

Meeting of:	<b>Learning and Culture Scrutiny Committee</b>
Date of Meeting:	<b>Thursday, 16 September 2021</b>
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	The Use and Impact of the Pupil Development Grant in Vale of Glamorgan Schools
Purpose of Report:	To update Members on the use and impact of the Pupil Development Grant in Vale of Glamorgan schools during 2020-21
Report Owner:	Director of Learning and Skills
Responsible Officer:	Carys Pritchard, Principal Improvement Partner
Elected Member and Officer Consultation:	Councillor Lis Burnett, Deputy Leader and Cabinet Member for Education and Regeneration
Policy Framework:	The recommendations of this report are within existing policy framework and budget
<p>Executive Summary:</p> <ul style="list-style-type: none"> <li>• This report, which is shown in Appendix A, summarises the findings of discussions held between improvement partners from the Central South Consortium and school leaders in the Vale of Glamorgan regarding the use and impact of the Pupil Development Grant (PDG).</li> <li>• The report outlines discussions undertaken with school leaders on: <ul style="list-style-type: none"> <li>– how the grant is used in schools</li> <li>– how schools are monitoring the impact of the grant</li> <li>– the sustainability of initiatives supported by the grant</li> <li>– professional learning linked to the grant</li> <li>– adaptations made to the grant during the 2020-21 academic year</li> <li>– impact on pupils eligible for free school meals (eFSM)</li> <li>– main concerns regarding eFSM pupils following lockdown and how schools plan to address those concerns</li> </ul> </li> <li>• The report also includes a number of cameos that exemplify how schools in the Vale of Glamorgan are making use of the PDG grant and its impact on learners.</li> </ul>	

## **Recommendations**

1. That Members consider the findings of the report regarding the use and impact of the Pupil Development Grant in Vale of Glamorgan schools.
2. That Members recognises the support provided by schools to eFSM pupils, and how this continued and adapted in response to the pandemic.

## **Reasons for Recommendations**

1. To advise Members of the current use and impact of the PDG grant and to share examples of how the grant is used in schools.
2. That Members recognise the universal and targeted support the local authority and schools have provided for pupils eligible for free school meals, and how provision has been adapted during the pandemic.

## **1. Background**

- 1.1 In 2012, the Welsh Government introduced the Pupil Deprivation Grant (now renamed the Pupil Development Grant) to provide additional funding to schools based on the number of pupils eligible for free school meals (eFSM) or who are children looked after (CLA). The grant aims to help overcome the additional barriers that prevent pupils from disadvantaged backgrounds achieving their full potential.
- 1.2 During the autumn term 2020 and spring term 2021, the improvement partners' work with schools focussed on the use and impact of the PDG.
- 1.3 The report attached in Appendix A outlines the findings of this work. The content of the report is based on virtual and face to face meetings with school leaders and staff.

## **2. Key Issues for Consideration**

- 2.1 This report outlines the main findings from meetings undertaken between improvement partners from the Central South Consortium and schools in the Vale of Glamorgan on the use and impact of the PDG.
- 2.2 During the autumn term 2020 and spring term 2021, the improvement partners' work with schools focussed on the use and impact of the PDG.
- 2.3 These discussions, based on key evaluative questions, provides a local authority overview of how the PDG funding is used in schools, how schools are monitoring the impact of the grant, and the impact on pupils eligible for free school meals.
- 2.4 Due to Covid-19, there is also a reference to the adaptations made to the grant during the 2020-21 academic year and the main concerns raised by schools regarding eFSM learners following lockdown.

- 2.5** Since the report has been written, schools have received information regarding their PDG allocation for 2021-22 financial year. Initial discussions have been held between improvement partners and school leaders regarding the use of the grant, and how it supports key priorities in their school improvement plans.

### **3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?**

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** Support for learners contributes to the Council's Wellbeing Objectives drawn from the Corporate Plan 2020-25. There is specific alignment with our wellbeing objectives to work with and for our communities and to support learning, employment and sustainable economic growth.
- 3.3** This report recognises the range of approaches developed by schools to maximise access to learning and minimise inequalities for eFSM pupils.
- 3.4** This report recognises the importance of schools collaborating closely with families, local community and a range of agencies to ensure specific support for eFSM pupils.
- 3.5** The Council has worked closely with schools to provide a wide range of support for families of eFSM learners including free school meal vouchers during term time and holiday periods, food deliveries, visits to check on pupil wellbeing and ensuring access to WiFi connectivity and IT equipment.

### **4. Resources and Legal Considerations**

#### **Financial**

- 4.1** There are no financial implications resulting from this report.

#### **Employment**

- 4.2** There are no employment implications resulting from this report

#### **Legal (Including Equalities)**

- 4.3** There are no legal implications resulting from this report.

### **5. Background Papers**

None.

**Pupil Development Grant**

The use and impact of the Pupil Development Grant in Vale of Glamorgan schools  
during 2020-2021

Central South Consortium Update

June 2021

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# **Pupil Development Grant: The use and impact of the Pupil Development Grant in Vale of Glamorgan schools during 2020-2021**

## **1. Background and context**

This report summarises the findings of discussions held between improvement partners and school leaders in the Vale of Glamorgan regarding the use and impact of the Pupil Development Grant (PDG). These discussions were held between September 2020 and March 2021 and included key evaluative questions based on a model used by the Organisation for Economic Co-operation and Development (OECD).<sup>1</sup> To support the discussions between improvement partners and school leaders, the Central South Consortium (CSC) published a PDG support document.<sup>2</sup>

The objectives of the discussions were to:

- develop a local authority and regional overview of current use and impact of the PDG
- identify effective practice to inform and support regional guidance going forward
- identify any challenges in relation to the use of the grant in order to provide support for schools

### **What is the purpose of the PDG?**

In 2012, the Welsh Government introduced the Pupil Deprivation Grant (now renamed the Pupil Development Grant) to provide additional funding to schools based on the number of pupils eligible for free school meals (eFSM) or who are children looked after (CLA). Originally, the PDG targeted pupils from Year 1 to Year 11. In 2015, the grant was extended to include nursery and reception age pupils. The grant aims to help overcome the additional barriers that prevent pupils from disadvantaged backgrounds achieving their full potential.

### **What are the PDG allocations?**

The PDG is allocated to support:

- learners who are eligible for free school meals and who are educated in maintained schools
- learners who are single-registered in pupil referral units<sup>3</sup> and education other than in school (EOTAS)
- eligible learners in early years' settings where the foundation phase is delivered
- children who are looked after (CLA) and former CLA who have been adopted from care or who are subject to special guardianship or residence order aged 3-15.

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<sup>1</sup> <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>).

<sup>2</sup> <https://www.cscjes.org.uk/api/storage/95bc7da8-029c-473d-b16d-66f62d05ea36/CSC%20PDG%20support%20document%20eng.docx>

<sup>3</sup> In the Vale of Glamorgan, all learners in the pupil referral unit are dual registered with their mainstream school in order to maintain positive relationships and facilitate a return to mainstream education where possible.

In 2020 – 2021, the Welsh Government allocated schools £1,150 for every pupil from Years 1-11 who is eFSM or who is CLA. The early years grant for the financial year was £700 for pupils in nursery and reception classes.

Allocation of PDG for 2020-21 was based on Pupil Level Annual School Census (PLASC) figures undertaken in January 2019. **Appendix 1** outlines the range of PDG funding allocated to schools in the Vale of Glamorgan.

## 2. Key questions and summary responses

### How is the PDG funding used in schools?

Schools in the Vale of Glamorgan have a strong focus on trying to reduce the impact of poverty. The availability of PDG funding contributes to this emphasis. Generally, the types of activities that schools use the funding for include:

- intervention programmes to support the development of literacy and numeracy
- programmes and activities to improve pupils' wellbeing such as Thrive, the Emotional Literacy Support Assistants Programme (ELSA) as well as outdoor and physical activities including Forest School work.
- nurture provision for individuals and groups of learners
- trauma informed strategies and support for children who appear to have suffered Adverse Childhood Experiences (ACEs) and trauma, including the use of Motional (assessment tool)
- improving attendance
- paying for educational visits, musical tuition and residential trips
- professional learning for staff e.g. to raise awareness and understanding of trauma and the ACEs agenda and how Trauma Informed Schools' approaches can support pupils.
- family engagement work, for example through work of a Family Engagement Officer providing wellbeing and pastoral support for parents / carers.

In **Gladstone Primary**, the PDG spend is committed to the fulltime provision of staff to support wellbeing, mental health, and nurture. A wide range of nurture and emotional wellbeing interventions are in place; they are based on research evidence and are well matched to the needs of the pupils as well as considering national priorities.

In **Jenner Park Primary** they are developing an emotional wellbeing strategy, taking into account adverse childhood experiences and trauma.

Planning objectives include:

- the provision of personal support and mentoring for vulnerable learners that meets the pupils' physical emotional and social needs
- the removal of barriers to learning and improving pupils' wellbeing and readiness to learn
- the provision of small group tuition and other strategies designed to personalise learning and target support in literacy and numeracy, speech and language.

In **Stanwell**, school planning and use of the PDG grant encompasses:

- improving progress in pupils' literacy and numeracy skills through offering additional support for vulnerable pupils
- providing additional wellbeing support through learning coaches and a school counsellor
- improving the attendance of the eFSM pupils through close monitoring by a dedicated attendance officer
- providing additional support for eFSM pupils in class and online lessons to improve progress in learning
- offer support to vulnerable families through the appointment of a home liaison officer to build confidence and improve pupil engagement.

### **How schools are monitoring the impact of the PDG grant?**

Schools in the Vale of Glamorgan are monitoring the impact of the PDG grant through a range of activities including:

- regular monitoring of the school improvement plan, that includes the deployment of the PDG grant
- analysis of pupils' literacy and numeracy skills, for example, reading age, end of key stage outcomes
- analysis of pupil progress data
- analysis of a wide range of wellbeing data, for example, Boxall profile, Social and Emotional Learning for Improvements elsewhere (SELFIE), Thrive and Motional
- analysis of engagement in online learning activities and completion of tasks
- analysis of attendance data
- analysis of exclusion data
- findings from pupil review meetings
- findings from monitoring activities, for example, listening to learners' activities, lesson observations, book scrutiny
- parent voice activity
- feedback from class teachers and staff involved in interventions
- evaluations by external agencies, for example, educational psychologists and Vale engagement service.



- staff baseline and interim point questionnaires relating to targeted training or action research
- joint monitoring activities with the improvement partner

A wide range of data is being collated by school; however, during the last financial year, much of this has been hampered by Covid-19 and lockdown.

In **Llantwit Major School**, the school PDG plan clearly identifies areas of support for eFSM pupils that provide the greatest impact on progress in learning, standards and outcomes. Evaluating and reviewing the plan on an annual basis enables the use of the funding to become more effective each year through targeting specific skills and wellbeing support in line with each cohort of pupils. Regular quality assurance processes including lesson observation and book scrutiny indicate that many eFSM pupils continue to make good progress and achieve high standards in their work.

### **Sustainability: will the initiative / intervention last beyond the 2020-21 grant spend?**

At the time of discussions between improvement partners and school leaders about the PDG, there was uncertainty about the long-term future of the grant. Consequently, a key focus for discussion was sustainability and if initiatives or interventions developed by the school could be maintained beyond the 2020-21 financial year.

- Many schools report that where the grant has been used for staff professional development, such as on pedagogy and developing approaches to support wellbeing, these approaches are now embedding. As a result, these actions are sustainable and have built capacity in schools.
- The majority of schools in the Vale report that any reduction in the PDG would impact on the level of support and interventions available to eFSM pupils. Whilst recognising the most vulnerable, including eFSM pupils, as a very high priority, schools note that a reduction in allocation would reduce the range of literacy, numeracy and wellbeing interventions available to pupils and a reduction in the staffing currently employed in supporting eFSM pupils.
- A few schools report that the role of the Family Engagement Officer would be more challenging to sustain without the grant.

### **What professional learning is linked to the PDG?**

A range of professional learning opportunities linked to support eFSM learners includes a focus on:

- high quality pedagogy including blended learning approaches and providing feedback to pupils online
- training on interventions to support literacy and numeracy

- Trauma Informed training including the use of the ‘Motional’ online tool to identify and support learner vulnerability
- wellbeing training e.g. ELSA, Thrive, Growth Mindset, relationship-based play, therapeutic play
- additional learning needs (ALN) training on a cluster and local authority basis
- staff using the Education Endowment Foundation (EEF) toolkit to support peer tutoring.

A very strong feature in schools’ responses has been the reference to Trauma Informed professional learning. Many schools refer to whole school training, as well as key members of staff undertaking the Trauma Informed Schools diploma. All secondary schools, and around half of the primary schools refer to professional learning linked to wellbeing. Over half of the secondary schools and a minority of primary schools refer to planned professional learning on pedagogy.

Professional learning in **Cadoxton Primary School** allows all staff to access three workshops on precision teaching with review sessions and supervision for those implementing. In addition, staff have access to a wide range of other professional learning programmes including speech and language training, phonics and spelling training as well as workshops on progression in writing in mathematics. There is also professional learning on the development of independent-dependent and interdependence with learners and how to support families. Targeted professional learning programmes are also in place for Learning Support Assistants (LSAs) on social and emotional training and the ELSA wellbeing programme.

In **Pencoedtre High** school all staff receive training on the quality of the teachers’ pedagogical skills, the use of restorative approaches as well as trauma informed approaches in line with local authority priorities.

### **What changes have schools made to the PDG plans for this year?**

Most schools report that the initial plans to support eFSM pupils have been delivered. Operationally, during the second lockdown period, adaptations have been made to the way learners have been supported. Adaptations include:

- support provided for eFSM learners as part of the on-site school provision during lockdown.
- literacy, numeracy and wellbeing interventions delivered in school and online.
- successful strategies to promote outdoor learning such as Forest School activities being promoted online
- more individualised counselling and mentoring support on a one-to-one basis, particularly through remote contacts directly with pupils and families
- staffing to support individual and small groups of pupils adapted to ensure that class ‘bubbles’ are as small as possible

- class teachers and LSAs visiting families who have been identified as needing additional support through the weekly telephone calls.

A few schools report that planned activities, such as educational visits and visitors to school did not happen; in nearly all cases, this was as a result of Covid. A very few primary schools state that lockdown resulted in reduced contact time to support the implementation of a writing scheme. A few secondary schools note that there was limited after school homework support available due to the 'bubble' system.

During the lockdown period, schools reported that they increased their efforts to ensure the wellbeing of eFSM pupils and that pupils had access to appropriate information technology (IT) resources. As well as IT equipment, schools provided pupils with wellbeing packs, stationary and other appropriate resources such as eBooks to support reading at home.

Schools report that there has been an additional focus during the last academic year, particularly during lockdown, on providing bespoke support for the families of eFSM pupils. Examples of support provided included:

- weekly food parcels
- activity packs for families which have focussed on providing outdoor learning
- virtual coffee morning sessions for parents who have displayed anxiety
- dedicated support phone line for families to contact the school.

### **What has been the impact of the grant on pupils eligible for free school meals (eFSM) during 2020-21?**

- The majority of schools in the Vale of Glamorgan report that there has been good engagement by eFSM pupils during the lockdown, either through remote learning or attendance in school provision. This is due to the ongoing effort of school staff and their targeted support of pupils. A very few schools note that the engagement figures of eFSM lessened during the second lockdown.
- A minority of schools refer to bespoke learning or wellbeing provision for eFSM, either online or in school, and targeted support from key members of staff such as a learning support assistant (LSA) or Additional Learning Needs Coordinator (ALNCo). This led to eFSM pupils engaging well in their online provision and making good progress with their learning.
- A few schools report that due to remote learning during lockdown, eFSM pupils demonstrate improved IT skills.
- A minority of schools note that many eFSM pupils have not regressed in their basic skills, and over a few report that eFSM pupils have made at least the expected levels of progress. A few schools report that there has been regression in pupils' oracy and number skills, particularly in the foundation phase. In nearly all cases, they state that good progress has been made since the return of all learners during the last few weeks of the spring term, to support pupils to move forward in their skill development.
- The majority of schools report that the regular focus on wellbeing, and the bespoke provision provided in a number of schools, has reduced the anxieties

of eFSM pupils and has ensured that these pupils have continued to feel included within the school community. As a result, many of the eFSM pupils in these schools have returned to school happy and well. A few schools state that support has impacted positively on the self-esteem and resilience of eFSM pupils.

- A few schools note that SELFIE data demonstrates that the wellbeing of eFSM pupils is good. One school report that there is an improvement this year in the SELFIE wellbeing data of eFSM pupils when compared with historical data.
- Over half of school's report that attendance and re-engagement of eFSM pupils back in school has been good. They report that pupils are happy, emotionally stable and have settled back quickly. Many report that this is a result of the positive impact of the bespoke support provided for these pupils.
- A very few schools report that the strong focus on trauma informed training is resulting in more consistency in strategies, particularly where staff are dealing with situations where pupils have difficulties in regulating their emotions. They also note that there is a greater awareness of ACEs amongst all members of staff.
- A minority of school's report that, as a result of the lockdown, a more effective liaison and partnership is now in place with parents / carers of eFSM pupils. Schools state that there is greater communication between school and families through more regular contact by staff and family engagement officers. This has led to schools reporting that parents / carers are more aware how they can support their child's learning at home.

In **Whitmore High School**, the school's actions were successful in terms of:

- ensuring that all pupils entitled to Free School Meals Vouchers were supported, had food and were safe throughout the year (when in school or during periods of lockdown)
- ensuring eFSM and vulnerable pupils access appropriate literacy, numeracy and wellbeing interventions when not in lockdown
- creating new and appropriate curriculum opportunities, both in house and via external providers, designed to engage students identified as being in danger of disengagement
- removing barriers to engagement with remote learning for all eFSM pupils, including provision of laptops and Internet access, where required during the recent lockdown period
- ensuring effective multi-agency working for the benefit of eFSM and other vulnerable learners, for example, Social Services, Educational Welfare Service, Snap Cymru
- providing regular pastoral contact to support pupils' wellbeing and to discuss concerns, through phone calls and home visits
- supporting families with limited IT skills/ no access to the internet.

**Dinas Powys Primary** school feel the pandemic has had a positive impact on nearly all eFSM learners. Their attendance at the hub provision has resulted in them receiving far more support than would have taken place normally. Those not accessing the hub have been supported through distance learning programmes developed by the ALNCo and LSA staff.

In **Oak Field Primary**, the engagement of all pupils, including eFSM pupils, improved during the spring term. The robust school tracking processes, the 'no excuses' culture and responding to feedback from pupils and staff resulted in significantly improved engagement figures for online learning during the spring term (55% in the week beginning 4 January 2021 to between 88%-92% during February 2021).

The ongoing Nurture and Trauma Informed Schools training programme has led to consistency in the strategies and in staff rethinking how they are dealing with situations where pupils have difficulties in regulating their emotions. As a result, nearly all pupils have settled in well as part of the school reopening process.

The use of additional learning support is being used well to provide 1:1 support as well as wellbeing support in class and online. As a result, most pupils are engaging and are making at least appropriate progress. There has been an improvement in behaviour and a reduction in exclusion due to increased available adults on hand. There has also been a reduction in the number of pupils on a reduced timetable and those accessing out-of-class provision. With the exception of one pupil who has just moved to the school, no other pupils are currently on a reduced timetable (compared to five last academic year) and no pupils are accessing alternative out-of-class provision (compared to six during the last academic year).

### **What are the main concerns regarding eFSM learners and how do schools plan to address the main concerns in 2021-22?**

Most schools in the Vale of Glamorgan noted concerns about the impact of lockdown on eFSM learners. The main concerns raised included:

- impact on pupils' learning and progress
- the development of pupils' skills, particularly in relation to oracy, reading and numeracy
- impact of the pandemic on pupils' wellbeing e.g. increase in anxiety, pupils' lack of resilience,
- impact on pupils' behaviour
- ensuring that pupils' basic needs are met
- pupils missing out on wide range of cultural and community enrichment activities

Schools plan to address the concerns by:

- adapting learning programme and making use of specific literacy and numeracy interventions to meet the needs of individuals
- using SELFIE data to identify the most appropriate wellbeing support for pupils' social and emotional wellbeing
- mentoring for targeted pupils on a 1:1 or small group basis
- ensuring a strong focus on collaborative work and engaging pupils in practical tasks to improve pupils' social skills
- extending the nurture provision, for example, by ensuring that all staff are available as part of the 'meet and greet' in the morning
- ensuring that teachers and support staff use trauma informed strategies as part of the school's universal provision for wellbeing.
- implementing a whole school Personal and Social Education (PSE) programme and to focus on the Health and Wellbeing area of learning and experience (AoLE)
- providing further opportunities for eFSM children in Year 6 to attend transition activities
- allocating staff according to areas of need and to provide any necessary support, for example, use of Behaviour Coach and using LSA to support the younger pupils with their personal and social skills
- employing additional staff to support eFSM learners in classes to build relationships and accelerate learning
- continuing to strengthen its outdoor / Forest School provision
- building on the positive relationships developed with parents/carers over lockdown and to provide professional learning opportunities for them, for example, classes and coaching sessions

A minority of schools refer to staff professional learning as a way forward. This includes:

- additional staff training to support wellbeing and emotional issues to ensure that staff have a better understanding of the needs of eFSM pupils
- further Trauma Informed and Mental Health training
- training by the PDG LSA for all class support staff to ensure consistency in practice and continuation of focus when pupils are allocated in their 'bubbles'
- professional dialogue on 'The Price of Pupil Poverty' document to raise awareness around this area <sup>4</sup>
- accessing external professional learning events

A PDG Focus week was held in March 2021, a national event held to celebrate, share and inform the use of PDG. This learning and sharing week, was a week-long celebration and sharing of work from across Wales regarding provision and progress of disadvantaged learners through targeted PDG expenditure. During the week, regional consortia, schools and settings and professional partners delivered a range of professional learning workshops, discussions, and talks. These materials are now

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<sup>4</sup> <https://gov.wales/price-pupil-poverty-0>

accessible for all schools in the Vale to access online to support any future planned professional learning on the PDG. <sup>5</sup>

### **Conclusion and next steps**

The content of the report can be used to build on and share the effective and successful practice identified from across the local authority. It will also develop and provide support to schools regarding key areas that need strengthening such as ensuring sustainability of practices.

1. CSC to continue to provide ongoing support and advice for schools across the region on the effective use of the PDG.
2. CSC to continue to share effective practice in relation to the use and the impact of the PDG grant.
3. CSC to continue to support targeted schools in order to ensure more effective use of the grant and challenges in relation to sustainability.
4. CSC and improvement partners to raise awareness with schools about the professional learning materials created as part of the national PDG focus week.

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<sup>5</sup> <https://tinyurl.com/PDG-Focus-Week-March-2021>

### Appendix 1: PDG funding in 2020-2021 for Vale of Glamorgan schools

PDG allocation 2020/2021	Number of schools				
	Nursery	Primary	Secondary	3-19	PRU / Special
Under £4,999	-	6	-	-	-
£5,000-£9,999	1	5	-	-	-
£10,000-£19,999	1	5	-	-	-
£20,000-£29,999	-	7	-	-	-
£30,000-£39,999	-	3	-	-	-
£40,000-£49,999	-	3	-	-	-
£50,000-£59,999	-	3	1	-	1
£60,000-£69,999	-	3	-	1	1
£70,000-£79,999	-	2	1	-	-
£80,000-£89,999	-	-	2	-	-
£90,000-£99,999	-	-	-	-	-
£100,000- £109,999	-	1	-	-	-
£110,000- £119,999	-	1	-	-	-
£120,000- £129,999	-	4	-	-	-
£130,000- £139,999	-	-	-	-	-
£140,000- £149,999	-	-	-	-	-
£150,000- £159,999	-	-	-	-	-
£160,000- £169,999	-	-	1	-	-
£170,000- £179,999	-	1	1	-	-
£180,000- £189,999	-	-	-	-	-
£190,000- £199,999	-	-	-	-	-
£200,000- £209,999	-	-	-	-	-
£210,000- £219,999	-	-	-	-	-
£220,000- £229,999	-	-	-	-	-
£230,000- £239,999	-	-	-	-	-
£240,000- £249,999	-	-	1	-	-



## Glossary

<b>Adverse Childhood Experiences (ACEs)</b>	Stressful or traumatic events, including abuse or neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders, mental illness or are incarcerated.
<b>Attachment Disorder</b>	A term to describe disorders of mood, behaviour, and social relationships arising from a failure to form normal attachments to primary carers in early childhood.
<b>Boxall Profile</b>	An online assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education.
<b>Forest School</b>	A program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through hands-on experiences in a natural setting.
<b>Growth Mindset</b>	Growth mindset is a theory centered around the belief that intelligence and learning can be developed and improved.
<b>Nurture</b>	The nurturing approach aims to identify missing early nurturing experiences and give children and young people the social and emotional skills, which can help them improve peer relationships, develop resilience and increase confidence.
<b>Motional</b>	Motional is an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.
<b>SELFIE</b>	Social and Emotional Learning for Improvements elsewhere (SELFIE) is an on-line assessment system that helps to establish how pupils feel about themselves and others. It is a unique web-based system, developed through collaboration between the University of Sussex, the Vale of Glamorgan and the software developer Viewpoint.
<b>Thrive</b>	Thrive provides tools and training to help adults support the social and emotional development of the children and young people they are working with.

## **Numbers – quantities and proportions**

<b>nearly all =</b>	with very few exceptions
<b>most =</b>	90% or more
<b>many =</b>	70% or more
<b>a majority =</b>	over 60%
<b>half =</b>	50%
<b>around half =</b>	close to 50%
<b>a minority =</b>	below 40%
<b>few =</b>	below 20%
<b>very few =</b>	less than 10%