

EDUCATION & CHILDREN SCRUTINY COMMITTEE

28TH JANUARY 2022

SCHOOL ENGAGEMENT

Purpose:

To allow members of scrutiny to engage directly with the school community. To be provided with first-hand evidence of the impact of the pandemic on our pupils and the process of recovery in our schools.

To consider and comment on the following issues:

- Pressure on schools during various stage of the pandemic
- Impact in our pupils and staff
- Additional funding provided
- The planning for recovery in light of the additional resources
- The early impact of the additional provision

Reasons:

- Current limitations mean that scrutiny visits to schools are not possible. Education Services have therefore provided a new structure to allow scrutiny to ensure that evaluation and improvement is functioning effectively.
- The sessions will help scrutiny members to oversee the quality of delivery by the local authority and, in doing so, to fulfil their democratic accountability functions.
- Scrutiny members wish to understand the impact of the pandemic on our pupils in schools.
- To provide first-hand evidence of the impact of recovery programmes in our schools

To be referred to the Cabinet / Council for decision: **No**

CABINET MEMBER PORTFOLIO HOLDER: **Councillor Glynog Davies**

Directorate Education and Children Services

Name of Head of Service:

Aneirin Thomas

Report Authors:

Aneirin Thomas

Designations:

Head of Education Services and Inclusion

ALN Managers

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EXECUTIVE SUMMARY
EDUCATION & CHILDREN SCRUTINY COMMITTEE
28TH JANUARY 2022

SCHOOL ENGAGEMENT

Schools across Wales were provided with a specific £31 million grant, namely the Accelerated Learning Programme. The spreadsheet attached, outlines original support provided to schools as well as very recent additional funding. The focus of this report is the 'Recruit, Recover, Raise Standards' grant, noted in the spreadsheet as RRRs money.

The school's engagement session will focus outlining how the school has effectively utilised this additional money to address the following requirements.

The expectation of the funding is to help schools meet the demands of the Recruit, Recover, Raise Standards:

Accelerating Learning.

During the crisis, it has become clear that many learners have not progressed as much as they might in terms of their progress in learning, some learners having been impacted more seriously than others have. This funding enables investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and period of school closure. The primary purpose of the funding is therefore to enable investment in schools to allow them to recruit and deploy additional human capacity to support learners in addressing their needs following the initial COVID-19 crisis and periods of school closures. All pupils are eligible for additional help, although the scope of the help needed will vary significantly depending on individual circumstances. Given that resources are limited, we will prioritise in the following way when planning the allocation of resources:

Priority Cohorts for Support:

The funding is to be targeted at specific cohorts identified as most at risk as follows:

1. Learners in priority year groups i.e. year 11 due to exams, and Years 7 and 1 as key transition points;
2. Vulnerable and disadvantaged learners as defined by a range of characteristics such as
 - Learners with LA statements of ALN;
 - Black, Asian and Minority Ethnic learners and those from Gypsy Roma & Traveller communities;
 - Learners who are eligible for free school meals; and
 - Welsh medium learners.

These specific cohorts are an indication of how heads will think about the deployment of support. The expectation of the funding is that, although the funding formula is based on specific learner cohorts, learners who are identified as in need of support are given the opportunity to engage with support where possible. It is therefore not reserved exclusively for the use of the priority groups listed above and should be used to enable access to support where needed for children who have been impacted by a wide range of aspects of the pandemic. As there will be individuals not in the priority groups who also need support, it is an important principle that Head Teachers have autonomy in deciding any further groups or individuals that they support as part of their individual school plans.

Areas of Support to be Provided:

Curriculum reform remains our central priority for education in Wales. As such the foci for support under this Programme are:

- Development of independent learning skills, motivation and enjoyment of learning, to enable and encourage learners in all groups to make accelerated progress and, where appropriate by working more effectively alone and out of school.
- Literacy including oracy, numeracy and digital competence developed and applied within a broad, balanced and engaging curriculum – for the qualifications years, this will include higher order reading and writing skills, high level mathematics where relevant, and digital competence at the appropriate level and as relevant to learners progressing with their qualifications.
- Support and engagement through coaching – this in recognition that learners may need coaching, emotional support and relationship building as well as support for examination preparation and skills for those undertaking qualifications.

DETAILED REPORT ATTACHED ?	Financial information.
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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **Aneirin Thomas** **Head of Education and Inclusion**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: **Aneirin Thomas** **Head of Education and Inclusion**

1. Local Member(s)

N/A

2. Community / Town Council

N/A

3. Relevant Partners

N/A

4. Staff Side Representatives and other Organisations

N/A

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED	YES
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**Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:**

THERE ARE NONE

Title of Document	File Ref No.	Locations that the papers are available for public inspection