healthcare.
- how effectively leaders strategically plan provision to support pupils from low-income households or who are eligible for free school meals paying due regard to the national mission.
- how effectively leaders establish strong partnerships with families, the community and a range of agencies and services to support pupils eligible for free school meals and those from low-income households to help them meet their potential and achieve their aspirations
- how well leaders collaborate with partners to support seamless transitions from early education through to college and career
- how well leaders manage financial resources, including grant funding, to ensure that they are used effectively to address the impact of poverty on attainment
- how well leaders ensure access to professional learning and research about how best to reduce the impact of poverty on attainment and evaluates the impact of this learning
- how well leaders systematically evaluate strategies, initiatives and core provision to consider their effectiveness and impact on the educational attainment of pupils eligible for free-school meals and those from low-income households

### **Reporting examples:**

- 1 “School leaders and staff have a strong understanding of the needs of the pupils and the local community. They work passionately and with commitment to meet these needs paying due regard to managing the impact of poverty on educational attainment. As a result, the school is a vibrant learning community where all pupils including those eligible for free school meals feel a secure sense of belonging and develop the confidence and skills to engage positively with learning experiences.”
- 2 “The school manages and deploys its resources to tackle the impact of poverty well, including the use of the pupil development grant. Leaders monitor planned spending against criteria of the grant well. This has enabled the school to provide appropriate literacy, numeracy and well-being support for its vulnerable learners, including those who are eligible for free school meals. Governors pay attention to closing the poverty gap and note the positive impact that the school pop-up shop has on supporting families in financial need.

### **Inspecting schools with a community focus**

The development of community focused schools is an integral part of the national approach to tackle the impact of poverty on educational attainment. Schools will be at different stages in developing their approach to community school strategies.

The following points are intended to support inspectors to evaluate the actions schools might be taking to work with their wider community:

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- how well leaders establish a culture that places the community at the heart of school life
- how well the school works with strategic partners and collaborates with a range of agencies to reduce the impact of poverty on the educational attainment and well-being of pupils eligible for free school meals
- how effectively leaders involve the school and the wider community, including parents in the ongoing review of vision, aims and values particularly related to the approach the school takes to addressing disadvantage
- how effectively leaders strategically plan, including through use of grant funds, to address disadvantage such as use of the PDG, EYPDG or funding to employ family engagement staff
- how well the school develops the knowledge and expertise of staff on strategies to meet the needs of pupils eligible for free school meals and those from low-income households and their families
- how well the school uses specialist family engagement staff such as family engagement officers and those with a role in supporting community engagement and meeting the needs of pupils eligible for free school meals or from low-income families
- how well the school works with a range of professionals to provide early intervention for children from low-income families for example through close links with Flying Start, Health visitors and non-maintained settings
- how effectively the school deploys a range of professionals to support pupils eligible for free school meals and those from low-income households, for example, youth workers, careers advisers or professionals from third sector organisations
- how effectively leaders expand on the use of the school's own assets working in collaboration with the community and promoting adult and community learning
- how effectively school leaders in the most disadvantaged communities partner with other agencies to provide integrated support services which target health and well-being, physical, cognitive and social needs
- how well leaders evaluate their community school approach and the impact it has on addressing disadvantage

## 4 How we inspect

Our approach to inspecting how well schools address the impact of poverty on educational attainment should be a thread through each inspection area. Although the reporting requirements are in IA1 and IA5, inspectors should consider the effectiveness of the actions schools are taking to reduce the impact of poverty on educational attainment in each inspection area. This includes through provision in IA3 and support in IA4 and the impact of this on learning and well-being.

We should begin with a conversation with school leaders about the context of the school and levels of socio-economic disadvantage in the community. Headteachers and senior leaders should have a strong understanding of the context of the wider school community, including an insight into the proportion of pupils eligible for free school meals and those who are in low-income households. They should understand the challenges these pupils face in the context of their community and how these have an impact on the progress and attainment of pupils eligible for free school meals and those living in low-income households. Inspectors may find it helpful to consider other information about the local community such as the Welsh Index of Multiple Deprivation.

Schools should make information available to the inspection team about the progress and attainment of pupils eligible for free school meals or from low-income families. This will help inspectors to evaluate pupils' progress and to come to a view about their attainment. This will also help inspectors to gain an insight into how the school uses this information to inform their planning.

Inspection teams will need to have access to samples of work specifically from pupils eligible for free school meals or those from low-income households.

Inspectors should look at evidence about groupings of pupils, for example, those based on attainment or groups of pupils accessing specialist provision/off site provision. The school should be able to provide information on the spread of pupils eligible for free school meals/ from low-income families across different pupil groupings or classes.

Inspectors might meet with any staff responsible for family and community engagement work to find out about the support they provide to pupils eligible for free school meals and from low-income families. They should discuss how they establish positive working relationships with families and the community. These meetings should also provide useful information about the types of intervention and support provided and the impact that they are having on reducing the impact of poverty on pupil attainment and well-being.

If the provider works with multi-agency teams and other community groups, the inspection team might arrange to meet with a focus group of professionals to consider the impact of this work.

If there is a governor responsible for the impact of poverty on attainment and well-being, then the inspection team might aim to meet with them.



## **5 Sample of questions to ask about the approach to reducing the impact of poverty on educational attainment**

These questions are not exclusive and are examples of questions that could be used in discussions with pupils, staff and leaders to gather information about how the school reduces the impact of poverty on educational attainment. Inspectors will not be expected to ask all of these questions and should refer to individual sector toolkits for a steer on the questions to focus on.

### **Inspection area 1**

#### **Examples of questions for use with leaders:**

- 1 How does the progress of pupils eligible for free school meals and those from low-income households compare with other pupils? Do they make as much progress as they could? Are their progress rates accelerated?

#### **Examples of questions for use with staff:**

- 2 What progress do pupils who are eligible for free school meals or from low-income households make? How does this compare with other pupils?

### **Inspection area 2**

#### **Examples of questions for use with leaders:**

1. What is the well-being of pupils who are eligible for free school meals or from low-income households like compared with other pupils? How do you know?
2. How do attendance levels for pupils disadvantaged socio-economically compare to other pupils? What are exclusion rates like for these pupils?
3. Do many pupils who are eligible for free school meals or from low-income households take on leadership roles or positions of responsibility?

#### **Examples of questions for use with staff:**

4. Do pupils eligible for free school meals contribute well to lessons and discussions? How does their contribution compare to other pupils?
5. Do you have any concerns about the well-being of pupils eligible for free school meals?

### **Inspection area 3**

#### **Examples of questions for use with leaders and staff**

1. How have you organised the curriculum and pupil grouping/setting arrangements so that pupils disadvantaged by poverty have equal access? / Have you considered

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how organisation of the curriculum and pupil grouping/setting might have an impact on pupils disadvantaged by poverty?

2. How do all staff ensure that teaching and provision supports e-fsm pupils to be aspirational for the future?
3. What interventions do you use to improve e-fsm pupils' literacy and numeracy skills? What's the impact of this?
4. How do you put additional provision in place to enrich the curriculum without placing financial worries on low-income families?
5. How do you ensure that pupils from low-income families are not digitally disadvantaged?
6. How do you ensure equal access to enrichment activities such as the arts, musical activities and sport?

### **Examples of questions for use with staff**

7. How do you adapt your planning to ensure that e-fsm pupils have the best chance of succeeding? How do you inspire these pupils and raise their aspirations?

## **Inspection area 4**

### **Examples of questions for use with leaders**

1. What type of additional support do you provide for pupils from low-income families?
2. How do you assess, determine and prioritise pupil need?
3. Does the school currently have an FEO role or similar i.e. a staff role with specific responsibility for family and community engagement? Can you outline what they do?

### **Examples of questions for use with staff**

4. How do you ensure that pupils from low-income families have a voice in school?
5. What opportunities do you provide for pupils from low-income families to develop their own understanding of career pathways? What impact does this have on the development of their aspirations?
6. How do you ensure equal access to digital technology intervention support? For example, do all pupils have equal access to computers or digital devices when doing home learning?

## **Inspection area 5**

### **Examples of questions for use with leaders:**

1. What's the vision for reducing barriers to learning for pupils who are eligible for free school meals or from low-income families?
2. How do you make use of the Pupil Development Grant and Early Years Pupil Development Grant? How do you monitor and track the impact of this and explain how you evaluate its impact? How is this reported to Governors and the community?

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(Ask to see PDG statement on the school's tackling poverty strategy and ask where this is published)

3. How do you identify pupils and families in need of financial support? (e.g. Welsh Index of Multiple Deprivation)
4. How do you work with the LA and external agencies to support these pupils and families?
5. Do you have a family engagement officer? Explain the work that they do
6. Do you have a named governor for tackling poverty? How are they involved in the work of the school? (It would be useful to include this governor in a meeting.)
7. What do you know about the local community? What sources do you use to help you? (e.g. Welsh Index of Multiple Deprivation)
8. Do you work with any agencies/services to address the needs of e-fsm pupils and those from low-income families? How is this work coordinated?
9. What professional learning do you provide for staff to ensure that they understand the needs of pupils from low-income families? Have you been involved in any multi-disciplinary development to support your practice?
10. How do you evaluate the work of the school aimed at addressing the impact of poverty on pupil attainment and well-being?
11. In what ways are family and community engagement currently evaluated within the school?
12. As governors what can you tell me about the school's work on tackling the impact of poverty on pupil attainment and well-being?
13. As governors, are you aware of the school's use of any grants or additional funding to support the school's work on tackling poverty?
14. Does the school offer any services, including health and social services through the co-location of service hubs within your school? If so, what services are on offer?
15. Does the school currently have any partnerships with third sector organisations? If so, which organisations and how are these used to support children and families?

### **Examples of questions for use with staff who support family and community engagement**

Use the same high-level questions as highlighted above. During the course of the inspection, you may wish to consider some of the aspects mentioned below.

1. Explain your work with low-income families. How do you build relationships with low-income families?
2. What other agencies support you in this work?
3. What interventions do you provide for pupils and families who have low income?
4. Are you aware of the PDG Access Grant? How have you made families aware of this?
5. How do you keep costs down for pupils from low-income families, for example, when organising school trips?
6. Do you run any training or support for families on financial awareness?
7. How do you support families who are struggling financially?
8. How do you support low-income families to help their children with their education at home?

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9. Do you run any specific initiatives to support pupils and their families who have low incomes, such as parenting programmes?
10. In what ways do you currently consult with all parents to ensure their voice is heard, for example, a parent forum / body or similar?
11. Does the school currently open its facilities for any community use? If so, what are these?
12. Does your school currently offer any services and activities to children and families beyond the school day?
13. Does your school currently offer any food assistance initiatives e.g. onsite foodbank etc?
14. Does the school offer opportunities for community members / organisations to bring their skills and time into school? If so, in what ways does this happen?

<b>Examples of questions for use with community focus groups:</b>
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Where a school has significant partnerships with community organisations, inspectors may want to consider a focus group with these organisations. Below are a sample of questions that could be asked of a community focus group:

1. How do you support/work with the school to reduce the impact of low-income on pupils and families? How well is this arrangement working?
2. Does the school ever ask for feedback on their work with you and your work with pupils from low-income families? Have they or you changed anything as a result of feedback?
3. Do you have regular meetings and communication with the school about the progress being made?
4. Are there any barriers to this work?
5. How does the school build relationships with families and the community? How effective is this?
6. What more do you feel the school could do to support pupils from low-income families?
7. Has the school provided any training opportunities for you to support the work that you do, or have you provided training for school staff?
8. How does the school work in partnership with you to provide early intervention and support for e-fsm pupils and low-income families?

## **Annex 1: Eligibility for free school meals and defining low-income households**

Some children will be eligible for free schools meals depending on their household income. There will be other low-income households who do not meet eligibility criteria for free school meals. The Welsh Government is also phasing in Universal Primary Free School Meals for all primary school pupils. In this annex we explain the differences between these things.

### **Free School Meal (FSM)**

Eligibility for a free school meal (FSM) depends on household income and whether parents receive certain benefits. Children whose parents receive the following support payments may be eligible to receive free school meals:

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income, as assessed by HM Revenue and Customs, does not exceed £16,190
- Guarantee element of State Pension Credit
- Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- From 1<sup>st</sup> April 2019, Universal Credit, provided the household has an annualised net earned income of no more than £7,400 (as assessed by earnings from up to three of their most recent assessment periods)

Free schools meals are awarded where the parent or pupil meets the eligibility criteria and a request for free school meals has been made by, or on behalf of, the parent.

Young people who receive Income Related Employment and Support Allowance, Universal Credit, Income Support or Income Based Job Seekers Allowance in their own right may also be eligible to receive FSM.

The child will also need to be attending school full time, which can include full days at nursery and sixth form students.

Information on eligibility for free school meals for 2020/21 can be found [here](#).

### **Universal Primary Free School Meals (UPFSM)**

The Welsh Government has committed to extending the availability of free school meals, beginning with the youngest learners. The aim is that every primary school pupil will be able to have a free school meal by 2024.

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From September 2022, local authorities should ensure that the youngest children have access to a Universal Primary Free School Meal (UPFSM). The way that this is rolled out will differ between local authorities, for example in some local authorities this is starting with nursery and reception pupils (e.g. Carmarthenshire) whilst in others this has already been extended to year 1 and year 2 pupils (e.g. Newport).

The Universal Primary Free School Meal (UPFSM) offer does not depend on household income or whether parents receive any benefits, every child in these year groups is eligible to take up the offer. The meal is only available during the school term and not during the school holidays.

### **Low-income households**

A person is considered to be in poverty if their [household income](#) falls below 60% of the UK median (which is the middle value in a list of numbers that have been arranged from smallest to largest).

The median weekly household income in the UK is £476 after housing costs, and 60% of this is around £286.

We define a person to be living in relative income poverty if they live in a household where the total household income from all sources is less than 60% of the average UK household income (as given by the median). The figures below relate to relative poverty in Wales after housing costs such as mortgage interest payments/rent, water rates and structural house insurance were paid.

<https://gov.wales/asures-poverty-april-2020-march-2021-html>

## **Annex 2: Local government education services (LGES)**

The document **Pupil Deprivation Grant – Essential guidance** (Welsh Government, 2015) identifies that grant allocations will be paid via the regional school improvement consortia on a bi-annual basis. The grant is 100 per cent delegated to schools/early years settings except in the case of the CLA element which will be managed regionally by the consortia. Please read Annex 3 of this document which outlines expectations for 2022/23.

The document also states that a school's regional consortium/school improvement service will:

- support schools to plan effectively, making sure that school development plans set out clear ambitions and plans for the use of the PDG to raise the attainment of children from deprived backgrounds
- ensure schools monitor and evaluate the impact of their strategies
- challenge schools to set stretching targets
- recover the grant when there is evidence that it has been inappropriately or ineffectively spent

The regional consortia are responsible for developing a strategic approach to use the CLA PDG effectively. Although this funding is delegated to the consortia local authorities retain responsibility for CLA in their role as corporate parent.

Local Authorities/Regional Education Consortia will need to submit to the Welsh Government a Support Plan setting out how they will ensure effective use is made of the PDG to support the eight key areas outlined previously.

This will need to provide information on the following four areas:

### **^ Schools/Settings**

- How they will ensure that schools/settings use the PDG to address the key elements of High Standards and Aspiration for All, with a particular focus on learning and teaching and community schools.
- How they will ensure that schools/settings use the PDG on evidence-informed approaches identified in the guidance that Welsh Government will be producing and in the Education Endowment Foundation's Teaching and Learning Toolkit.
- The professional learning, they will be providing to support the above.
- How they will monitor and evaluate the impact of the approaches used by schools/settings.

### **^ PDG CLA**

- How they will ensure that the use of the PDG CLA also reflects the eight elements of High Standards and Aspiration for ALL through a strategic, local/regional approach in line with the terms and conditions outlined above to bring about improvements in the educational outcomes of looked after and formally looked after learners.

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#### ▲ EYPDG

- How they will work with both maintained and non-maintained Early Childhood Education and Carer providers to ensure they are making effective use of the PDG in supporting the eight elements, whilst strengthening links with the non-maintained settings (in line with the terms and conditions outlined above).

#### ▲ EOTAS

- How they will work with PRUs and local authorities to ensure they are making effective use of the EOTAS element of the grant to support the eight key elements of High Standards and Aspiration for All.

### **Suggested lines of inquiry/local inspection questions for inspections of LGES**

- What is your strategy for addressing the impact of poverty and how is this shared with schools? To what extent is this understood by all schools?
- How do you evaluate the progress and well-being of pupils eligible for free school meals/pupils from low-income households in this authority?
- What arrangements are in place to monitor the performance, progress and well-being of e-FSM pupils/pupils in low-income households? What evidence do you use to inform your view? For example, do you track these young people into post 16 education and training?
- What can you tell us about the performance of pupils eligible for free school meals/pupils from low-income households within the authority at each stage of learning? What are the trends over time?
- How do you use this information to plan strategically to improve provision and outcomes for these pupils?
- How effective is this strategy and what impact is it having on outcomes for pupils?
- Is there a designated person with responsibility for monitoring the performance of this group or is this responsibility with the regional consortium? If with the regional consortium, how does the authority know that its pupils' needs are met?
- How successful has this role been in improving the progress, well-being and success of e-fsm pupils/pupils from low-income households? Can you give specific examples?
- How are you working across directorates to join up the support for these pupils? What examples are there of successful cross directorate or service working?
- How do you ensure that all schools get the support and challenge they need in relation to improving provision and outcomes for these pupils?
- What professional support/development do school leaders, teachers and support staff receive? How effective is this in improving outcomes?
- How do you monitor the use of the EYPDG/ PDG?
  - i) How effectively do schools in your authority use grant funding for disadvantaged pupils and how do you know? Overall, what are the strengths and weaknesses?
  - ii) Are there arrangements to monitor the quality and effectiveness of plans to spend the PDG? Do you monitor any evaluations of previous grant spending?
  - iii) What happens if a school does not use the funding appropriately?



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- iv) What happens if there is particularly good practice?
  - v) Can you identify any particularly good practice in the use of grant funding?
  - vi) Are there any arrangements to support schools with smaller amounts of grant funding to work collaboratively to maximise the impact of funding?
- Are there any examples of innovative practice to support harder to reach learners such as EOTAS pupils? Any examples of innovative partnerships between school and youth/ voluntary organisations?
  - We are aware that the strategic planning responsibility for the CLA PDG lies with the regional consortium. However, the authority remains the corporate parent. With this in mind, how do you monitor the planning and provision through the PDG for CLA in your care?
  - How effectively do you use the CLA PDG and how do you know?

#### Possible specifics

- What are the rates of persistent absence amongst e-fsm pupils/pupils from low-income families? Does the authority monitor these? What are you doing to support/ challenge schools to reduce rates of persistent absence amongst e-fsm pupils?
- What arrangements are in place to improve family and community engagement in your schools?
- What early intervention strategies do you have to support this group of pupils and families?
- What is your on-entry information telling you about e-fsm pupils when they begin school? What use are you making of this information?
- Are you involved in any research partnerships, for example with a university? What has happened as a result?
- What is the local authority strategy to support the development of Community Focused Schools? How has this influence the LA 21<sup>st</sup> Century Schools Programme?
- What is the approach to using WG funding to support the development of Family Engagement Officers and Community Managers?

## Annex 3: Grant funding

The Welsh Government has produced a range of guidance on the education of disadvantaged children. This includes guidance on the PDG and on the new Pupil Development Access Grant which can be used for school uniform, equipment, sports kit and activities. This guidance is available at <https://gov.wales/education-of-disadvantaged-children>.

In June 2022 the Welsh Government issued a PDG Grant invitation letter to consortia and local authorities for the 2022-2023 school year. The letter sets out the terms and conditions of the grant which are largely based on the High Standards and Aspirations for All agenda as outlined by the Minister in his oral statement (March 2022) and the Bevan Foundation Speech (July 2022). The main points of the letter are summarised below.

The PDG and its use by schools will be a key enabler in tackling the impact of poverty on attainment. Regional Consortia and Local Authorities are asked to provide:

- Strategic oversight of the the use of the PDG aligned to the High Standards and Aspirations for all eight key areas
- Schools and settings with the necessary support use the grant in the most effective way

Local authorities and consortia should focus upon schools using their PDG to support all the elements of High Standards and Aspirations for All with a particular focus on learning and teaching and community schools.

Support should include:

- Robust and constructive challenge to ensure the use of evidence-informed approaches
- High quality support to enable head teachers and governing bodies to improve the outcomes for learners living in low-income households
- Collaboration between schools and schools and settings
- Sharing effective practice
- Monitoring strategy statements published by schools
- Building networks of key leads in every school
- Ensuring that there is a designated leader for disadvantaged learners in each school/setting. The PDG should not be used to fund this role.

### High Standards and Aspirations for All

High Standards and Aspirations for All sets out a number of measures to develop an excellent and equitable education system through progressively reducing inequalities in the educational outcomes for children and young people living in low-income households. The key drivers for success are:

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- **High Quality Learning and Teaching** – with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners
- **Community Schools** – with a particular emphasis on the role of Family Engagement Officers
- The role of the school within the wider community and work with other children’s and family agencies
- **Early Childhood Education and Care, developing our long-term vision to ensure equity and quality for our youngest learners wherever they access education or care which supports their learning and development** – in line with the use of the EYPDG
- **The Health and Well-being of Children and Young People** – in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being
- **Developing high aspirations through strong relationships** – aligned to the role of the Careers Service, the Youth Engagement and Progression Framework, the Young Person’s Guarantee and the Seren Network
- **The Curriculum for Wales and Qualifications** – focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes
- **Leadership** – focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools
- **Post-16 progression** – through forging strong partnerships with further education institutions, work-based learning providers and other post-16 providers

The use of the PDG should be focused upon all of these elements, particularly the first two, which evidence suggests are of the greatest importance especially as schools navigate the new curriculum.

School self-evaluation should be used to both identify appropriate priorities for the use of PDG and to capture its impact.

Individual school allocations for 2022-2023 for PDG, EYPDG and local authority EOTAS grants can be found here: [Pupil Development Grant and Early Years Pupil Development Grant: allocations | GOV.WALES](#)

### **What schools must do**

From 2022-2023 schools will need to complete and publish a statement on their PDG strategy.

This is the template that schools will be required to use:

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**PUPIL DEVELOPMENT GRANT STRATEGY STATEMENT**

**This statement details our school’s use of the PDG for the 2022 to 2023 academic year.**

**It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending had within our school.**

*If your numbers are 5 and below please use a \* instead of the allocation to protect the identification of children.*

**School overview**

<b>Detail</b>	<b>Data</b>
School name	
Number of pupils in school	
Proportion (%) of PDG eligible pupils	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
PDG Lead	
Governor Lead	

**Funding overview**

<b>Detail</b>	<b>Amount</b>
PDG funding allocation this academic year	£
<b>Total budget for this academic year</b>	£

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**Part A: Strategy Plan**

**Statement of Intent**

*You may want to include information on:*

*What are your ultimate objectives for the pupils being supported?*

- *How does your current strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

**Intended outcomes**

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Add or delete rows as needed</i>	

**Activity in this academic year**

This details how we intend to spend our PDG **this academic year** to address the challenges listed above.

**Learning and teaching**

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

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**Community schools**

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

**Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)**

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach
<i>Add or delete rows as needed.</i>	

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

**Part B: Review of outcomes in the previous academic year**  
**PDG outcomes**

This details the impact that our PDG activity had on pupils in the 2020 to 2021 academic year.

**Externally provided programmes**

*Please include the names of any programmes that you purchased in the previous academic year. This will help us identify which ones are popular in Wales.*

Programme	Provider

### Further information (optional)

*Use this space to provide any further information about your PDG strategy. For example, about your strategy planning, or other activity that you are implementing to support pupils from low-income households, that is not dependent on PDG.*

Schools' with PDG allocations should:

- use evidence-informed approaches
- allow for collaboration with other schools and settings
- share effective practice
- monitor the strategy statements on their use of PDG and impact that they need to publish (see above)
- ensure that there is a designated lead for disadvantaged learners in the school/setting in receipt of PDG; this could be an equity or well-being lead or someone in a pastoral role – **it is important to note that the PDG should not be used to fund this role**; the designated lead should be an established member of the school community who is familiar with their cohort
- ensure that the designated lead takes part in local and regional 'networks' of leaders

All schools must publish online their PDG allocation and an outline of their latest plans to use the funding to improve outcomes for deprived children. Where a school does not have a dedicated website, it must make the information available via the local authority or consortium website or as part of school information published in hard copy.

Where a school has fewer than five e-FSM learners it should publish a statement about the use and impact of the grant but should not disclose the number of e-FSM learners or the amount of PDG allocation.

Schools do not have to produce a separate plan for the PDG. It may be produced as part of a wider school improvement plan.

### The Early Years PDG

In addition to the PDG, the Welsh Government also provides funding via the Early Years PDG for eligible learners in nursery and reception.

In July 2015, the Welsh Government has produced guidance on the use of the Early Years PDG which can be found at <http://gov.wales/docs/dcells/publications/150720-eypdg-en.pdf>

The Early Years PDG extends the entitlement of grant funding allocated through the PDG to pupils in nursery and reception classes in funded Foundation Phase education. Early Years PDG funding should be used to make a lasting impact on outcomes for

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disadvantaged learners. Regional consortia are responsible for ensuring that the grant is used for the purposes for which it is intended.

As with the PDG, the aim of the Early Years PDG is to accelerate the rate of attainment of children of all abilities from low income/low-income households to help them reach their full potential. The aim of the EYPDG is to provide additional support to the youngest learners – three- and four-year-olds – from low-income households so they achieve better outcomes and can reach their full potential. The EYPDG should focus on interventions and approaches that support the development of children living in low incomes households, recognising this support will have the added advantage of benefitting all learners too.

In line with the High Standards and Aspirations for All eight key areas, particular attention should be focussed on:

### **Learning and teaching**

High-quality early education is essential to children's development. The experiences, knowledge and skills needed for lifelong learning, active citizenship and future employment begin in the early years.

The key principles essential for holistic and meaningful learning for all children start with skilful, observant and interested adults, who provide authentic and engaging experiences in effective, exciting environments. Relationships are key for young learners, having opportunities for meaningful, quality interactions are essential. That means enabling adults need a thorough knowledge and understanding of child development. This will include the principles of play-based learning and how to support child-led learning.

[Enabling learning](#) sets out the key features of successful pedagogy particularly for younger learners. Effective, child-centred pedagogy, which is responsive, dynamic and embedded in strong relationships, is essential. This is particularly the case with a child's language development. Children need time to develop good speaking and listening skills. High-quality experiences are essential to supporting children to develop social and communication skills. Environments should be communication rich. Play is fundamental to physical, intellectual and creative development. Through play-based learning, a child's experiences can be focused on creative and problem-solving activities. Children should be active participants in their learning.

Children learn well when actively engaged in experiences that stimulate their interest, ignite imagination and inspire curiosity. Real-life experiences can enable children to take the lead in asking questions, identifying problems, taking risks and finding solutions. All of which can aid progression for each learner.

### **Family engagement**

Children are in schools or settings for a small proportion of their waking time. Much of their early development takes place within their homes or in their communities. We know



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the richness of the home learning environment- being supported by parents and having the opportunities to engage in learning is critically important to the progression of children during the early years. This has become even more apparent during home learning resulting from the pandemic.

Effective family engagement involves regular communication between the setting/school and home and opportunities for parents to learn how best they can support their children's learning.

### **Leadership and professional learning**

Practitioners who support young children who access provision in early childhood education and care, whether in school or settings, require high-quality professional learning on effective ways of working with the most disadvantaged children and families. This will be particularly the case in areas such as language development, thinking skills, family engagement, Adverse Childhood Experiences and overcoming trauma. They will also need deep understanding of child development to ensure these developmental stages are not misguidedly rushed through. Practitioners play a key role in a young child's development both their social and emotional development as well as cognitive. The benefits of outdoor learning cannot be underestimated to support these developmental needs.

In schools, support staff are now a greater proportion of the workforce than teachers and they have specific professional learning needs in relation to how they can best be deployed.

School and setting leaders need their own professional learning. This will enable them to operate effectively in overcoming inequalities, working with families, communities and other agencies to benefit each learner.

For all practitioners, professional learning should draw upon research evidence and allow practitioners to relate this to their own context through undertaking professional enquiries.

New support materials for practitioners on Child development; Observation; Play and play based learning; Transition; Outdoor Learning and authentic and purposeful learning are available on [Hwb](#) . The modules reflect the principles of [Enabling Learning](#) and the [Curriculum for funded non-maintained settings](#).

### **EYPDG terms and conditions – 2022-23**

To ensure the effective use of the EYPDG the consortium should:

- focus on the 3 areas set out above
- focus on whole school approaches
- identify settings which demonstrate effective practice in the use of EYPDG so that it can be shared more widely

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- support maintained and non-maintained settings to forge closer links to ensure greater sharing of information and practice and to support the transition of individual learners
- work closely with Flying Start to build on the support already provided, increase communication and strengthen transition processes
- continue to provide guidance for staff in settings on:
  - appropriate methods of identifying children that would benefit from additional support through the EYPDG
  - identifying support needs, measuring progression and evaluating the effectiveness of interventions
- funded non-maintained nursery settings should be consulted on how funding should be used and data on use of funding should be collected

The Pupil Development Grant for Looked After Children supports looked after children in compulsory education. It should be used by the regional education consortia to strategically deliver better targeted and flexible interventions on a regional basis. Flexibility has been built into the terms and conditions to enable funding to also support interventions aimed at former looked after children who have been adopted from care or are subject to a special guardianship order.

Useful information about the Pupil Development Grant for Looked After Children is available [here](#).

**PDG-CLA terms and conditions – 2022-23:**

- regionally managed support for looked after children
- support, as appropriate, to also be provided through the grant for formerly looked after children, including those who have been adopted
- support through the grant to disproportionately benefit looked after children and formerly looked after contributing to the development of inclusive schools committed to equity and well-being benefitting all learners
- regional strategy in place, overseen by the regional lead co-ordinator who is responsible for management of the grant
- regional structure agreed between Consortia and local authorities at appropriate levels to ensure decision making and lines of accountability
- regional lead co-ordinator to undertake the core purposes of the role, and work with a range of partners including PDG Leads
- regional lead co-ordinators to work closely with local authorities leads for looked after children, including Virtual Schools Heads where applicable to understand local needs
- regional lead co-ordinators to join up knowledge and communicate evidence-based practice across regions
- funding will go to clusters of schools and settings to build capacity and to provide bespoke interventions, both of which need to meet individual learners' needs and be based on evidence and impact
- funding for regional priorities needs to have been identified in the regional strategy and agreed through the accountability structures
- a person-centred approach to capture views of the learner to be used to inform cluster plans and the regional strategy
- to measure the impact of the strategy, a regional approach is required that engages individual schools to ensure that the progress of looked after children are monitored and assessed regularly; this will require access to and analysis of appropriate data, which will require the agreement of a regional approach to the sharing of relevant data (ensuring GDPR compliance and appropriate data sharing agreements are in place)
- any roles funded through the grant should be identified in the regional strategy. Decisions on regional structures regarding funding of roles should take into account the sustainability of the roles beyond the lifetime of the grant
- regions to have a system of evaluation in place linked to the regional strategy. Intelligence gathered through evaluation, including impact, value for money and progress to be used when reporting at every level
- implementation of the regional strategy, requiring a shared commitment by all those involved, including school improvement, inclusion services and other key partners;
- all activity in relation to the grant should consider sustainability beyond the lifetime of the grant

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## **EOTAS**

Regional consortia/school improvement services are required to work with local authorities to set out arrangements for planning and delivering support for children in PRUs and EOTAS.

## **Consortia led funding**

Consortia led funding is available to support schools who are in need of additional support for their disadvantaged learners. This funding should respond to local need such as an increase in e-FSM numbers, to build capacity or in response to the Covid-19 pandemic.

## **Local Authority/Consortia Support Plan**

LAs/Consortia will need to submit to WG a support plan to outline how they will ensure effective use is made of the PDG to support the 8 key areas of High Standards and Aspirations for All

## **Annex 4: Useful sources of information**

Estyn publications related to poverty and social disadvantage can be found at <https://www.estyn.gov.wales/>

Other useful documents:

[Children in Wales | Price of Pupil Poverty](#)

[UK Poverty 2022: The essential guide to understanding poverty in the UK | JRF](#)

[WIMD - Home Page \(gov.wales\)](#)

[Children in Wales | End Child Poverty - Child Poverty Statistics](#)

[A snapshot of poverty in Summer 2022 - Bevan Foundation](#)

[Oral Statement: High Standards and Aspirations for All \(22 March 2022\) | GOV.WALES](#)

[Evaluation of the Pupil Deprivation Grant: Final report \(gov.wales\)](#)

[Evaluation of the implementation of the Pupil Development Grant for looked after children | GOV.WALES](#)

[Evaluation of the implementation of the Early Years Pupil Deprivation Grant - NFER](#)