



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Closing the Gap in Education

Autumn 2017

Alison Jones

Agenda



- The impact of poverty on attainment
- Pupil Development Grant
- Research- Sutton Trust/What Really Works?/Estyn documents/Rewriting the Future
- EAS 10 10 project
- Support for schools: Professional Learning Offer
- EAS Wellbeing and Equity Strategy Group

Welsh Government's Priorities



Reducing the impact of poverty on attainment is one of the Welsh Government's three national priorities. This impact has been well documented in Wales and in other countries. A considerable body of work points to the potentially devastating impact of poverty on children in the UK.

“By age 16, children from better off families are more than twice as likely to achieve five good GCSEs, as those from disadvantaged homes.”


PDG Guidance-Pupil Development Grant




Llywodraeth Cymru
Welsh Government

Pupil Deprivation Grant
Essential guidance

www.gov.wales




Guidance
Guidance document no: 162/2015
Date of issue: March 2015



Llywodraeth Cymru
Welsh Government

Grant Amddifadedd
Disgyblion
Canllawiau hanfodol

www.llyw.cymru



Canllawiau
Dogfen ganllawiau: rhif 162/2015
Dyddiad cyhoeddi: Mawrth 2015

Use of PDG



PDG funding can be used to support:

- Improving attainment
- Improving behaviour
- Improving attendance
- Positive Impact on wellbeing
- Positive impact on family and community engagement
- Extra curricular or aspiration raising activity
- Prevention of NEET

Documents to support closing the gap

- **Sutton Trust Toolkit**
- **Welsh Government: What Really Works?**
- **Welsh Government: What really works for the early years?**
- **Welsh Government: Pupil Deprivation Grant Poster (2014)**
- **Estyn (2012): Effective practice in tackling poverty and disadvantage in schools**
- **Estyn (2013): Working together to tackle the impact of poverty on educational achievement**
- **Welsh Government-Rewriting the Future**
- **Estyn: Pupil deprivation May 2014**

Documents to support closing the gap

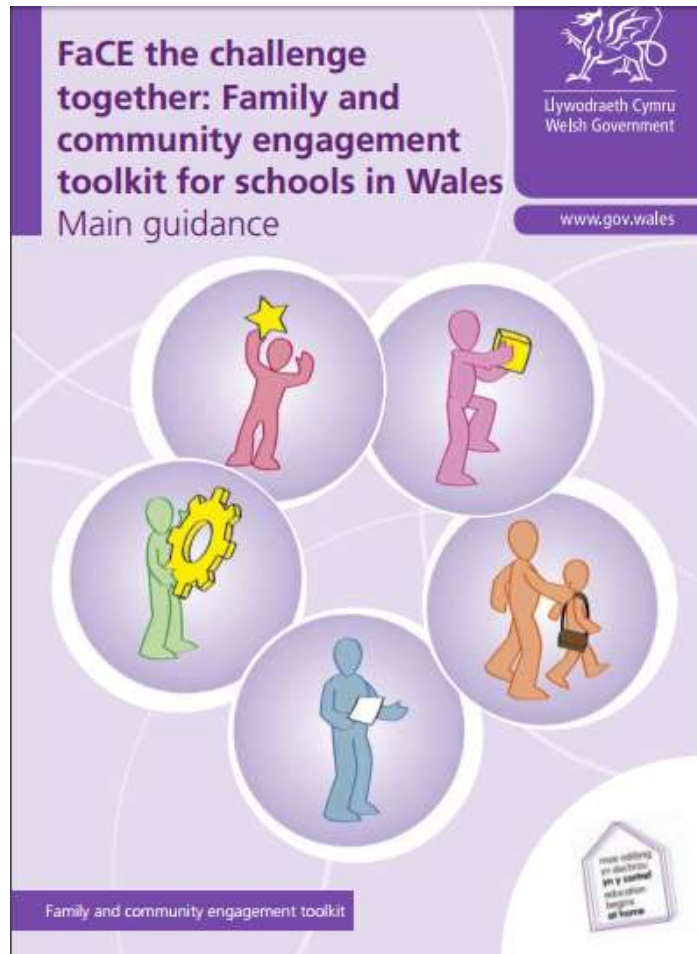


Welsh Government 2014 -What Really Works?



- **What Really Works?** guidance provides key information and resources to schools for tackling poverty in education and references other relevant guidance.

Family and Community Engagement (FaCE) Toolkit



Five themes of the FaCE toolkit



1. Leadership for a self-improving system
2. Embedding a whole-school approach to FaCE
3. Welcoming families to engage with the school
4. Helping families to actively support their child's learning
5. Developing community partnerships and multi-agency working

Supplementary guidance:

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

Autumn 2017

Inspectors will consider:

- how well disadvantaged pupils achieve
- the progress that disadvantaged pupils make in learning and wellbeing from their individual starting points
- the impact of approaches designed to improve the achievement and wellbeing of disadvantaged pupils
- how well school's evaluate the impact of provision for disadvantaged pupils, including that funded through specific grants
- the extent to which schools take a strategic and co-ordinated approach to improving the achievements and wellbeing of disadvantaged pupils
- how well schools use resources, including specific grants for pupils eligible for free school meals

Estyn (2013): Working together to tackle the impact of poverty on educational achievement



Recommendation

Consortia and L.A.'s should:

provide or broker better advice to schools on practical ways to tackle the impact of poverty.

EAS 10 10 project overview



Identification and sharing of effective practice in primary schools across the EAS region in closing the attainment gap between pupils disadvantaged by poverty and those not.

Effective practice in tackling poverty and disadvantage



10 areas which research suggests to be effective in raising attainment:

- Assessment for learning/feedback
- Engaging curriculum/Curriculum design
- Family and Community Engagement
- Mastery of basic skills
- Metacognition/learning to learn skills
- Pupil Voice
- Timely interventions
- Tracking
- Transition
- Wellbeing

N.B. The most valuable resource a school has are good teachers.

EAS Research



The top 3 areas regarding making a positive impact on learner outcomes according to the 10 10 head teachers were:

- Wellbeing
- Family and community engagement
- Assessment for learning

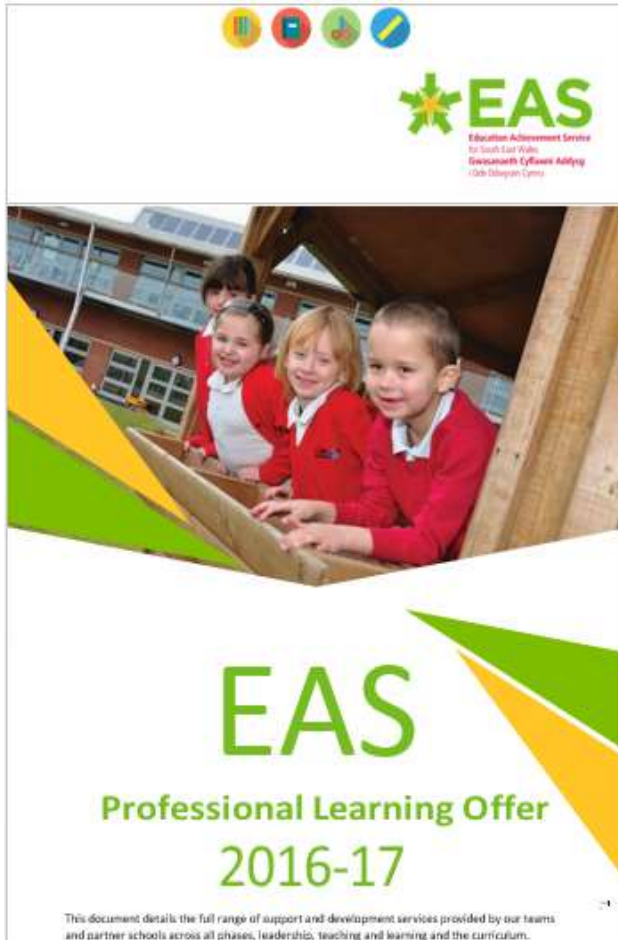
10 10 project

- Profiles of the schools were collated to produce a list of practical ways each of the 10 strategies are currently implemented in effective schools.
- The project findings were shared via EAS and the 10 10 Head teachers in a series of well attended workshops.

Analysis of PDG spend for the EAS 10 10 Project Schools

- PDG plans for the 10 10 project schools were analysed and plans:
- demonstrate a mixture of staffing, resources and training costs
 - refer to specific groups of FSM learners including more able and talented.
 - cover a range of focus areas e.g. academic, extra curricular, family engagement, attendance, developing a maths trail around school, music and sports.
- Most popular focus areas were literacy, numeracy and wellbeing.

EAS Professional Learning Offer



Ongoing range of support and development services are provided by our teams and Learning Network Support schools for Equity and Wellbeing across all phases, leadership, teaching and learning and the curriculum.

Professional Learning Offer



- Child Development and Well-being Workshop
- Cluster Based Workshops – The Equity and Well-being Strategy Pack
- Family and Community Engagement Network Meetings
- Post Graduate Certificate: Breaking the Link and Closing the Gap (UWTSD)
- Evidence-Based Approaches to Addressing the Challenges of Poverty – Workshop

Professional Learning Offer



- Leadership and Governance for Closing the Gap
- Research Findings Workshops
- Year 2-3 Summer Reading Transition Project
- KS3 PDG Requirements for 2017-18
- Family Engagement: Practical Strategies for Delivering
Literacy and Numeracy Workshops for Primary School Parents

EAS Closing the Gap Research Report

EAS commissioned research by Cardiff Metropolitan University into the effectiveness of the EAS Closing the Gap Programme written by Professor David Egan in July 2017.

The report recommends to further develop its strategy on the attainment of students challenged by poverty, EAS should develop a revised strategy based around three strategic areas:

- Early Years
- Early Intervention
- Employability

EAS Wellbeing and Equity Strategy Group



- EAS have formed a regional strategy group from a range of organisations shaping the future of wellbeing and equity work across our schools.



- any questions?

alison.jones@sewaleseas.org.uk