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County Hall
Rhadyr
Usk
NP15 1GA

Wednesday, 3 February 2021

Notice of meeting

Special Meeting Children and Young People Select Committee

Thursday, 11th February, 2021 at 2.00 pm
Remote Meeting

Please note that a pre meeting will be held 30 minutes prior to the start of the meeting for members of the committee.

AGENDA

Item No	Item	Pages
1.	Apologies for Absence.	
2.	Declarations of Interest.	
3.	To consult on the EAS Business Plan for 2021/2022 prior to Cabinet agreement in April 2021 (report to follow).	1 - 8
4.	Presentation on engagement on Free School Meals ahead of drafting strategy.	9 - 30
5.	Next Meeting: Tuesday 9th March 2021 at 10.00am.	

Paul Matthews

Chief Executive

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillor Louise Brown	Shirenewton;	Welsh Conservative Party
County Councillor Lisa Dymock	The Elms;	Welsh Conservative Party
County Councillor Martyn Groucutt	Lansdown;	Welsh Labour/Llafur Cymru
County Councillor Laura Jones	Wyesham;	Welsh Conservative Party
County Councillor Malcolm Lane	Mardy;	Welsh Conservative Party
County Councillor Maureen Powell	Castle;	Welsh Conservative Party
County Councillor Frances Taylor	Mill;	Independent Group
County Councillor Tudor Thomas	Priory;	Welsh Labour/Llafur Cymru
County Councillor Jo Watkins	Caldicot Castle;	Liberal Democrats

Added Members

Members voting on Education Issues Only

Vacant Seat (Roman Catholic Church)
Vacant Seat (Co-optee)
Elizabeth Thomas

Added Members

Non Voting

Fay Middleton (Trade Union)
Maggie Harris
Peter Strong NEU

Public Information

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Welsh Language

The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.

Aims and Values of Monmouthshire County Council

Our purpose

Building Sustainable and Resilient Communities

Objectives we are working towards

- Giving people the best possible start in life
- A thriving and connected county
- Maximise the Potential of the natural and built environment
- Lifelong well-being
- A future focused council

Our Values

Openness. We are open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we cannot do something to help, we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – building trust and engagement is a key foundation.

Fairness. We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

Flexibility. We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

Teamwork. We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

Monmouthshire Scrutiny Committee Guide

Role of the Pre-meeting

1. Why is the Committee scrutinising this? (background, key issues)
2. What is the Committee's role and what outcome do Members want to achieve?
3. Is there sufficient information to achieve this? If not, who could provide this?
 - Agree the order of questioning and which Members will lead
 - Agree questions for officers and questions for the Cabinet Member

Questions for the Meeting

Scrutinising Performance

1. How does performance compare with previous years? Is it better/worse? Why?
2. How does performance compare with other councils/other service providers? Is it better/worse? Why?
3. How does performance compare with set targets? Is it better/worse? Why?
4. How were performance targets set? Are they challenging enough/realistic?
5. How do service users/the public/partners view the performance of the service?
6. Have there been any recent audit and inspections? What were the findings?
7. How does the service contribute to the achievement of corporate objectives?
8. Is improvement/decline in performance linked to an increase/reduction in resource? What capacity is there to improve?

Scrutinising Policy

1. Who does the policy affect ~ directly and indirectly? Who will benefit most/least?
2. What is the view of service users/stakeholders? Do they believe it will achieve the desired outcome?
3. What is the view of the community as a whole - the 'taxpayer' perspective?
4. What methods were used to consult with stakeholders? Did the process enable all those with a stake to have their say?
5. What practice and options have been considered in developing/reviewing this policy? What evidence is there to inform what works?
6. Does this policy align to our corporate objectives, as defined in our corporate plan?
7. Have all relevant sustainable development, equalities and safeguarding implications been taken into consideration? For example, what are *the procedures that need to be in place to protect children?*
8. How much will this cost to implement and what funding source has been identified?
9. How will performance of the policy be measured and the impact evaluated.

Questions for the Committee to conclude...

- Do we have the necessary information to form conclusions/make recommendations to the executive, council, other partners? If not, do we need to:
- (i) Investigate the issue in more detail?
 - (ii) Obtain further information from other witnesses – Executive Member, independent expert, members of the local community, service users, regulatory bodies...
 - (iii) Agree further actions to be undertaken within a timescale/future monitoring report...

General Questions....

Empowering Communities

- How are we involving local communities and empowering them to design and deliver services to suit local need?
- Do we have regular discussions with communities about service priorities and what level of service the council can afford to provide in the future?

Service Demands

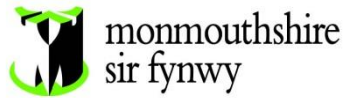
- How will policy and legislative change affect how the council operates?
- Have we considered the demographics of our council and how this will impact on service delivery and funding in the future?

Financial Planning

- Do we have robust medium and long-term financial plans in place?
- Are we linking budgets to plans and outcomes and reporting effectively on these?

Making savings and generating income

- Do we have the right structures in place to ensure that our efficiency, improvement and transformational approaches are working together to maximise savings?
- How are we maximising income? Have we compared other council's policies to maximise income and fully considered the implications on service users?
- Do we have a workforce plan that takes into account capacity, costs, and skills of the actual versus desired workforce?



SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2021-2022) (2nd Draft for consultation)

MEETING: Children and Young People's Select Committee
DATE: 11 February 2021
DIVISION/WARDS AFFECTED: All

1. PURPOSE:

1.1. This report asks for members to consider the full contents of the draft EAS Business Plan 2021-2022, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools and settings in Monmouthshire.

2. RECOMMENDATIONS:

2.1. Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process.

2.2. Consider the main strengths and areas for development within Monmouthshire, and to consider how LA services can be aligned with the priorities contained within the document, therefore ensuring all pupils meet their full potential.

3. KEY ISSUES:

3.1. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.

3.2. The EAS is required to submit an annual overarching regional Business Plan. This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.

3.3. However, this plan will also need to consider how schools and settings will operate in a COVID-19 recovery phase and the support that will be required. Consideration will also be given to the priorities that were set and agreed prior to the pandemic in the previous Business Plan 2020-2021 depending on their relevance in the current climate.

3.4. The EAS will work collaboratively with local authority partners, schools and settings to implement the Business Plan. It is critically important that the EAS remains sensitive and

responsive to the needs of the school workforce and will continue to be a highly supportive, reflective and responsive organisation.

- 3.5. The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research.
- 3.6. The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, the EAS will work with local authorities to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on their important priorities and their support for learners.
- 3.7. The timing, delivery and focus of the support will be carefully considered considering the challenges that are likely to continue into the summer and autumn terms 2021.
- 3.8. Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 3.9. Please note that a mid-year evaluation of the current revised Covid Business Plan (2019/20) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes (created in January 2021). Within the context of evolving accountability arrangements and the Covid-19 Pandemic, school and aggregate LA performance data has not been available for presentation to this committee.
- 3.10. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Monmouthshire will continue to be met through bespoke work with each school, both virtually and when safe to do so physically.
- 3.11. The EAS will offer an evolving Professional Learning Offer (PLO) to all schools and settings across the region, in order to meet development needs as we emerge from the pandemic. We will continue to fund schools (grant permitting) to deliver a large proportion of the professional learning activity, where appropriate virtually
- 3.12. All schools will continue to be provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances and to allow for changes in light of the pandemic.
- 3.13. The centralised model of service delivery that has been adopted across the South East Wales region has enabled efficiencies to be realised, economies of scale to be secured, particularly in relation to avoiding duplication of functions and the ability to secure a range of educational expertise within the region.
- 3.14. The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity. There has been inevitable fragility in the ability of schools to offer support beyond their own settings because of the pandemic, this situation will be managed with sensitivity and will be constantly reviewed.
- 3.15. For sustained school improvement to happen it is essential that all partners work together more closely than ever recognising that each partner (school, LA and EAS) has its role to play in providing support to secure improvements.

3.16. The Business Plan is in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads
- EAS Supporting School Trade Union Group (SSTU Group)

3.17. The final version of the Business Plan will be supported by a range of supporting documents:

- Detailed Business Plan 2021–2022
- Regional Grant Mapping Overview 2021–2022
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2021–2022
- Local Authority Strategic Education Plans

3.18. This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. The EAS will work in partnership with local authorities to support additional local priorities, as appropriate and those that arise from the changing local and national situation.

3.19. EAS will work in partnership with local authorities to support additional local priorities, as appropriate and those that arise from the changing local and national situation.

3.20. The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, that rapid and sustainable school improvement can be achieved. This joined up approach will be even more critical as we work in partnership to support schools and settings during this challenging time.

3.21 Monmouthshire Strategic Priorities 2021/22

Monmouthshire strategic priorities for 2020/21 aligned well with the following four recommendations from our Estyn inspection in February 2020. They are:

- R1 Improve outcomes for pupils eligible for free school meals
- R2 Further strengthen the focus on increasing the number of pupils achieving excellent standards
- R3 Articulate a clear strategy for SEN provision
- R4 Strengthen the use of information gathered through self-evaluation to better inform improvement planning

The year that followed has been unprecedented and in managing our response to the global pandemic, our priorities have taken a step back. Instead, we have adopted key strategic aims that can be responsive to emerging needs in a rapidly changing environment. Whilst the current uncertainty remains, we continue to work towards addressing our Estyn recommendations, and prioritising emerging need.

Regional Priorities 2021-2022

3.22 The EAS will endeavour to be a professional partner working with schools to provide support using external expertise and experience. All schools and settings will be entitled to a range of professional learning and bespoke support which aligns to their school improvement priorities. Full consideration will be given to the current climate in which schools and settings are operating. Within this context the priorities of the EAS will be to:

- A. To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.
- B. Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.
- C. Provide support to continue to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.
- D. Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionately affected by school closures.
- E. Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales, as appropriate.
- F. Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.
- G. Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.
- H. Continue to support the development of leaders at all levels in schools and settings.
- I. Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.
- J. Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
- K. Embed the EAS internal evaluation model, continue to welcome external challenge and support, ensure the effective and efficient support to schools and settings and adhere to legislative requirements that fully supports the wellbeing of staff.

Ambitions for 2021-22

3.23 Working in partnership with local authorities, schools and setting the ambitions for 2021/22 and beyond are challenging to capture without having clarity around the changing nature of the pandemic and the effect it will have on schools and settings. In this regard, the ambitions below need to be read within the context they have been derived:

- The EAS has placed wellbeing at the forefront of its work.
- There is a clear strategy to improve the quality of distance and blended learning experiences for learners. There has been good engagement in the regional strategy and many opportunities have been provided for schools to share to develop more effective teaching across and within schools and settings.
- Where schools and settings have engaged in the regional wellbeing support offer it has helped to support improvement in their provision for wellbeing.
- Schools and settings receive the right type of support, as appropriate to help them make progress against their school improvement priorities.
- Most schools can identify and provide the most appropriate support to specific groups of disadvantaged and vulnerable learners, including those who have been disproportionately affected by school closures, to help them to progress.
- A regional strategy developed in collaboration with practitioners provides a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals.
- The quality and impact of the provision for professional learning for educational practitioners and governors is good and those schools that have engaged are able to evidence the impact of this.
- Refined and extended networks ensure effective collaboration and communication to support school improvement.
- A range of professional learning and bespoke support provided to schools and settings helps them realise Curriculum for Wales.
- Working with schools and local authorities, a regional model of support will be developed and implemented, focusing on accurate self-evaluation using a broad range of characteristics, aligned to school improvement priorities.

Risks

3.28 EAS Regional Risks: As part of the internal EAS risk management process several aspects have been identified as potential barriers to the successful implementation of this Business Plan. These clearly set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs. These are:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement.
- Uncertain financial grant projections may destabilise the ability to deliver the agreed business plan.
- The uncertainty surrounding the pandemic and the effect this will have on schools and settings.

- 3.29 These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Monmouthshire LA Plans and the Education Strategic Plan.
- 3.30 Monmouthshire LA will have its own risks linked to the delivery of the strategic objectives within their corporate plans.

4. REASONS:

- 4.1. The South East Wales Consortium is required to submit to the Welsh Government a three-year business plan that will be updated annually. This meets the requirements set out in the Welsh Government's National Model for Regional Working. The business plan addresses all aspects in support of improvements across the schools and settings in Monmouthshire.

5. RESOURCE IMPLICATIONS:

- 5.1 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding, it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.
- 5.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan will accompany the Business Plan and will be intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants will be available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.
- 5.3 Delegation rates to schools has increased to 94.4%, in 2019/2020, whilst the EAS staff profile has reduced by 53.1% since 2012.
- 5.4 The local authority's indicative core contribution for 2021/22 are as follows: MonmoutNewport LA's contribution for 2021/22 is £405,844 compared with £414,127 in 2020/21 and £420,218 in 2019/20.
- 5.5 At the time of writing this report, there is uncertainty with regards to the regional grant funding from WG for 2021/2022. As a result of the pandemic, it is likely that there will be reductions in the regional grant profile. When the grant position has been confirmed the EAS detailed delivery plan will be updated accordingly.

6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)

6.1. High Quality education is a fundamental pre-requisite of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to monitor and evaluate school performance and the quality of provision, coupled with its statutory powers of intervention in schools causing concern is fundamental to ensuring that all schools provide high quality education provision.

7. CONSULTEES:

7.1. The Business Plan is currently in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads
- EAS Supporting School Trade Union Group (SSTU Group)

8. BACKGROUND PAPERS:

8.1 Education Achievement Service: Regional Business Plan (Post Covid Recovery: April 2021-March 2022) (Consultation 2nd Draft)

9. **AUTHOR:** Debbie Harteveld (Managing Director EAS)

Presenting: Edward Pryce (Assistant Director, EAS)
CONTACT DETAILS: **Tel:** 07904 644686
E-mail: ed.pryce@sewaleseas.org.uk

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Free School Meals Strategy Drafting Session CYP Select

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Children and Young People Select Committee
11th February 2021

Agenda Item 4



How do we define poverty in Monmouthshire?

- Poverty is not the same as having a low income.
- People and families have different pressures on their finances.
- People and families have different levels of personal and financial resilience.
- The impact of Covid-19 has been felt differently by different groups of people.
- The potential future impact of Covid-19 will be felt by many more people and families the longer the pandemic continues.

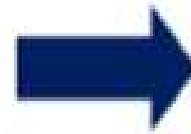
In recognition of all of the above, Monmouthshire has adopted the Joseph Rowntree definition of poverty

‘When a person’s resources (mainly their material resources) are not sufficient to meet their minimum needs(including social participation)’



How do we define child poverty in Wales?

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In Wales, this equates to around 7 pupils in a class size of 25



Who does child poverty effect?

Any child can experience poverty, at any stage in their childhood



What is the impact of poverty on children and young people?

There is a wealth of research evidencing that poverty has a huge impact on children's learning at school and consequent educational attainment levels. Pupils from low income and disadvantaged families are more likely to:

- Have poorer physical health
- Experience mental or emotional health problems
- Have a low sense of well-being and life satisfaction
- Underachieve at school
- Have poorer prospects in work
- Experience social deprivation
- Feel unsafe
- Experience stigma and bullying at school

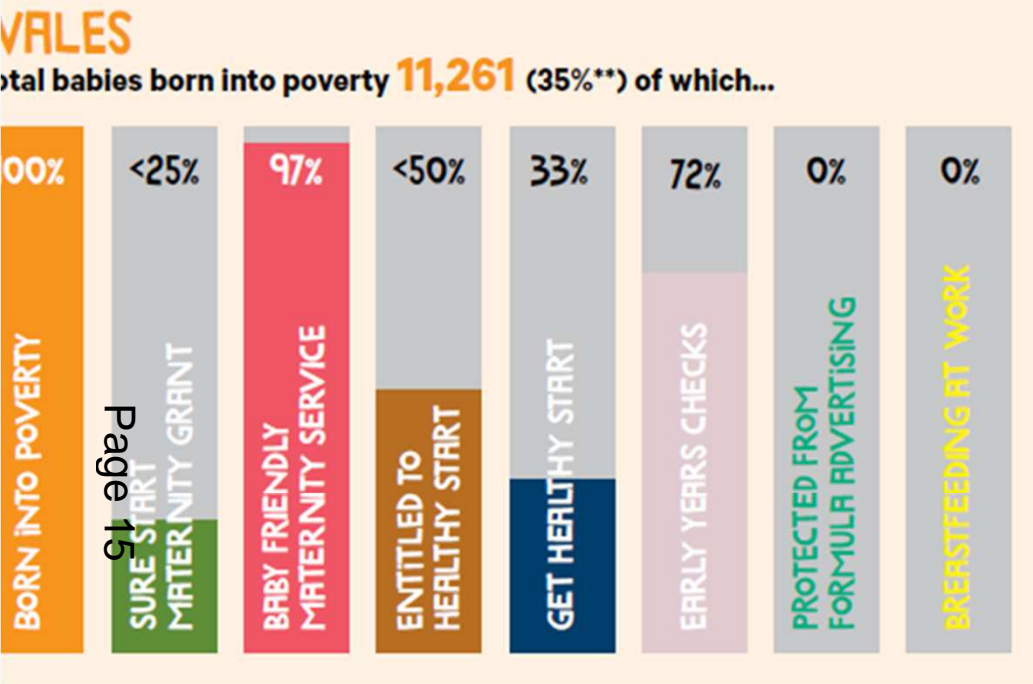


Child Poverty in Monmouthshire

- There are comparatively low levels of deprivation in Monmouthshire compared to other local authorities in Wales. However, this does not fully reflect the pockets of significant deprivation we know exists in areas within the county.
- In 2020, 12.1% of Monmouthshire pupils of statutory school age on school roll are in receipt of free school meals (FSM) ranking the authority second lowest out of twenty-two local authorities in Wales. This is an increase of 1.8 percentage points compared to 2019.
- The distribution of FSM pupils is not linear across our schools. FSM pupils range between 2.5% up to 36.5% in primary schools and 8.1% to 12.6% in secondary schools.
- There are several large residential pockets in Monmouthshire with over 25% of children living in poverty, a large area with 20-25% of children living in poverty and the rest of the county with between 15 -20% of children living in poverty

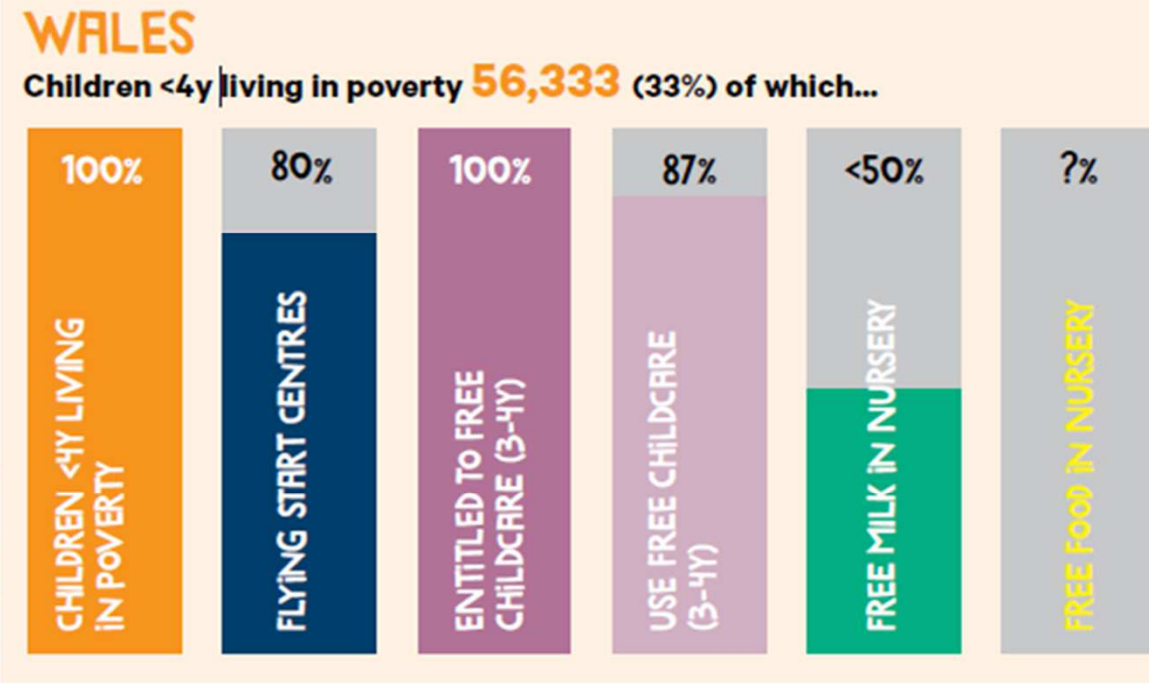


Early Years and Parenting



*data on only 0-year-olds in Wales due to small sample size
**5% of <2-year-olds live in poverty in Wales.

5% of babies in Flying Start areas in Monmouthshire receive breast milk within 10 days



In Flying Start areas in Monmouthshire:

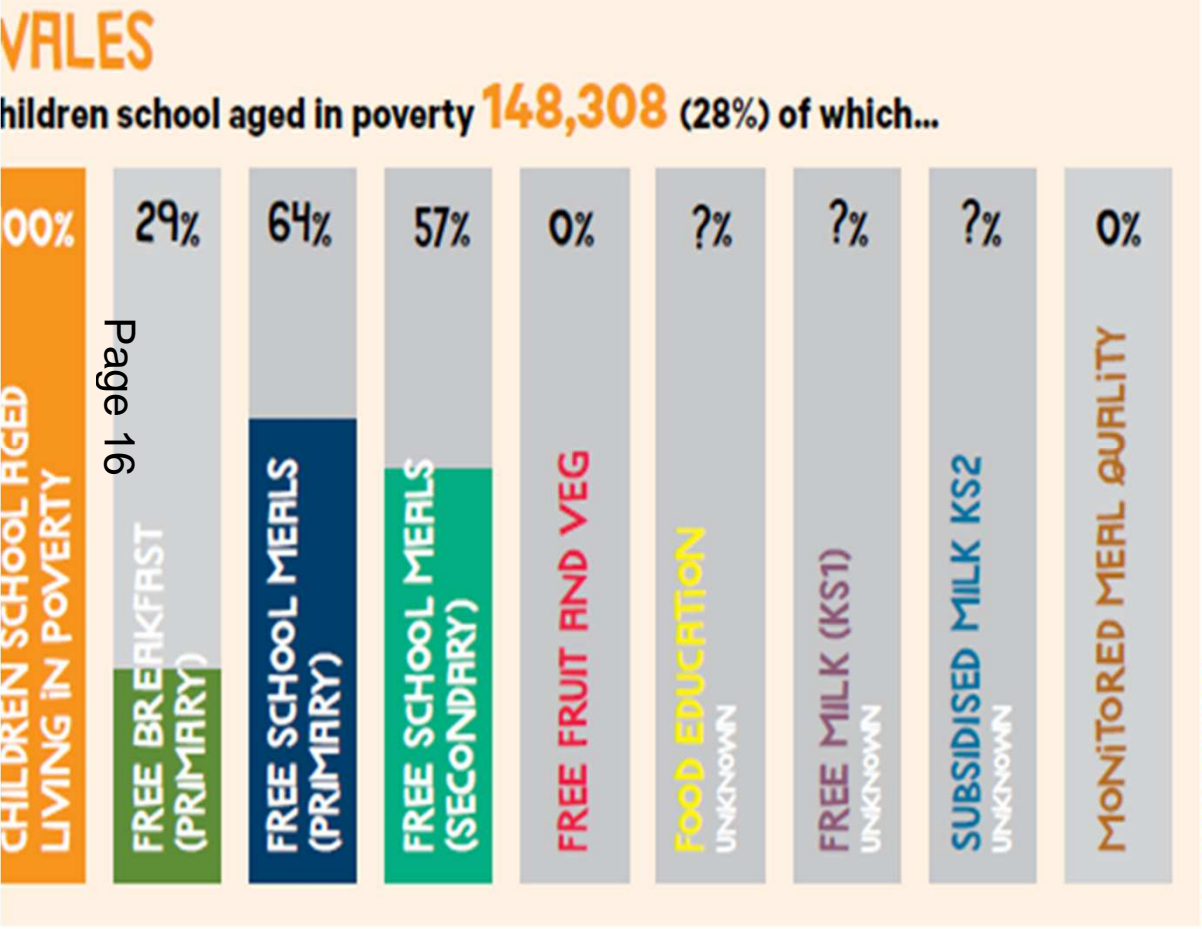
- 100% of parents take up free childcare
- 59% of parents complete formal parenting courses and 86% complete informal courses
- 91% of children are immunised by their 4th birthday



Food and hunger

Free school meals carry a stigma

The free school meal allocation is not enough



People don't always even apply for free school meals even though they'd be entitled to them. It's about people's pride

Meal times are not a valuable part of the school day

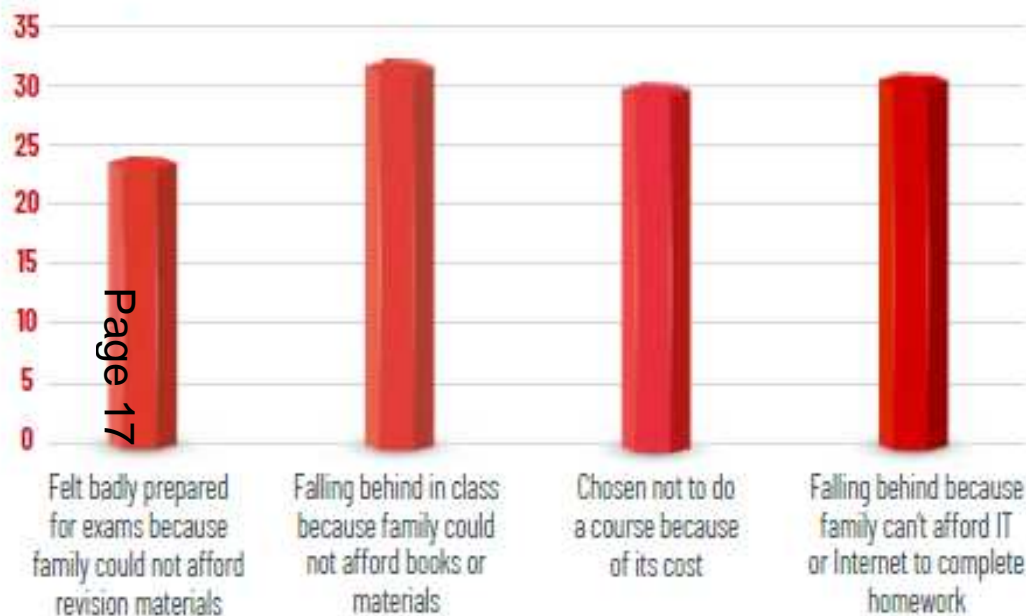
If you don't eat enough at lunch it makes you tired, it messes with your brain as you've not been fed.

Fatty, unhealthy foods are way cheaper – burgers and paninis. People think that it's just the rich kids who go for salads.



Participation in the life of the school

Percentage of learners whose academic performance affected by low income*



* The Children's Commission on Poverty, The Children's Society, 2014









There was a history trip to the Big Pit, I didn't go on that. It was too expensive to go, mum couldn't afford it at the time, it was twenty-something pound. I come home and talked to mum about it and we couldn't afford it. It felt bad when everyone come back and said how much [of] an amazing time they had.⁵

"Research has shown that in recent years there has been an increase in the scale and scope of schools charging for activities, including in areas such as educational equipment and visits. One fifth of parents they surveyed said they have been charged for field trips that are a compulsory element of a course. A quarter of parents said they have been charged for text or reference books."⁴

"For design we have to pay £6 to make our models and take them home. So if we don't pay for it then we can't use it so we have made it for no reason."



School Uniform and Clothing

Uniform Item	Examples of school shop cost	Examples of supermarket cost
 Shirts x 5	£40.00	£7.50
 Jumpers x 2	£25.00	£12.00
 Trousers x 2	£35.50	£10.00
 Tie	£4.00	£4.00
 PE Kit socks	£5.75	£5.75
 PE Kit outdoor top	£17.00	£4.00 (pack of 2)
 PE Kit shorts	£10.00	£8.00
 PE Kit Polo shirt	£12.75	£3.50 (pack of 2)
Total:	£150.00	£52.75

The average cost of a primary school uniform in Wales is around £110 and £150 for secondary schools (including sports kit).

Research undertaken by the Children’s Commissioner for Wales found the examples of school uniform costs in Wales.

For children living in families who struggle to afford a school uniform, school can be a source of worry and anxiety.

50% of school staff said their school was having to provide essential services to low income families (clothing bank, laundering facilities on school premises)



Home Environment

Computers and an internet connection at home are increasingly necessary for children to access and complete their homework.

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"We get stacks of homework and most of it is on the computer. I had to tell the teacher to print out a sheet so I could just fill it in but the teacher kept saying it wasn't high enough quality homework. I would only score a five or three out of 10."

The home environment can be a significant enabler or barrier in determining how children relate to and perform in school.

Homelessness, housing insecurity, overcrowding and living in sub-standard housing can all negatively impact on a pupil's achievement levels.

74% of school staff said they know of pupils who don't have access to IT resources at home to complete their home learning



How does this link to our corporate priorities?

Our purpose

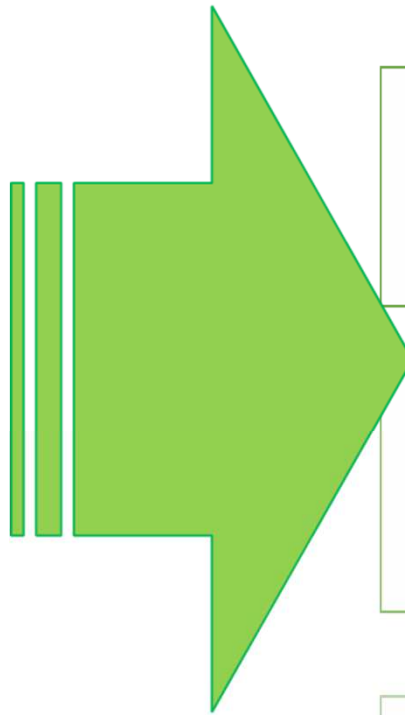
- 'To build sustainable and resilient communities'

Monmouthshire's Wellbeing Plan

- 'Giving children the best start in life'

Monmouthshire's Corporate Plan

- Children have the best start in life



The Chief Officer's Report

- Reviews the past year and identifies priorities for the coming year

The EAS Business Plan

- Captures the regional ambition and aligns to Monmouthshire's priorities for the year

Service Improvement Plans

- Sets out the delivery of the priorities



Contextual Free School Meal Information

January 2020 PLASC Data

	FP				KS2				KS3				KS4			
	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17
All FSM*	120	110	96	89	119	96	89	77	80	99	85	78	91	85	71	58
FSM Only	85	68	63	62	69	50	57	49	45	44	44	34	46	32	34	28
FSM / GTR	0	1	0	1	3	0	0	0	0	0	0	0	0	0	0	0
FSM/EAL	4	0	4	3	5	4	2	0	2	1	1	2	0	3	0	1
FSM/SA	15	9	12	15	13	15	8	10	14	20	18	17	19	23	11	13
FSM/SA+	14	26	15	9	16	18	9	13	11	16	12	9	14	8	9	5
FSM/ST	3	6	2	1	9	2	6	2	5	11	5	14	8	16	12	11
FSM/YC	0	0	0	0	0	14	12	5	2	13	13	5	1	11	9	6
FSM/forces	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0

* Numbers may not tally with individual groups as some pupils meet multiple categories



Chief Officer Plan

Our Pillars to give children and young people the best start in life

Be ready for school

Flying Start

Acorn Project

Page 22

Early Years Team

Early Years ALN Team

ABUHB

Early Help Panel

Educational Psychology
Service

Be in school

Education Welfare Service

Pupil Referral Unit

Corporate Parenting Panel

Youth Service

ABUHB

Acorn Project
Parenting Support

Parents/ Carers

Be well behaved and ready to learn

Behaviour Support

Pupil Referral Service

ALN Statutory Team

Healthy Schools
SEAL/Thrive

Educational Psychology
Service

Sports Development

Gwent Police
ACEs

Be well taught

Schools

Education Achievement
Service

ALN Statutory Team

Healthy Schools

Public Health Wales

South Wales Fire and Rescue

Melin homes



What are our aspirations for FSM pupils?

Ambition 1

- Our individual and collective expectations of FSM learners will be equally as high as those for learners who are not disadvantaged.

Ambition 2

- All key partners will prioritise FSM learners through the deployment of their resources, the provision of enhanced opportunities and all relevant funding streams.

Ambition 3

- The aspirations our FSM learners have for themselves are just as ambitious and attainable as for learners who are not disadvantaged.

Ambition 4

- Our curriculum offer will ensure that FSM learners have access to an enhanced range of rich learning experiences, evidenced based interventions and opportunities so that they can achieve their full potential.

Ambition 5

- There will be no gap in attainment between FSM learners, compared to learners who are not disadvantaged.



What will we do to improve?

Ambition 1

Our individual and collective expectations of FSM learners will be equally as high as those for learners who are not disadvantaged.

Local Authority

- Provide an enhanced level of training and support to priority schools to develop and implement strategies to improve engagement and develop resilience
- Provide 'Compass for Life' training for School Leaders, Teachers and learners in all schools

Schools

- Raise the profile and expectations of FSM pupils using engagement and aspirational tools such as Raising the Achievement of Disadvantaged Youngsters (RADY)

EAS

- Continue the 'Disadvantaged and Vulnerable Leader Lead' programme
- Continue to support the expansion of the RADY project across Monmouthshire clusters.



Ambition 2

All key partners will prioritise disadvantaged learners through the deployment of their resources, the provision of enhanced opportunities and all relevant funding streams.

Local Authority

- Target Local Authority support services to schools with the highest FSM population.
- Redesign services so that they can provide greater support to a wider number of FSM pupils in priority areas.
- Improve the co-ordination of wider external partnerships to focus resources and support to the schools with the highest FSM population.
- Maximise funding streams to promote engagement in extra-curricular activities and enrichment programmes such as SHEP, Duke of Edinburgh.
- Target FSM as a priority when determining funding allocations wherever possible.
- Prioritise the provision of digital and resources and connectivity for disadvantaged learners.

Schools

- Prioritise FSM pupils in school planning for improvement.
- Target grant funding to improve provision and outcomes using evidenced based interventions and increased staffing capacity
- Provide a programme of professional learning to enable practitioners to effectively support disadvantaged and other vulnerable learners.

EAS

- Provide advice to schools on the effective use of grants to support disadvantaged learners



Ambition 3

The aspirations our disadvantaged learners have for themselves are just as ambitious and attainable as for learners who are not disadvantaged.

Local Authority

- Support the delivery of an enhanced 'Compass for Life' programme for learners and parents in our schools with the highest number of disadvantaged learners
- Provide an enhanced offer of support for parents, particularly at key points in the learning journey
- Re-organise family support services such as Acorn to provide on-going points of contact and support for families living in poverty to support children between 4 and 14 years.
- Create an FSM panel to identify need and determine support for high priority FSM families.
- Strengthen existing multi-agency work to include high priority FSM families

Schools

- Raise the profile and expectations of FSM pupils using engagement and aspirational tools such as Raising the Achievement of Disadvantaged Youngsters (RADY)

EAS

- Continue the 'Disadvantaged and Vulnerable Leader Lead' programme
- Continue to support the expansion of the RADY project across Monmouthshire clusters.



What will we do to improve?

Ambition 4

Our curriculum offer will ensure that disadvantaged learners have access to an enhanced range of rich learning experiences, evidenced based interventions and opportunities so that they can achieve their full potential.

Local Authority

- Target existing resources in secondary schools to support FSM pupils for example pupil engagement officers, Youth Support Workers and EWS.

Schools

- Deliver high-quality teaching to meet the needs of FSM pupils in line with evidenced-base strategies
- Provide/support enhanced enrichment experiences where appropriate
- Employ a multi-agency approach towards improving provision

EAS

- Provide professional learning opportunities to enable schools to meet the needs of FSM pupils
- Provide a programme of professional learning to support the leadership of teaching and learning through a distance and blended learning approach



What will we do to improve?

Ambition 5

There will be no gap in attainment between FSM learners, compared to learners who are not eligible for FSM.

Local Authority

- Introduce enhanced early identification and intervention activities in priority schools such as Wellcomm and early school entry and early school transfer support for year 6 into year 7
- Increase the level of challenge to schools in relation FSM pupils through an enhanced SDP sign off process and regular reviews of pupil progress.

Schools

- Provide an enhanced level of pupil progress tracking for FSM pupils

EAS

- Support secondary schools to develop effective internal target setting systems
- Track the progress of FSM pupils on a termly basis through CA work
- Focus on FSM provision and outcomes as a regular feature of school improvement scrutiny activity



How will we measure our progress?

- Percentage of babies in Flying Start areas receiving breast milk within 10 days
- Percentage of parents taking up free Flying Start childcare
- Percentage of parents completing parenting courses
- Percentage of FSM pupils taking a free breakfast
- Percentage of FSM pupils having free school meals
- Number of FSM pupils participating in holiday childcare provision
- Number of schools participating in the 'Cost of the School Day' initiative
- Number of schools offering school uniform recycling events
- Number of pupils without digital equipment at home
- Number of FSM pupils making a successful transfer into secondary school
- Number of FSM pupils participating in DofE at all levels
- Number of FSM pupils are the first in their family to go to university
- Number of FSM pupils receiving enhanced 'Compass for Life' programme
- FSM and non- FSM Attendance
- FSM and non-FSM Exclusions



Next steps?

- Reflect on the feedback from the meeting today.
- Review our Draft FSM strategy.
- Present our Draft Strategy to CYP Select early in the spring term for consideration.

