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# Pupil Deprivation Grant

Essential guidance



## Guidance

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# Pupil Deprivation Grant – Essential guidance

- Audience** Schools; regional consortia leads for pupil deprivation and school effectiveness; regional consortia systems leaders; local authority education and children’s services.
- Overview** This guidance informs the effective use of the Pupil Deprivation Grant ensuring visible accountability.
- Action required** None – for information only.
- Further information** Enquiries about this document should be directed to:  
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- Additional copies** This document can be accessed from the Welsh Government’s website at [www.gov.wales/educationandskills](http://www.gov.wales/educationandskills)
- Related documents** *Rewriting the future: Raising ambition and attainment in Welsh schools* (Welsh Government, 2014); *Pupil Deprivation Grant: Short guidance for practitioners* (Welsh Government, 2013); *Building a Brighter Future: Early Years and Childcare Plan* (Welsh Government, 2013); *Building Resilient Communities: Taking forward the Tackling Poverty Action Plan* (Welsh Government, 2013); *Communities, Families and Schools Together: A route to reducing the impact of poverty on educational achievement in schools across Wales – research report commissioned by Save the Children Wales* (David Egan, Save the Children Fund, 2012); *The DIY Evaluation Guide* (Education Endowment Foundation, 2013); *The educational attainment of looked after children and young people* (Wales Audit Office, 2012); *Effective practice in tackling poverty and disadvantage in schools* (Estyn, 2012); *Guidance for literacy and numeracy catch-up programmes* (Welsh Government, 2012); The Sutton Trust – EEF Teaching and Learning Toolkit (The Sutton Trust); *Tackling the impact of poverty on educational attainment* (Welsh Government, 2012).

# Contents

<b>Foreword</b>	<b>2</b>
<b>Section 1: What the grant is, who gets it and what it is for</b>	<b>3</b>
<b>Section 2: How to use the Pupil Deprivation Grant to reduce the impact of poverty on educational achievement</b>	<b>4</b>
<b>Section 3: How schools will be monitored and how they should evidence their use of the grant</b>	<b>6</b>
<b>Annex A: What can the PDG be used to support?</b>	<b>8</b>
<b>Annex B: Useful resources</b>	<b>9</b>

## Foreword

This guide is part of a suite of documents that provide guidance on strategies to reduce the impact of deprivation on academic attainment. It has been issued in advance of the 2015–16 financial year to enable practitioners to plan how they will most effectively spend their Pupil Deprivation Grant (PDG) on sustainable interventions to improve the attainment of children living in poverty. It replaces *Pupil Deprivation Grant: Short guidance for practitioners*, which was published in December 2013.

Updates and further guidance will be published on the Learning Wales website which is a good source of guidance, resources and case studies and schools are encouraged to make use of this.

When guidance is updated, schools will be notified by announcements in the Welsh Government's e-Newsletter, Dysg.

## Section 1: What the grant is, who gets it and what it is for

### **Purpose of the grant**

The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential.

### **PDG 2015–16**

- For each child aged 5 to 15 who is eligible for free school meals (e-FSM), as reported in the January 2014 Pupil Level Annual School Census (PLASC) return, their school will receive £1,050.
- For each child who was Looked After (LAC) as reported in the April 2014 Children in Need census, the regional consortium will receive £1,050.
- For each eligible child aged 3 to 4 in in the Foundation Phase in maintained and non-maintained settings an allocation of £300 will be made. Details of the mechanisms for identifying eligible children and distributing funding are currently being finalised and regional consortia will be notified shortly.

### **PDG 2016–17**

- For each child aged 5 to 15 who is eligible for free school meals (e-FSM), as reported in the January 2015 Pupil Level Annual School Census (PLASC) return, their school will receive £1,150.
- For each child who was Looked After (LAC) as reported in the April 2015 Children in Need census, the regional consortium will receive £1,150.
- For each eligible child aged 3 to 4 in in the Foundation Phase in maintained and non-maintained settings an allocation of £300 will be made.

### **Allocations and payment**

The allocations to schools for 2015–16 (except where there are fewer than five eFSM learners on roll at the time of the census) have been published on [www.gov.wales/topics/educationandskills/schoolshome/deprivation/school-effectiveness-grant-2013-2015/?lang=en](http://www.gov.wales/topics/educationandskills/schoolshome/deprivation/school-effectiveness-grant-2013-2015/?lang=en)

Allocations will be paid via the regional school improvement consortia on a bi-annual basis. The grant is 100 per cent delegated to schools/early years settings except in the case of the LAC element which will be managed regionally by the consortia.

## Section 2: How to use the Pupil Deprivation Grant to reduce the impact of poverty on educational achievement

### What schools must do

All schools must publish online their PDG allocation and an outline of their plans to use the funding to improve outcomes for deprived children.

Where a school does not have a dedicated website it must make the information available via the local authority or consortium website or as part of school information published in hard copy.

Where a school has fewer than five eFSM learners it should publish a statement about the use and impact of the grant but should not disclose the number of eFSM learners or the amount of PDG allocation.

### What successful schools do

Successful schools plan interventions that focus on improving the attainment of children from deprived backgrounds, specifically those who are eFSM. They are clear in what they expect from an intervention, they monitor progress and evaluate the effectiveness of it.

Successful schools integrate their plans for using the PDG into their school development plan (SDP), drawing on best practice, well-evidenced interventions and as part of a whole-school strategy.

These schools balance whole school and targeted interventions to ensure that every eFSM learner benefits as an individual and the school as a whole improves its capacity to support all learners to reach their full potential. Examples of good practice can be found in the case studies hosted on Learning Wales: [www.learning.wales.gov.uk/resources/browse-all/reducing-the-impact-of-poverty-on-educational-achievement/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/reducing-the-impact-of-poverty-on-educational-achievement/?lang=en)

### Eligible uses for PDG

While the PDG must be used to support eFSM and LAC learners, the grant does not have to be tracked to those learners. Only eFSM and LAC learners may receive PDG-funded support from individualised programmes such as Catch Up, but the grant may also be used for whole-school strategies that disproportionately benefit eFSM and LAC learners. This includes buying in speakers and trainers for INSET days focussing on recognising and mitigating the impact of poverty on educational attainment; joint planning days for classroom teachers and teaching assistants to support eFSM and LAC learners; or developing appropriate tracking systems to identify the particular needs and evaluate the impact of interventions for these groups of learners.

All schools in receipt of the PDG should also consider how they can develop whole-school strategies for:

- Assessment for learning  
([www.learning.wales.gov.uk/resources/browse-all/guidance-on-assessment-for-learning/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/guidance-on-assessment-for-learning/?lang=en))
- Quality feedback  
([www.learning.wales.gov.uk/resources/improvementareas/post-16-teaching-learning-and-assessment/assessment-and-giving-feedback/?lang=en](http://www.learning.wales.gov.uk/resources/improvementareas/post-16-teaching-learning-and-assessment/assessment-and-giving-feedback/?lang=en))
- Peer tutoring  
([www.learning.wales.gov.uk/resources/browse-all/enabling-peer-teaching/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/enabling-peer-teaching/?lang=en))
- Metacognition  
([www.learning.wales.gov.uk/resources/learningpacks/pisa/introduction-to-metacognition/?lang=en](http://www.learning.wales.gov.uk/resources/learningpacks/pisa/introduction-to-metacognition/?lang=en))

The PDG should be used to implement the range of actions set out in the Welsh Government's *Rewriting the future: Raising ambition and attainment in Welsh schools*, published in June 2014 ([www.gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en](http://www.gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en)).

Schools should draw on a number of sources to look at well-evidenced interventions. The EEF Sutton Trust toolkit ([www.learning.wales.gov.uk/resources/browse-all/sutton-trust-education-endowment-foundation/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/sutton-trust-education-endowment-foundation/?lang=en)) is one source of evidence and practitioners should consider how the approaches can be applied or adapted to their schools' context. Practitioners have also reported finding the Welsh Government's *Guidance for using the Pupil Deprivation Grant: What really works?* particularly helpful ([www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en)).

Schools must monitor interventions to ensure that they are having the expected impact. The EEF DIY Evaluation Guide provides schools with useful advice on how to conduct robust evaluations ([www.educationendowmentfoundation.org.uk/uploads/pdf/EEF\\_DIY\\_Evaluation\\_Guide\\_\(2013\).pdf](http://www.educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf)).

## **What Foundation Phase providers must do**

Foundation phase providers will be expected to use their additional funding to increase the school readiness of children from deprived backgrounds. Further guidance will be published soon.

## Section 3: How schools will be monitored and how they should evidence their use of the grant

### Accountability

Appropriate accountability structures are critical but must be proportionate and add value rather than absorb valuable resources. **Schools do not need to have a separate PDG spending plan** but should, instead, outline how they will use the PDG in their school development plans.

#### Your regional consortium challenge advisor will:

- support schools to plan effectively, making sure that school development plans set out clear ambitions and plans for the use of the PDG to raise the attainment of children from deprived backgrounds
- ensure schools monitor and evaluate the impact of their strategies
- challenge schools to set stretching targets
- recover the grant when there is evidence that it has been inappropriately or ineffectively spent.

#### As part of its usual inspection process Estyn will:

- comment on how learners who are eFSM are supported to improve their rates of attainment
- look at schools' uses of evidence in deciding on appropriate interventions
- look at use of data in monitoring how effective these are in improving rates of attainment
- comment on how well more able and talented deprived learners are supported to develop their full potential.

Supplementary guidance to the Common Inspection Framework sets out these requirements ([www.estyn.gov.uk/download/publication/327545.4/supplementary-guidance-inspecting-the-approaches-taken-by-schools-to-reduce-the-impact-of-poverty-on-educational-attainment/](http://www.estyn.gov.uk/download/publication/327545.4/supplementary-guidance-inspecting-the-approaches-taken-by-schools-to-reduce-the-impact-of-poverty-on-educational-attainment/)).

#### As part of its normal cycle of inspections the Wales Audit Office will:

- expect schools to demonstrate that they have made good use of evidence in planning how they will spend their PDG
- look at the mechanisms in place to monitor and evaluate the effectiveness of interventions.

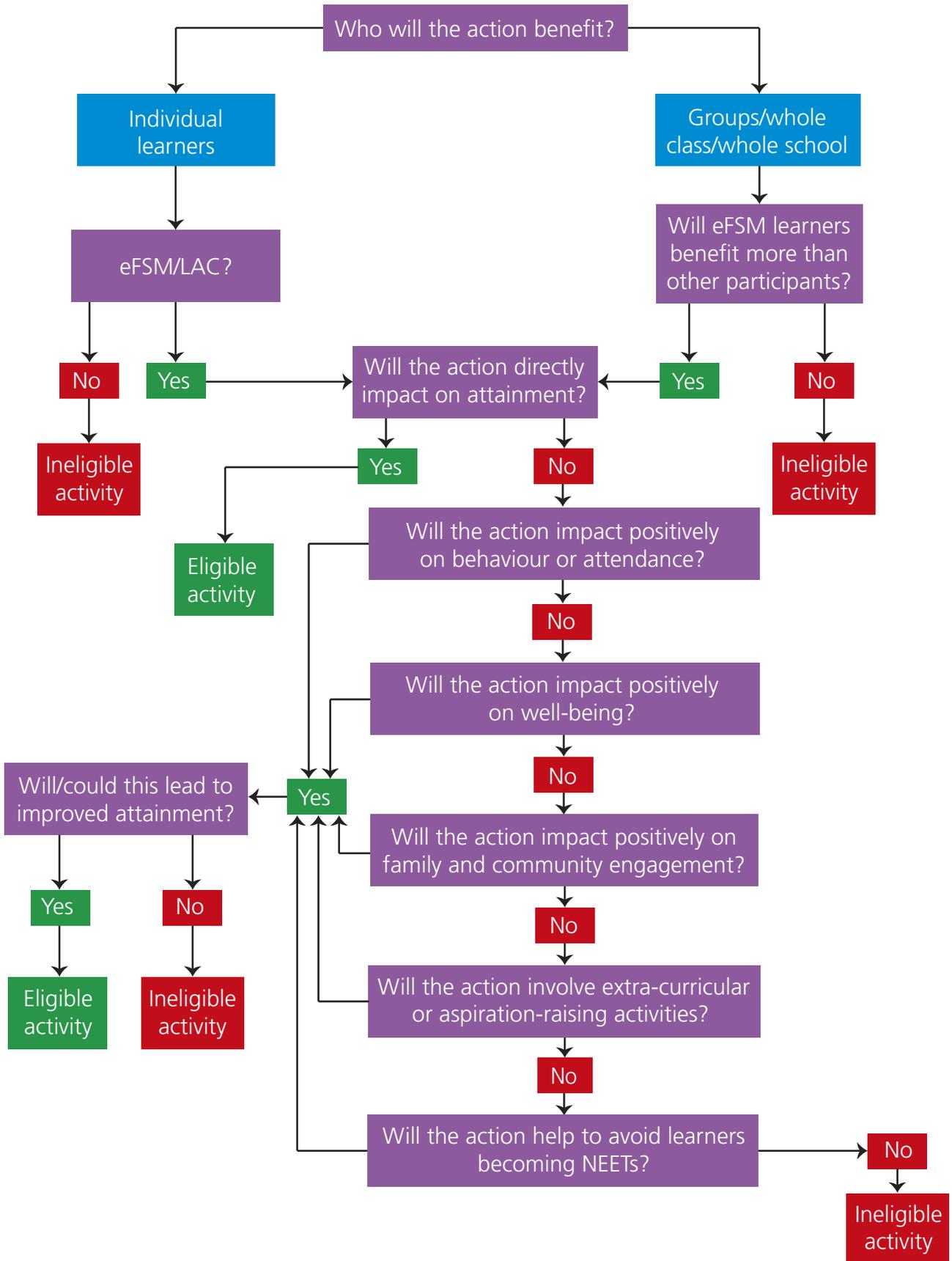
The Welsh Government has appointed Ipsos Mori and the Welsh Institute of Social and Economic Research and Development (WISERD) to evaluate the effectiveness of the PDG in raising the attainment of deprived learners ([www.gov.wales/statistics-and-research/evaluation-pupil-deprivation-grant/?lang=en](http://www.gov.wales/statistics-and-research/evaluation-pupil-deprivation-grant/?lang=en)). This is an ongoing project and any school in Wales may be invited to participate.

Supporting material to help you plan your use of the PDG can be found in Annex B.

### **Foundation Phase providers**

The Welsh government is working with partners to establish monitoring and accountability arrangements for the use of the PDG in maintained and non-maintained settings.

# Annex A: What can the PDG be used to support?



## Annex B: Useful resources

*Building a Brighter Future: Early Years and Childcare Plan*

(Welsh Government, 2013)

[www.gov.wales/topics/educationandskills/publications/guidance/building-a-brighter-future/?lang=en](http://www.gov.wales/topics/educationandskills/publications/guidance/building-a-brighter-future/?lang=en)

*Building Resilient Communities: Taking Forward the Tackling Poverty Action Plan*

(Welsh Government, 2013)

[www.gov.wales/topics/people-and-communities/tackling-poverty/taking-forward-tackling-poverty-action-plan/?lang=en](http://www.gov.wales/topics/people-and-communities/tackling-poverty/taking-forward-tackling-poverty-action-plan/?lang=en)

*Communities, Families and Schools Together: A route to reducing the impact of poverty on educational achievement in schools across Wales – research report commissioned by Save the Children Wales*

(David Egan, Save the Children Fund, 2012)

[www.savethechildren.org.uk/sites/default/files/images/Communities-families-and-schools-together-report.pdf](http://www.savethechildren.org.uk/sites/default/files/images/Communities-families-and-schools-together-report.pdf)

*Deprivation and attainment – What can really make a difference?*

(Welsh Government, 2014)

[www.learning.wales.gov.uk/resources/browse-all/deprivation-and-attainment-what-can-really-make-a-difference/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/deprivation-and-attainment-what-can-really-make-a-difference/?lang=en)

*DIY Evaluation Guide*

(Durham University and Education Endowment Foundation, 2013)

[www.educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide/](http://www.educationendowmentfoundation.org.uk/evaluation/diy-evaluation-guide/)

Dysg newsletter

[www.learning.wales.gov.uk/about/newsletters/?lang=en](http://www.learning.wales.gov.uk/about/newsletters/?lang=en)

*The educational attainment of looked after children and young people*

(Wales Audit Office, 2012)

[www.wao.gov.uk/publication/educational-attainment-looked-after-children-and-young-people](http://www.wao.gov.uk/publication/educational-attainment-looked-after-children-and-young-people)

*Effective practice in tackling poverty and disadvantage in schools*

(Estyn, 2012)

[www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163,](http://www.estyn.gov.uk/english/docViewer/259977.9/effective-practice-in-tackling-poverty-and-disadvantage-in-schools-november-2012/?navmap=30,163)

*Family and Community Engagement: FACE the Challenge together practical guidance for schools on engaging families and communities in children's learning*

(Welsh Government, to be published in 2015)

*Flying Start: Transition Guidance*

(Welsh Government, 2014)

[www.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en](http://www.gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en)

*Guidance for literacy and numeracy catch-up programmes*

(Welsh Government, 2012)

[www.learning.wales.gov.uk/resources/browse-all/catchupguidance/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/catchupguidance/?lang=en)

*Guidance for using the Pupil Deprivation Grant: What really works?*

(Welsh Government, 2014)

[www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/pdg-what-really-works/?lang=en)

Learning Wales website

[www.learning.wales.gov.uk](http://www.learning.wales.gov.uk)

*Reducing the impact of poverty on educational achievement* – Policy Observatory Project report and case studies

(Wales Centre for Equity in Education, 2014)

[www.learning.wales.gov.uk/resources/browse-all/reducing-the-impact-of-poverty-on-educational-achievement/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/reducing-the-impact-of-poverty-on-educational-achievement/?lang=en)

*Rewriting the future: Raising ambition and attainment in Welsh schools*

(Welsh Government, 2014)

[www.gov.wales/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en](http://www.gov.wales/topics/educationandskills/schoolshome/raisingstandards/rewriting-the-future-schools/?lang=en)

*The Sutton Trust-EEF Teaching and Learning Toolkit*

(Education Endowment Foundation, 2014)

[www.learning.wales.gov.uk/resources/browse-all/sutton-trust-education-endowment-foundation/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/sutton-trust-education-endowment-foundation/?lang=en)

*Using the Pupil Deprivation Grant in support of arts and cultural activity: Guidance for practitioners*

[www.learning.wales.gov.uk/resources/browse-all/pdg-in-support-of-arts/?lang=en](http://www.learning.wales.gov.uk/resources/browse-all/pdg-in-support-of-arts/?lang=en)

(Welsh Government, 2015)

Youth engagement and progression framework

(Welsh Government, 2013)

[www.gov.wales/topics/educationandskills/skillsandtraining/youthengagement/?lang=en](http://www.gov.wales/topics/educationandskills/skillsandtraining/youthengagement/?lang=en)