

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 09 June 2022
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	How Schools in the Vale have used the Recruit, Recover, Raise Standards: Accelerating Learning Programme Grant to Support Learners
Purpose of Report:	To update Members on how schools in the Vale of Glamorgan have used the Recruit, Recover, Raise Standards: Accelerating Learning Programme grant to support learners who have been impacted most by the pandemic.
Report Owner:	Carys Pritchard, Principal Improvement Partner, Central South Consortium
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	Councillor Rhiannon Birch, Cabinet Member for Education, Arts and the Welsh Language Morwen Hudson, Head of Standards and Provision
Policy Framework:	The recommendations of this report are within existing policy framework and budget
<p>Executive Summary:</p> <ul style="list-style-type: none"> This report, which is shown in Appendix A, summarises the findings of discussions held between improvement partners from Central South Consortium (CSC) and school leaders in the Vale of Glamorgan regarding the use of the Recruit, Recover, Raise Standards: Accelerating Learning Programme grant (the RRRS grant) in schools. This grant is to support learners who have been impacted most by the pandemic. The findings in this report are based on discussions undertaken between Improvement Partners from Central South Consortium (CSC) and school leaders and staff. Discussions have involved scrutiny of school development plans and plans relating to the deployment of the RRRS grant. In addition, Improvement Partners have undertaken joint monitoring activities alongside school leaders to monitor the impact of the grant. The report also features six case studies from schools across the Vale of Glamorgan. This is to exemplify points raised in the report and to give a flavour of the how the RRRS grant has been used and its impact in schools across the local authority. 	

Recommendations

1. That Scrutiny considers the findings of the report regarding the use and impact of the RRRS grant in Vale of Glamorgan schools.
2. That Scrutiny recognises the support provided by schools to support learners who have been impacted most by the pandemic.

Reasons for Recommendations

1. To advise Members of the current use and impact of the RRRS grant and to share case studies of how the grant is used in schools.
2. That Members recognise the universal and targeted support that schools have provided for pupils who have been impacted most by the pandemic.

1. Background

- 1.1 In June 2020, the Welsh Government announced additional funding of £29 million to schools to support learners from September 2020 onwards. The focus of this additional funding was groups of learners who were impacted more seriously than others by the pandemic. Welsh Government informed schools that the extra support should be targeted at pupils in Years 11, 12 and 13, as well as disadvantaged and vulnerable learners of all ages. The grant enabled schools to recruit and deploy additional staff to support and address the needs of learners.
- 1.2 In July 2020, additional funding of over £15 million was provided to support Post-16 learners following A level or vocational courses in sixth form or colleges.
- 1.3 Additional funding has also been received by schools to continue this support for the 2021 – 22 academic year. Welsh Government have deployed £35.8 million during the 2021-22 financial year to continue the bespoke support and mentoring for learners through the RRRS grant.
- 1.4 In terms of funding, the RRRS grant was awarded to local authorities who then agreed upon the funding for individual schools. The funding for schools was based on several socio-economic considerations.

2. Key Issues for Consideration

- 2.1 This report outlines the main findings from meetings undertaken between Improvement Partners from Central South Consortium and schools in the Vale of Glamorgan on the use and impact of the RRRS grant.
- 2.2 Discussions have involved scrutiny of school development plans and plans relating to the deployment of the RRRS grant. In addition, Improvement Partners have undertaken joint monitoring activities alongside school leaders to monitor the impact of the grant.

- 2.3 These discussions provide an overview of how the RRRS grant is used, challenges faced by schools and how they are monitoring the impact of the grant.
- 2.4 The six case studies provide further exemplification about the use and impact of the grant.

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 support the needs of the most vulnerable learners who have been impacted most by the pandemic.

4. Resources and Legal Considerations

Financial

- 4.1 Welsh Government have awarded a total £5,582,530 to the Vale of Glamorgan Council under the Accelerated Learning Programme (Recruit Raise Standards and Recover scheme) over the two financial years from April 2020 to March 2022.
 - £5,186,079 was awarded directly to Maintained schools and settings over the two year period from April 2020 to March 2022.
 - £396,451 was awarded over the same period for non-maintained settings
- 4.2 A further £1,492,940 has been awarded to schools for the 2022/23 financial year, with a further £166,809 allocated for non-maintained settings.
- 4.3 The total of the grant awarded over the three year period ending March 2023 is therefore £7,242,279 of which £6,682,019 is allocated to maintained schools and settings and £563,260 is awarded for non-maintained settings.

Employment

- 4.4 There are no employment implications resulting from this report

Legal (Including Equalities)

4.5 There are no legal implications resulting from this report.

5. Background Papers

None.

**How schools in the Vale have used the Recruit, Recover, Raise Standards:
Accelerating Learning Programme grant to support learners**

Central South Consortium Update

March 2022

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Introduction

- The global pandemic caused by COVID-19 has had a significant impact on learning and teaching in schools. This report provides an overview of how schools have used the 'Recruit, Recover, Raise Standards: Accelerating Learning Programme' grant (the RRRS grant) in schools to support learners who have been impacted most by the pandemic.
- The findings in this report are based on discussions undertaken between Improvement Partners from Central South Consortium (CSC) and school leaders and staff. Discussions have involved scrutiny of school development plans and plans relating to the deployment of the RRRS grant. In addition, Improvement Partners have undertaken joint monitoring activities alongside school leaders to monitor the impact of the grant.
- **Appendix 1** features a number of case studies from schools across the Vale of Glamorgan. This is to exemplify points raised in the report and to give a flavour of the how the RRRS grant has been used and its impact in schools across the local authority.

Background

- In June 2020, the Welsh Government announced additional funding of £29 million to schools to support learners from September 2020 onwards. The focus of this additional funding were groups of learners who were impacted more seriously than others by the pandemic. Welsh Government informed schools that the extra support should be targeted at pupils in Years 11, 12 and 13, as well as disadvantage and vulnerable learners of all ages. The grant enabled schools to recruit and deploy additional staff to support and address the needs of learners.
- In July 2020, additional funding of over £15 million was provided to support Post-16 learners following A level or vocational courses in sixth form or colleges.
- Additional funding has also been received by schools to continue this support for the 2021 – 22 academic year. Welsh Government have deployed £35.8 million during the 2021-22 financial year to continue the bespoke support and mentoring for learners through the RRRS grant.
- The grant operates on the basis of 5 principles, namely:
 - Principle 1: Learners in greatest need: identification of most affected cohorts
 - Principle 2: the Recruit, Recover, Raise Standards curriculum: areas of support learners should receive
 - Principle 3: Growing capacity: what the funding is designed to provide
 - Principle 4: Reducing bureaucracy and ensuring transparency

- Principle 5: The principle of collaboration.

These principles were set out by Welsh Government to guide schools in how to spend their RRRS grant. For further information please see **appendix 2** that outlines Welsh Government guidance to schools on the five principles.

- In terms of funding, the RRRS grant was awarded to local authorities who then agreed upon the funding for individual schools. The funding for schools was based on several socio-economic considerations. **Appendix 3** outlines the range of funding allocated to school in the Vale of Glamorgan.

How schools deployed the RRRS grant

- Schools in the Vale of Glamorgan have a strong focus on addressing the impact of COVID-19 and the availability of the RRRS grant contributes to this focus. Nearly all schools have clear plans in place to support the use of the RRRS grant. With all schools, the deployment of the grant plans has been discussed with Improvement Partners from CSC, with guidance provided if needed.
- Most schools across the Vale are using the grant to appoint additional staff. The additional staff undertake targeted support with learners or cover teaching to free up time for teachers to deliver catch-up programmes. Staff were also appointed to undertake additional bespoke wellbeing interventions either for individuals or small groups. In the secondary sector, additional staff were appointed to cover teaching in key stage 3 in order to enable teachers to provide additional sessions for learning at key stage 4 or Post-16. In a few cases, additional subject teachers were appointed in subjects such as English, mathematics and science. This reduced class sizes in some of these core subjects.
- In a very few schools, no additional staff were appointed, and the grant was used for supply teachers to cover classes and teachers as and when needed to undertake targeted support with learners.
- Appointing additional staff has been challenging for schools. In a majority of cases, school leaders have extended hours for part-time staff and people who were familiar with the school such as through supply and agency work.
- Generally, the types of activities that schools use the funding for include:
 - intervention programmes to support the development of pupils' literacy and numeracy skills
 - programmes and activities to improve pupils' wellbeing
 - nurture provision for individuals and groups of learners
 - support for pupils in developing their information technology (IT) skills and home learning facilitation
- In the secondary sector, the types of activities also included:

- support for vulnerable pupils in Year 7 who require additional support with transition
 - coaching and mentoring opportunities for pupils in key stage 4 and Post-16
 - specialist teaching particularly in English, mathematics and science
 - after-school support to provide a suitable study environment.
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- A range of literacy intervention programmes are being used in schools; for example, Early Talk Boost, Read Write Inc, Rapid Reading, Launch the Lifeboat Read and Spell scheme. In nearly all cases, these are interventions that were being used in schools already prior to the pandemic. Similarly for mathematics, a range of interventions are in place including Breaking Barriers, Numicon and Catch Up. Increasingly schools are also, particularly in relation to mathematics, developing a range of bespoke interventions to address the specific needs of individual pupils.
 - In terms of wellbeing, programmes are in place to support pupils' social and emotional skills such as Talkabout, Thrive, the Emotional Literacy Support Assistants Programme (ELSA) as well as outdoor activities including Forest School work.
 - Whilst the interventions were being used in schools prior to the pandemic, the additional RRRS funding meant that schools were able to be more creative in the way that the interventions were deployed and were able to target a broader range of needs.
 - All Welsh medium schools in the Vale of Glamorgan are using part of their funding to support the development of pupils' Welsh language skills, with a strong focus on supporting pupils who come from English speaking homes.
 - Leaders and staff in most schools have undertaken appropriate baseline assessments. As a result, schools have a comprehensive picture of where pupils are in their development and have identified clear next steps for individuals and specific cohorts. This has supported the identification of the learners who have been impacted most by the pandemic, including those to be targeted through the various interventions funded by the RRRS grant.
 - In most cases, schools have been flexible in the identification of groups of pupils to receive support. The most vulnerable learners have been identified across a wide range of different groups including pupils who are eligible for free school meals (eFSM), pupils with English as an additional language (EAL), those with additional learning needs (ALN) and pupils in Welsh medium schools who come from English speaking homes. However, it needs to be emphasised that not all pupils within these groups are identified as vulnerable. Additional groups of pupils have received support at various times, for example during the lockdown period, and to address the emerging needs of individuals. This has included pupils who have not engaged well

with the remote and online learning and individuals who were facing wellbeing challenges.

- In many primary schools, the RRRS grant is being used to support a range of pupils across different age ranges. A few schools are using the funding to provide targeted support for key year groups specific to the needs of the school; however, there is no clear trend across the local authority.
- In the secondary sector, the grant is being used primarily to support pupils in key stage 4 and Post-16. Over time, there is an increasing focus also on supporting key stage 3 pupils.

How are schools monitoring the impact of the RRRS grant?

- Schools in the Vale of Glamorgan are monitoring the impact of the RRRS grant through a range of activities including:
 - regular monitoring of the school development plan that includes the deployment of the RRRS grant
 - analysis of pupils' literacy and numeracy skills
 - analysis of pupil progress data
 - analysis of a wide range of wellbeing data, for example, Leuven Scale, 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, learning walks and book scrutiny
 - feedback from class teachers and staff involved in interventions
 - evaluations by external agencies, for example, educational psychologists and Vale engagement service.
 - joint monitoring activities with the Improvement Partner
- A wide range of data is being collated by school; however, planned monitoring activities have been hampered by COVID-19 and lockdown.
- Work is ongoing in relation to monitoring the impact of the grant. In many cases, this is resulting in extending effective practice and refining provision to address the needs of learners.

Challenges faced by schools in relation to the RRRS grant

- Appointing staff to support the deployment of the RRRS grant has been challenging for schools, particularly in the Welsh medium sector. Schools were looking to appoint staff with similar skills set around the same time and

in a short timescale. It has also proved difficult for schools when appointed staff have moved on to new post mid-year; this has led to schools having to amend their plans.

- Schools have faced staffing challenges over the last few terms with a number of staff having to self-isolate for extended periods. As a result, some of the planned interventions have not happened as staff have been deployed at short notice to teach in other classrooms in order to ensure that the schools have remained open. In addition, some of the targeted pupils had to self-isolate for period of time; this again has impacted on the success of interventions in a few cases.
- Amendments were made to plans due to the lockdown during the spring term 2021. As a result, many schools ensured that their literacy, numeracy and wellbeing interventions moved online, or targeted pupils invited into school.
- School leaders had to respond and plan very quickly to the additional funding received in September 2020. Whilst there was an emphasis on collaboration as one of the principles of the grant, the short turnaround required resulted in the grant being deployed on an individual school basis in most cases in the Vale of Glamorgan.
- The funding received by some of the smaller primary schools has been minimal. As a result, school leaders have had to plan carefully to target key pupils and to ensure impact. In a few cases, the grant has been combined with other grants such as the Pupil Development Grant. Where this has been successful, there has been a stronger impact on learners.
- COVID-19 and challenges in relation to staff absence has resulted in less formal monitoring activities happening in school. Consequently, there is a reduction in evidence to support the impact of the grant.

Current foci and next steps

- One of the foci for CSC Improvement Partners during this academic year is to support schools in monitoring progress in relation to priorities in the school development plan. This ensures a regular focus on the work of schools in addressing the impact of COVID-19 and the deployment of the RRRS grant.
- CSC Improvement Partners are continuing their discussions with school leaders about the impact of the RRRS grant and are working alongside school staff in monitoring the impact of interventions and support provided. This will continue the focus on specific groups of pupils who have been impacted most by COVID-19.
- Discussions will begin between school leaders and CSC Improvement Partners during the summer term 2022 on identifying school priorities for the new academic year. This will be an opportunity for schools to consider how

they are going to sustain some of the more successful initiatives introduced as part of the RRRS grant. It will also be an opportunity for school to refine and reflect on any ongoing concerns regarding the impact of COVID-19 on the most vulnerable learners and to plan accordingly to address their needs.

Appendix 1: Case studies from schools regarding the use of their RRRS grant.

Case Study: Cogan Nursery School

School context: There are 46 children on roll aged three or four years. They all attend part-time in either the morning or the afternoon session. The school identifies about 2% of children as having additional learning needs. Around 17% of children come from an ethnic minority background or have English as an additional language (EAL).

Context in September 2020

- The impact of lockdown has affected Nursery children in a number of ways including their social, emotional, behavioural and physical development as well as their school readiness.
- The school's internal assessment data for both 2020-21 and 2021-22 indicated that many children started from a lower baseline particularly in Language, Literacy and Communication (LLC). For example, in September 2021-22 around half of the pupils were below outcome 1 in LLC on entry to the school; historically, many pupils (above 70%) would be at outcome 1 and above on entry. Children's oracy and speech was also below the expected age of development.
- There were immediate and long-term issues in recruiting and retaining staff, especially highly qualified staff.
- Before COVID - 19 there was a strong commitment to working with families and local community. The school had established the All Friends at Nursery (AFAN) group and operated a Language and Play group as well as a range of family programmes. These programmes were open to everyone though the school particularly targeted children with difficulty in with their basic skills. It was important for the school to try and regain some links with parents and carers in a safe and effective manner.

How is the RRRS funding used in school?

- The funding is being used by the school to appoint two LSAs to deliver specific intervention programmes at the school.
- A learning support assistant (LSA) is employed for two days a week to deliver the 'Early Talk Boost – I CAN' intervention to support pupils' oracy skills. Another LSA is employed to deliver the 'Children who Chatter' intervention programme that provides additional nurture and oracy support for pupils.
- 'Early Talk Boost - I Can' is a targeted intervention aimed at 3-4 year old children with delayed language development. The programme boosts their language skills to help narrow the gap between them and their peers. Screening is used to identify the children who are likely to benefit from the programme, which takes place twice a week over a nine week period. Currently ten pupils are being targeted for this intervention. Parents are also involved in the programme. The children take a folder home each week with the new story book they have practised that week to continue at home.

Letters and emails have been translated for parents / carers of EAL pupils to further encourage participation.

- Nearly all staff are trained in the 'Early talk Boost' programme and information has been shared with new members of staff. This ensure that all staff members can deliver the programme.
- 'Children who Chatter' is a bespoke wellbeing intervention programme that has been developed by Cogan Nursery over the last few years to support children in need of extra nurturing, who may have encountered Adverse Childhood Experiences (ACEs) or who would benefit from extra support to develop speaking and listening skills. There is also a strong focus as part of the provision on developing social interaction skills. The skills which a child can gain as part of the programme include eye contact, taking turns, sharing, greetings, awareness of feelings, giving, following instructions, listening, paying attention and play skills. Since September 2020, 'Children who Chatter' has been adapted to address the impact of COVID-19 and now all pupils at the school have access to this programme on a weekly basis until the end of the spring term 2022. The school will be identifying individual pupils for the programme for the summer term.
- A designated room has been developed for the interventions to run every week. This has led to a safe and inviting place for the children to develop and flourish.

How are you monitoring the impact of the RRRS grant?

The school is monitoring the impact of the RRRS grant through:

- Monitoring the progress of pupils involved in the interventions against their provision map; this provision map references entry and exit data along with a review from the member of staff who delivered the programme.
- Analysis of internal assessments particularly in relation to Language, Literacy and Communication and Personal and Social Development, Wellbeing and Cultural Diversity.
- Analysis of the universal provision tracker; this tracks every child who has an intervention during the academic year.
- Analysis of wellbeing data through the termly use of the Leuvan Scale where wellbeing is assessed to be low, medium or high.
- Sharing of weekly updates and photo booklets to parents showing them the activities their child was involved in during the nine weeks of the 'Early Talk Boost – I CAN' intervention.
- Undertaking a learning walk alongside Chair and Vice Chair of Governors and Improvement Partner
- Engaging and monitoring progress in relation to school development plan priorities with the Improvement Partner as part of the regular half-termly visits
- Analysing outcomes from intervention programmes and comparing entry and exit data.

Any challenges / barriers

- Staff absences due to COVID-19 have impacted occasionally on the running of the interventions. The school has tried to mitigate this by ensuring that there is efficient catch-up when required.
- Encouraging and maintaining engagement with parents / carers is ongoing, particularly in relation to the 'Early Talk Boost – I CAN' intervention e.g., returning of books on a weekly basis.

What has been the impact of the RRRS grant on the most vulnerable pupils?

- The September 2020-2021 cohort of 38 pupils made excellent progress with very good standards of achievement. Most pupils made at least two outcomes of progress in terms of oracy across the academic year. The very few pupils who still had communication difficulties were referred to the Speech and Language Team.
- During the 2020-21 academic year there was an EAL population of 20% and there were 10 languages other than English being used in the Nursery. Eight of the children (80%) were new to English on starting at the Nursery. The EAL pupils made very good progress with English language acquisition. Most children who have little or no English on arrival at nursery were able to communicate in at least simple sentences before transferring to primary school.
- During the summer term 2021, the wellbeing of all pupils was assessed as being medium or high.

Are some of the initiatives / interventions introduced as part of this grant likely to be sustained?

- Having nearly all the staff trained in the intervention programmes ensures that they will be sustainable to support targeted groups of pupils.
- Wellbeing remains an integral part of the school provision e.g., Wellbeing Wednesday, yoga activities, wellbeing areas in the Nursery classroom and wellbeing tepee. The ongoing work to the learning environment is resulting in more purposeful use of the outdoors.

What are your main concerns regarding the impact of COVID-19 on most vulnerable learners and how do you plan to address them in the future?

- The impact of COVID-19 on pupils' language development and social skills remains an ongoing concern. Cogan Nursery will continue with the interventions programmes that are in place to support children identified with poor or delayed oracy – speech development. The promotion of social interactions will continue to be developed using the 'Children who Chatter' programme. Further use will be made of the Motional assessment tool to support children who have undergone trauma or ACE's. The school also plans to re-introduce Language and Play groups to support targeted pupils and their parents.

Case Study: St Helen's Catholic Primary School

School context: There are 314 pupils on roll. The percentage of pupils with additional learning needs is around 4%. The rolling three-year average of pupils eligible for free school meals is 12.8%.

Context in September 2020

- Due to the online nature of the provision during lockdown, the main challenge facing many pupils on their return to school was focusing and concentrating for a length of time. Staff needed to support staff in building up their stamina for the school day. The school's comprehensive blended learning provision and ongoing online literacy support, such as to support phonic development, ensured that most pupils had been well supported during lockdown. However, staff were mindful that there were aspects of learning that needed to be addressed, along with certain pupils requiring a more personalised approach to literacy acquisition.
- Due to budget constraints in recent years, the number of 'interventions' that school was providing for targeted pupils over time had been significantly reduced.

How is the RRRS funding used in school?

- During the 2020-21 academic year, the RRRS grant was used to release a range of staff to work with targeted pupils to address gaps in their literacy and numeracy. LSA and higher level teaching assistants (HLTAs) were released to deliver interventions that had been previously used at the school. Teachers were also released to work with pupils in their own classes to enable focused teaching and remediation of identified skills, knowledge and understanding.
- During this academic year, the school has used the RRRS grant funding to employ a specialist literacy teacher to work with targeted pupils for two days per week.
- A wide range of assessments were undertaken at the start of September 2021 to support the identification of pupils. These assessments provided the following data:
 - word reading and spelling scores
 - reading rates
 - high frequency word reading and spelling
 - diagnostic phonics scores
 - grapheme / phoneme recognition
 - sound isolation and sound deletion
 - independent writing assessment
- Following the completion of the assessment period, 22 pupils in Key Stage 2 were selected to work with the specialist teacher and/or LSA, personalised programmes were developed for each pupil.

- The twice weekly sessions focus on reading, writing, spelling and phonics at word, sentence and text level, using a variety of learning strategies such as multi-sensory techniques, individualised pneumonics and syllable segmenting. The primary aim of the programme is to teach children to understand their strengths and challenges in literacy and to be able to apply learnt strategies in their literacy sessions and in their wider learning.
- The specialist literacy teacher / LSAs utilise the 'PM Reading' resource with these identified pupils; this is a series of levelled fiction and non-fiction texts. The support is aligned directly with the targets for individual pupils.
- To support the sustainability of this support, LSAs have been working closely with the literacy specialist. This successful upskilling of staff has enabled LSAs to support other pupils across the school, from Year 1 upwards, with their literacy. Some pupils receive this specialised approach in class, others as a small group or individual pupil provision.
- LSAs and teachers will be receiving further training and on-going support from the specialist teacher in order to improve their understanding and support for pupils who have literacy challenges as part of the school's universal provision

How are you monitoring the impact of the RRRS grant?

The school is monitoring the impact of the RRRS grant through:

- Regular monitoring of progress against pupils' personal targets
- Analysis of pupils' literacy skills and progress made against baseline data
- Feedback from specialist literacy teacher, class teacher and support staff
- Findings from informal and formal session observations and team teach sessions
- Feedback from parents / carers through consultation and informal conversations
- Progress reports from specialist literacy teacher to class teachers and pupils
- Termly monitoring of the school development plan where this support is part of a wider priority relating to literacy
- Regular discussions with the CSC Improvement Partner regarding evidence and progress data

Any challenges / barriers

- During autumn term 2021, staff absences due to COVID proved particularly challenging. As a result, the upskilling of LSAs did not take place as planned and timescales for the rollout of support to other pupils, in addition to the 22 targeted pupils, happened later than initially timetabled.

What has been the impact of the RRRS grant on the most vulnerable pupils?

- In terms of the target group of 22 nearly all pupils have achieved their current targets. Detailed assessment information is in place for all pupils that demonstrates the strong progress made since September 2021. Examples include:

Reading Comprehension Standardised Scores

	September 2021	February 2022
Pupil A	100	117
Pupil B	110	121
Pupil C	80	103
Pupil D	83	102
Pupil E	83	100
Pupil F	72	97
Pupil G	98	103
Pupil H	86	117
Pupil I	92	103
Pupil J	<70	94

Are some of the initiatives / interventions introduced as part of this grant likely to be sustained?

- Many support staff have been upskilled through working closely with the specialist literacy teacher. The ongoing programme of training for all LSAs and teachers will enable the fundamental principles of these sessions to be continued as part of our universal provision; particularly if the school is unable to continue to fund the specialist teacher.

What are your main concerns regarding the impact of COVID-19 on most vulnerable learners and how do you plan to address them in the future?

- Health and wellbeing of pupils: the school is developing further the health and wellbeing provision including daily opportunities for physical activities and outdoor learning, as well as pupils' understanding of their emotions and self-regulation
- Due to periods of lockdown and staff/pupil absence, priority has had to be given to the older pupils: school will continue to identify ways in which they can improve the universal provisional, learning environments, pedagogy and provision for pupils
- Lack of enrichment experiences / extra-curricular activities: the school plans to include as many opportunities as possible for pupils during and outside of the school day and accessing grant funding where possible to support this work

Case Study: Wick and Marcross Church in Wales Primary School

School context: Currently there are 142 pupils on roll at the school. The percentage of pupils with additional learning needs is around 9%. The rolling three-year average of pupils eligible for free school meals is 13%. The rolling three-year average of learners from Forces families is 17%

Context in 2020

- The grant was used in 2020/21 to increase support for intervention programmes for wellbeing, literacy and numeracy. There was a focus on targeted learners following in school assessments made on the return to school.
- The interventions were implemented according to the need of learners with the progress of learners measured within the programmes and the impact evaluated.
- The school leadership wanted to modify their approach in the 2021 - 22 academic year to increase the impact of the grant to cohorts of learners who could benefit from the revised strategy.

How is the RRRS funding used in school in 2021-22

- Due to the size of the school, the grants received individually limited the scope of what could be done, but in this case the school combined the RRRS grant with other small grants and monies from the school budget to increase the scope of options and ensure a wider group of learners could benefit from the funding.
- The school used the RRRS grant alongside other grants and school budget to increase the number of classes in the school, resulting in a reduction of class size for learners. One teacher and three LSAs were appointed on one-year contracts to implement the programme.
- The school identified learners in Foundation Phase (Reception to Year 2) as the target group. The grant funding, and use of other monies, enabled the average class size to be lowered to 22. It also ensured a minimum of two adults in class full time, giving a maximum 1: 11 ratio across the phase. These cohorts were a focus for the support and the use of grant because it was felt these cohorts were more impacted by the lockdowns and the disrupted learning due to the pandemic. School monitoring of literacy and numeracy data indicated a significant gap between learners' current attainment and expected attainment.
- The school carried out comprehensive induction for new staff to ensure that they were familiar with the school systems and processes for the delivery of the curriculum and professional learning was identified.
- The focus was literacy and numeracy within the smaller classes, with wellbeing support identified for a smaller number of learners through intervention.

How are you monitoring the impact of the RRRS grant?

- The use of the grant and identifying the changes to the school provision for the year was identified as a strategic priority and agreed by the CSC Improvement Partner.
- The school carried out monitoring of the teaching provision with improvements made to maximise effectiveness. As a result of monitoring, further support was identified including professional learning and team teaching.
- The attainment of learners in the focus cohorts was tracked and monitored for literacy and numeracy regularly to ensure learners made expected progress. This enabled the school to measure the impact and adapt plans where necessary.
- The governing body fully approved the use of grants and monies in this way to focus on target cohorts and the plan became a strategic priority that was regularly monitored by the senior leaders of the school and the governing body.
- The school held parent / carers workshops for literacy and numeracy and provided parent / carers support materials via the blended learning Google classrooms.

Any challenges / barriers

- Ensuring staff recruited had the skills, knowledge and experience that would enable them to be effective in their roles.
- COVID -19 continued to impact on the operational arrangements for schools with staff and learners isolating for periods of time.
- By increasing the number of classes within the school, ensuring each class had appropriate accommodation and resources.

What has been the impact of the RRRS grant on the most vulnerable pupils?

Phonic and reading tracking at the end of the first half of the spring term identified:

- learners in Reception - 77% (17 of 22) attaining above expected levels
- learners in Year 1 are closing the gap with 40% (8 of 20) now attaining at expected or better than expected levels
- tracking in Year 2 identifies 77% (17 of 22) have reading ages above their chronological age while 63% (14 of 22) have spelling ages greater than their chronological age.

Numeracy tracking at the end of the first half of the spring term identified:

- learners in Reception - 81% (18 of 22) attaining expected or better than expected levels
- learners in Year 1 have started to close the gap. 90% (18 of 20) are now attaining expected levels with 50% (10 of 20) attaining better than expected levels.
- learners in Year 2 - 81% (18 of 22) are attaining expected levels with 63% attaining better than expected levels (14 of 22)

A majority of learners are now able to talk confidently about their learning and what they need to do in order to improve.

Are some of the initiatives / interventions introduced as part of this grant likely to be sustained?

- Staff will continue to implement the strategies developed through targeted staff training from specialist providers for speech and language, wider communications skills and cognition and learning.
- Dedicated timetabled sessions for the teaching of basic skills (number / phonics / spelling) with individualised programs will remain as discrete teaching as the school moves towards Curriculum 2022.
- The use of individualised blended learning programmes for phonics / spelling previously only offered to those as intervention programmes will remain for all learners in Year 2 and, from the summer term will be offered to all learners in Year 1.

What are your main concerns regarding the impact of COVID-19 on most vulnerable learners and how do you plan to address them in the future?

- Levels of wider communication skills: Wellcom assessments in nursery identify that around half of learners have communication skills over 18 months + below expected levels.
- Decreased levels of perseverance and the ability to make effective use of collaborative learning opportunities, particularly at progression step three.
- Progression step three children will take part in an externally provided six-week character education programme (half a day each week).

Case Study: Ysgol Sant Baruc

School context: Currently there are 244 pupils on roll. The percentage of pupils with additional learning needs is around 2.5%. The rolling three-year average of pupils eligible for free school meals is 9.3%. Most pupils come from English speaking homes.

Context in September 2020

On return to school in September 2020, the main challenge faced by the school was the fact that many pupils, particularly those from non-Welsh speaking homes, had regressed in terms of the Welsh language. Pupils' fluency and confidence in speaking the language had been impacted during the lockdown period.

How is the RRRS funding used in school?

- During the 2020-21 academic year, the RRRS grant was used to fund two part-time additional teachers (equivalent to one full time member of staff) to provide supply cover to release staff members across the school to work with small groups of pupils to develop their Welsh language skills.
- Between September and the end of March there was a strong focus on developing pupils' language skills in Years 4, 5 and 6 to ensure that they had a strong enough grasp of the language to access the curriculum and to transition well to Ysgol Gymraeg Bro Morgannwg at the end of Year 6.
- During the lockdown in spring 2021, there was a strong focus on providing daily live learning sessions for pupils and regular opportunities to speak and hear the Welsh language. There were at least three live teaching sessions daily that include a focus on language, mathematic and thematic work. As part of this provision, there were daily discussions with the class teacher, whole school acts of collective worship, and a differentiated programme of small group reading activities. Having the additional staff funded via the RRRS grant enabled the school to provide the bespoke daily online reading activities for all pupils.
- At the start of the summer term 2021, the focus of the deployment of the grant changed. The school was very much aware that the learners in the foundation phase were not secure in their basic language patterns. This led to the additional teachers working closely with pupils in Reception and Year 1 focussing on language drilling and ensuring that pupils were developing correct language patterns.
- During this academic year, the funding is being used to employ an additional three LSAs. Appointing these additional staff members has ensured that all classes across the school have access to an LSA who work with small groups of pupils to promote language work. An additional LSA is working in Reception to support pupils' use of the Welsh language in the continuous and enhanced provision.

How are you monitoring the impact of the RRRS grant?

The school is monitoring the impact of the RRRS grant through:

- Monitoring pupils' use and fluency of the Welsh language during lesson observations, learning walks and listening to learners' activities
- Analysing data such as reading ages and progress in internal assessments
- Analysing outcomes from intervention programmes and comparing entry and exit data
- Collating findings from pupil review meetings
- Receiving feedback from class teachers and staff involved in interventions
- Collating feedback from parents / carers during parents' evening
- Analysing outcomes from intervention programmes and comparing entry and exit data.
- Discussing data and progress with School Improvement Partner

Any challenges or barriers

- Due to the nature of the grant, the school have appointed the additional staff through an agency. Leaders acknowledge that it is difficult to plan for the long-term use of the grant.
- Staff and pupil absences due to COVID-19 has been challenging. This has led to the additional staff members being used at times to cover classes to keep the school open rather than supporting targeted pupils.

What has been the impact of the RRRS grant on the most vulnerable pupils?

- Pupils across the school are confident in their Welsh and have access to the full curriculum through the language
- Welsh is used as the natural form of communication in the classroom and outside of the classroom
- Immersion strategies in Reception are working effectively and pupils' oracy is developing well and is now closely aligned to standards pre-COVID for similar aged pupils
- School numbers are increasing, and no families have removed their children from the school due to the challenges caused by the pandemic
- Pupils are happy to use the Welsh language
- Reading data at upper key stage 2 is strong and is close to the standards achieved pre-COVID.

Are some of the initiatives / interventions introduced as part of this grant likely to be sustained?

- The reintroduction of the 'Dyfal Donc' reading intervention on a 1:1 basis has been successful for those pupils who want a boost with their reading. The school hope to continue to use this intervention.
- The use of an additional LSA in Reception to support the enhanced and continuous provision has proved successful in supporting pupils' language development. Again, the school hope that this can continue in future years.

What are your main concerns regarding the impact of COVID-19 on most vulnerable learners and how do you plan to address them in the future?

- Ongoing disruption to learners who are off school for a period of time
- The impact of COVID-19 on pupils' health and wellbeing is an ongoing area of focus for the school. To support this area, the school is currently providing additional physical education lessons for all pupils on a weekly basis. This is likely to continue in next academic year.

Case Study: Stanwell School

School context: Currently there are around 2,000 pupils on roll. Prior to September 2021, 43 (3%) pupils on roll were School Action Plus, and 7 (<1%) Statemented. The rolling three-year average of pupils eligible for free school meals is 4.52%.

Context in September 2020

The main area of concern for the school in September 2020 was the lost learning, particularly in Years 11, 12 and 13. Whilst many live lessons were provided during lockdown, the school acknowledges that they did not offer the same experiences for pupils, particularly in relation to the structure of exam support and feedback from teachers.

How is the RRRS funding used in school?

- During the 2020-21 academic year, the focus was on pupils in examination classes (Years 11, 12 and 13) and the grant was used to employ additional staff to teach English, mathematics and science. The appointment of additional staff ensured that class sizes were smaller, there was support in place for pupils with the Centre Assessed Grades process, and it enabled teachers to address any gaps in learning. In addition, three cover supervisors were appointed to work across the curriculum. This enabled staff in all curriculum areas to be released to support targeted learners, as well as to reflect on, and refine any planning to take account of any gaps in learning.
- In 2021-22, the school report that they were able to plan more strategically in their deployment of the grant. The focus this academic year is developing writing in key stage 3 as this is the area that the school has identified as being most impacted by COVID-19. Two fixed term English teachers have been appointed to provide additional capacity for teaching Years 7 and 8. The school has allocated an additional weekly lesson as part of the Year 7 timetable to focus specifically on writing.
- Since September 2021, the grant supported the appointment of two pastoral staff members as a point of contact for pupils, particularly the more vulnerable. One of the roles, an assistant attendance officer, provides pastoral support and focuses on attendance at Post-16. These roles are part funded by the Pupil Development Grant and have a strong focus on pupils eligible for free school meals.
- Since September 2020, the grant has also been used to fund an additional geography / social sciences teacher. This ensures that the ALNCo has greater capacity to provide interventions and support for vulnerable pupils and as well as engagement with their parents / carers.
- The grant also supports the work of an assistant headteacher to help with the monitoring and tracking of progress and standards following lockdown.

How are you monitoring the impact of the RRRS grant?

The school is monitoring the impact of the RRRS grant through:

- Analysis of pupil progress data, teacher assessment and personalised assessments in reading
- Analysis of Pupil Attitudes to Self and School (PASS) data
- Analysis of attendance and exclusion data
- Feedback from class teachers, pastoral support officers and ALNCo
- Findings from monitoring activities
- Feedback from pupils as part of listening to learners' activities
- Feedback from parents / carers

Any challenges or barriers

- Staff absences due to COVID-19 has been challenging. This has led to the cover supervisors being used at times to cover classes to keep the school open rather than releasing staff to support targeted learners.

What has been the impact of the RRRS grant on the most vulnerable pupils?

- Positive impact on performance in core subjects – the school has sustained a high level of performance and in most cases, pupils have achieved their potential
- Strong performance in the mathematics examination in November 2021, particularly at the higher-grade boundaries
- Years 8 and 9 have made sustained progress in their personalised reading assessments with performance now comparable with standards pre-pandemic
- Specific gaps have been identified in pupils' skills in Year 7 and these are actively being addressed by the school
- ALN pupils are making very good progress from their starting point.
- Increased engagement with parents / carers of ALN and most vulnerable learners
- Positive attendance rates of around 93-94%

Are some of the initiatives / interventions introduced as part of this grant likely to be sustained?

- The work of the ALNCo in supporting pupils and their families has proved to be invaluable and well appreciated by parents/carers. Consequently, the school is hoping to continue to provide capacity for the ALNCo to ensure that current arrangements continue. Similarly, the work of the pastoral support officers has been successful and has enabled more bespoke support to individuals, including eFSM pupils.

What are your main concerns regarding the impact of COVID-19 on most vulnerable learners and how do you plan to address them in the future?

- The writing skills of Year 7 pupils are currently an area of concern and the strong focus on writing will continue at the school

- The school is very much aware of the impact of COVID-19 on pupils' health and wellbeing. During the 2022 – 23 academic year, the school will have a stronger focus on health and wellbeing. In key stage 4 pupils will have more time to undertake more physical activities as well as other range of activities including mindfulness sessions, yoga and volunteering work. In key stage 3, there will be an additional hour of PSE / Health and Wellbeing on the timetable.

Case Study: Ysgol y Deri

School context: Currently there are 349 pupils on roll aged between 3 and 19 years. All pupils have statements of special educational needs for severe learning difficulties, profound and multiple learning difficulties, moderate learning difficulties or autistic spectrum disorders. The rolling three-year average of pupils eligible for free school meals is 37%.

Context in September 2020

On return to school in September 2020, the school was faced with several challenges. This included:

- parents and carers of a few pupils who did not want their children to return to school
- very dysregulated pupils who were out of their usual routine, particularly in the primary sector
- older pupils in the secondary sector who were anxious about COVID-19
- around 40 new pupils who they hadn't met and had undertaken no transition activities.

How is the RRRS funding used in school?

- The RRRS grant funding is being used by the school to appoint a full-time additional member of the pupil support team. This member of staff was appointed in September 2020 and remains at the school.
- It was agreed that this staff member would work in the primary sector and provide support for the dysregulated pupils. The school felt that they had other systems in place to address some of the other concerns. For example, learning coaches were going to be used to support more anxious learners in the secondary sector.
- In the first instance, the member of staff would be meeting and greeting pupils on their return to school and reassuring both pupils and parents/ carers. Initially, the role was very reactive. Over time, the role has evolved and is now more proactive. There has been a move to working more with classes rather than on an individual basis. Over the last eighteen months, the staff member has worked with most of the 16 classes in the primary sector, either on a whole class or 1:1 basis. The staff member has got to know pupils very well and now recognises when pupils are dysregulated and works with them before they go to class.
- The staff member also works closely with the parents and carers of targeted pupils. This has included supporting them to develop strategies used at school to regulate pupils at home. Where classes have been closed due to COVID-19, the staff member has been out to visit pupils at home to provide respite and advice to parents.

How are you monitoring the impact of the RRRS grant?

The school is monitoring the impact of the RRRS grant through:

- Analysis of wellbeing data through use of software that enables the school to identify positives and negatives in relation to behaviour, record when and where incidents occur and any precursors or aftermath
- Feedback from the range of staff in the class team
- Feedback from parents / carers
- Findings from pupil review meetings.

Any challenges or barriers

- Training and upskilling of staff member has been of key importance to the school. Allocating time for training to improve staff skillset whilst also looking after the wellbeing of pupils is a particular challenge.
- Contact with the most vulnerable of pupils has resulted in the staff member having to self-isolate on several occasions; this has obviously impacted on the support available for targeted pupils. Daily LFT testing has mitigated this situation to some extent.

What has been the impact of the RRRS grant on the most vulnerable pupils?

- 100% of pupils demonstrate a reduction in challenging and negative behaviour and ability to change their skills
- The work of the staff member has enhanced further the engagement between school and parents / carers
- An extra member of staff has resulted in the pupil support team being able to do more around the school; this has been instrumental in keeping the morale of staff up as the staff feel well supported.
- In terms of broader impact, the fact that the pupil support team are dealing with any crisis is supporting the work of the senior leadership team and enables them to focus on other operational matters.

Are some of the initiatives / interventions introduced as part of this grant likely to be sustained?

- This role has been so successful and impactful that Ysgol y Deri are not only continuing with the role but also recruiting additional staff to undertake a similar role in the Centre for Learning and Wellbeing. The appointment of additional staff will also enable the school to support the wellbeing of targeted pupils in mainstream secondary schools across the local authority.

What are your main concerns regarding the impact of COVID-19 on most vulnerable learners and how do you plan to address them in the future?

- Constant disruption to learners due to COVID-19 and staffing challenges.

Appendix 2: Principles of the RRRS grant as outlined by Welsh Government

The following five principles were outlined by Welsh Government to support schools with their spending of the RRRS grant in August 2020.

Principle 1: Learners in Greatest Need: Affected Cohorts

The most affected cohorts currently appear to be:

1. Pupils preparing for examinations in the forthcoming academic years 11, 12 and 13 (Note to Heads of schools with sixth forms – in addition to the resource referenced here, there is an uplift to the sixth form funding to meet the needs of Years 12 and 13 – the same principles apply to both sets of funding) who have relatively little time between returning to school and taking life-chance determining public examinations
2. Vulnerable and disadvantaged children, as defined by a range of approaches, but including the poorest children and families, learners with special educational needs, learners from BAME communities and learners in Welsh medium schools who live in non-Welsh speaking households
3. Year 7, because of the disruption to the transition from primary to secondary schools

The cohort analysis above is in line with the findings of many other countries and territories with similar characteristics to Wales, has informed the allocation of funding, and will inform the priority groups we expect to be addressed by the work we do. We should note, though, that there will be individuals not in these groups who will need support, and it is an important principle that Head Teachers will decide which groups and individuals will get support.

Principle 2: the Recruit, Recover, Raise Standards Curriculum: Areas of Support Learners Should Receive

To achieve the ambitions we set out in Our National Mission, curriculum reform remains our central priority for education in Wales. It is essential that all our work with the education system in the context of COVID-19 aligns with international best practice, which is also the basis of our curriculum reform proposals. Our focus for the coming year will be:

- Literacy, numeracy and digital competence within a broad and balanced curriculum – for the examination 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
- Development of independent learning skills, to enable and motivate learners in all groups to make accelerated progress by working more effectively alone and out of school
- Support and engagement through coaching – this in recognition that the most disengaged learners will need coaching and emotional support as well as support for examination preparation and skills

This focus will be particularly relevant for the priority cohorts. We will work closely with Qualifications Wales to ensure our approach to curriculum and learning is consistent with and promotes the credibility and validity of the 2021 exam series.

Principle 3: Growing Capacity: What the Funding is Designed to Provide

Our response to the situation is to dedicate financial resources to the creation of new capacity in the system. The investment amounts to some £29 million and will be enough to grow capacity in the system by the equivalent of 600 teachers and 300 Teaching Assistants. Alongside this, we will use our current investment in Professional Learning, digital infrastructure, connectivity, devices and content to enrich the experiences schools make available to learners. We do not want to place restrictions on Head Teachers in how they go about appointing and deploying this new capacity, so we recognise that:

- Schools may appoint teachers, Teaching Assistants and other roles in the school designed to provide coaching such as Youth Workers, in line with the school's understanding of its learners
- The new capacity may be full time or part time
- The new colleagues might work across more than one school
- Head Teachers may appoint new teachers to the school in order to release those who know their pupils best to work with them to accelerate their progress
- There may be instances where a group of new colleagues is recruited to work across a whole cluster or collaborative partnership
- The skill-sets of new colleagues will need to reflect the needs of groups and learners
- The delivery model within which new colleagues work will be specific to the needs of the school and its learners.

Principle 4: Reducing Bureaucracy and Ensuring Transparency

The allocation of such a level of investment to a project at a time of severe financial stress across the education system and beyond means we need to ensure that we use the resources well. At the same time, we want to keep the paperwork to a minimum, so we are proposing...

- The school should set out what it intends to do with the resources in a simple way, indicating the number of pupils included and an outline of the curriculum and staffing solution
- This should be agreed by the school's CA in the case of schools currently designated as requiring red and amber levels of support
- The intention should be signed off by the Governing Body and made available to the school's parents and community
- We will maintain a 'learning brief' as an education system, by sharing intelligence and insights in respect of the impact of the programme as it develops

Principle 5

We want to encourage strategic education partners to collaborate in support of this work. We are already seeing examples of this emerging across the system, and these activities will provide further opportunities for the regions, Local Authorities, Universities, FE Colleges and other partners to support children, families and schools in returning to school.

School Level Collaboration

We want to encourage clusters and collaboratives of schools to pool their resources and achieve critical mass in growing capacity. This may include cross-phase collaboration, collaboration between schools in the same phase and collaboration based on partnership delivery in sixth forms.

Appendix 3: RRRS funding for Vale of Glamorgan School between September 2020 and March 2022

RRRS allocation between September 2020 and March 2022	Number of schools				
	Nursery	Primary	Secondary	3-19	PRU / Special
Under £9,999	-	-	-	-	-
£10,000-£19,999	2	1	-	-	1
£20,000-£29,999	-	3	-	-	-
£30,000-£39,999	-	2	-	-	-
£40,000-£49,999	-	7	-	-	-
£50,000-£59,999	-	10	-	-	-
£60,000-£69,999	-	3	-	-	-
£70,000-£79,999	-	3	-	-	1
£80,000-£89,999	-	5	-	-	-
£90,000-£99,999	-	2	-	-	-
£100,000-£109,999	-	2	-	-	-
£110,000-£119,999	-	4	-	-	-
£120,000-£129,999	-	1	-	-	-
£130,000-£139,999	-	-	-	-	-
£140,000-£149,999	-	-	-	-	-
£150,000-£159,999	-	-	-	-	-
£160,000-£169,999	-	1	-	-	-
£170,000-£179,999	-	-	-	-	-
£180,000-£189,999	-	-	1	-	-
£190,000-£199,999	-	-	1	-	-
£200,000-£209,999	-	-	1	-	-
£210,000-£219,999	-	-	1	-	-
£220,000-£229,999	-	-	-	-	-
£230,000-£239,999	-	-	-	-	-
£240,000-£249,999	-	-	-	-	-
£250,000-£259,999	-	-	1	-	-
£260,000-£269,999	-	-	-	-	-
£270,000-£279,999	-	-	1	-	-
£280,000-£289,999	-	-	-	-	-
£290,000-£299,999	-	-	-	-	-
£300,000-£309,999	-	-	-	-	-
£310,000-£319,999	-	-	-	-	-
£320,000-£329,999	-	-	-	-	-
£330,000-£339,999	-	-	-	-	-
£340,000-£349,999	-	-	-	-	-
£350,000-£359,999	-	-	1	1	-

Glossary

Adverse Childhood Experiences (ACEs)	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.
Boxall Profile	An online assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education.
Forest School	A programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through hands-on experiences in a natural setting.
Nurture	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.
Motional	Motional is an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.
PASS	Analysis of Pupil Attitudes to Self and School (PASS) is a digital survey in that it provides a standardised measure of pupils' attitudes towards themselves as learners, and to their school.
SELFIE	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.
Thrive	Thrive provides tools and training to help adults support the social and emotional development of the children and young people they are working with.
Wellcom	A toolkit that supports the identification of children between six months and six years who may benefit from speech and language support.

Numbers – quantities and proportions

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