CEREDIGION COUNTY COUNCIL

Report to: Cabinet

Date of meeting: 14th February 2023

Title: Deprivation and Equity Strategy

Purpose of the report: To provide information on new strategy for schools to support young people experiencing deprivation

For: Decision

Cabinet Portfolio and Cabinet Member: Councillor Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills

Supporting disadvantaged learners effectively is paramount to ensuring equity in education. Without effective support, disadvantaged learners are disproportionately affected when compared to their peers.

Outcome data at GCSE demonstrates the current gap in achievement. Pre-pandemic data shows that in Wales, the disadvantage gap in results was about 22-23 months of educational progress in 2019, and only very slightly down on 24 months in 2011. Moreover, the persistent disadvantage gap (that is, pupils who were eligible for FSM for 80% of their time in school) was about 29 months of educational progress in 2019, which is also unchanged from the level in 2011. Only 4 per cent of pupils experiencing persistent disadvantage in Wales end up in the top quintile of GCSE scores in 2019.

The current Minister for Education, Jeremy Miles, has spoken regularly about his commitment to supporting vulnerable and disadvantaged learners:

- "Tackling the impact of poverty on attainment is at the heart of our national mission in education."

- "We know from research and inspection evidence that schools that couple effective learning and teaching with a focus on community engagement are most effective in overcoming the impact of poverty on educational attainment. We will therefore want to see schools operate as community-focused schools, reaching out to parents and carers and engaging with the whole community."

- "Tackling the impact of poverty on attainment is essential if we are to achieve high standards and aspirations for all. We know that the life chances of children and young people are hugely influenced by their home and community and that teachers need more support in addressing the issues some children and young people face."

The new Curriculum for Wales asks that schools and teachers offer a broad and balanced curriculum full of learner experience. Fair and equal access to opportunity should sit at the heart of all decision making. This document encourages schools to consider an equitable approach to education and offers opportunity for wider discussion.

Current Situation:

The Ceredigion Local Wellbeing plan 2023-2028 National Data notes that there are currently 3,450 pupils in Ceredigion that are living in poverty. Nearly one third of households in Ceredigion are living in poverty. Between 2018 and 2022, the number of households living in poverty has increased by 9%. Given the current cost of living crisis, it is widely recognised that this figure will further increase. There is a strong correlation between Covid-19, poverty, and the wellbeing mental health of individuals. Since the pandemic, there has been a marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties.

Ceredigion's Corporate Strategy recognises the need to support disadvantaged and vulnerable learners / families. The Corporate Strategy mentions the need to protect people from poverty, promote healthier lifestyles, support wellbeing, and protect the most vulnerable through early support and intervention. Ceredigion's Strategic Equality Plan, 'A Fair and Equal Ceredigion' underpins the key themes presented in the guidance whilst recognising key government documents, such as The Wellbeing of Future Generations Act 2015 and The Equality Act 2010.

Ceredigion's 2021/22 Self-Assessment Report (Annual Review of Performance and Well-being Objectives) also prioritises the need to support learners of all ages and backgrounds to engage with education and training and recognises the need to protect people from poverty.

A key objective for the Schools and Culture Service is to support equity for all learners, especially following Covid-19 and the additional challenges disadvantaged learners face. As a result, an objective for the service was to prepare a Deprivation Strategy for schools to secure an equitable education provision for all learners.

The Deprivation and Equity Strategy sits alongside a body of wider work that looks to better support our more disadvantaged learners. There is a key message at its core – disadvantaged learners need more support, more often, to have the same opportunities as their peers.

Recognition and understanding of the additional challenges faced by young people in Ceredigion is increasing. The Education and Culture Service is committed to increasing and enhancing the understanding of deprivation to support in targeting provision. Free School Meals (FSM) has historically been used to measure educational disadvantaged. Recently, schools are being encouraged to consider this data alongside Welsh Index of Multiple Deprivation (2019) data, which is more skilled at recognising deprivation across multiple indicators. Rural poverty stands-out as a county-wide issues and schools are beginning to consider the use of specific grant funding to overcome more regional barriers to further develop a well-rounded and equitable education for all. Moreover, WIMD data identifies issues such as poor housing, income, and community safety. Low earnings, the lack of affordable childcare, Universal Credit reduction and high housing costs / affordability mean that poverty is one of the biggest challenges faced by the local authority.

From the moment young people arrive at school, every effort must be made in an attempt to irradicate any barrier faced at home. This document supports schools to continue to develop the principles of equity for the benefit of individuals' needs.

	Has an Integrated Impact Assessment been completed? If, not, please state why Yes
	Summary:
Wellbeing of Future Generations:	**Long term:**
	Collaboration:
	Involvement:
	Prevention:
	Integration:
Recommendation(s):	1. To approve the Ceredigion Deprivation and Equity Strategy.
	2. That an annual report on progress against the Ceredigion Deprivation and Equity Strategy be presented to the Schools, and the Learning Communities Overview and Scrutiny Committee.
Reasons for decision:	To ensure that schools have an appropriate and evidence-based strategy to support disadvantaged pupils.
Overview and Scrutiny:	[Learning Communities Overview and Scrutiny Committee- 08.12.22](#)
Policy Framework:	• Child Protection and Safeguarding Policy • Curriculum Policy • Equality Policy • Pupil Discipline Policy • Ceredigion Principles and Expectations of Maintained Schools for Pupils with Additional Learning Needs 2021/ Special Educational Needs Policy • Attendance Policy • Looked After Children Policy • Ceredigion Corporate Strategy • Ceredigion Local Wellbeing Plan
Corporate Well-being Objectives:	Corporate Strategy: Providing the best start in life and enable learning at all ages
Finance and Procurement implications:	None
Legal Implications:	None
Staffing implications:	None
Property / asset implications:	None

Risk(s):	None
Statutory Powers:	None
Background Papers:	None
Appendices:	Appendix 1- Mid Wales Partnership Equity and Deprivation Strategy
	Appendix 2- Integrated Impact Assessment
Corporate Lead Officer:	Meinir Ebbsworth, Corporate Lead Officer: Schools and Culture
Reporting Officer:	Gareth Lewis / Gillian Evans
Date:	26 January 2023

Mid Wales Partnership
Equity and Deprivation Strategy

Rationale

Education in Wales: Our National Mission (2017) states clearly the importance of 'strong and inclusive schools committed to excellence, equity and well-being'. A key action from the document is to ensure we partner equity with excellence, identifying new and effective ways to measure and improve learner well-being. The purpose of this strategy is to promote the importance of equality and offer clear approaches for school evaluation and improvement.

'We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand, and we cannot have one at the expense of the other. Geography, deprivation or childhood experiences should not prevent learners from reaching their potential'. (Welsh Government, 2017)

School contexts vary widely, and each school will be at a different stage of their improvement journey. This strategy aims to promote positive discussion around the topic of equity, high quality teaching and learner wellbeing. Vitally, these discussions should include engagement with wider stakeholders, such as pupils, parents, and governors. The strategy challenges teachers and school leaders to consider effective and progressive ways to meet the needs of all learners.

Raising awareness of the challenges and barriers faced by disadvantaged learners allows school practitioners and the schools wider community to contribute collaboratively towards inclusivity and equality. Equity in education means that personal or social circumstances such as gender, ethnic origin, or family background, are not obstacles to achieving educational potential (fairness) and that all individuals reach at least a basic minimum level of skills (inclusion) (OECD, 2012).

If used well, schools will use information in the strategy to make informed decisions about current practice. Areas to improve will be identified and actioned purposefully via self-evaluation procedures and robust improvement planning. Effective practice will include wider discussions on areas to develop with wider stakeholders alongside evidence-based research on how to promote equity across the school.

In the same way that support for young people should be unique and carefully considered; the recommendations, considerations and ideas within this strategy are designed to be opportunities for further consideration and lead staff towards professional enquiry. They are not meant to be prescriptive and should be carefully considered, tailored, adapted or ignored to meet the developing needs and context of each educational establishment.

This strategy is to be considered alongside the following key documents:

Ceredigion	Powys
- Child Protection and Safeguarding Policy - Curriculum Policy - Equality Policy - Pupil Discipline Policy - Ceredigion Principles and Expectations of Maintained Schools for Pupils with Additional Learning Needs 2021/ Special Educational Needs Policy - Attendance Policy - Looked After Children Policy - Ceredigion Corporate Strategy - Ceredigion Local Wellbeing Plan	

Contents

Part	Title	Purpose
1	Mid Wales Summary	Why is this document important and why should it be used?
2	Equity	
3	Well-being	
4	High-Quality Teaching	
5	Key to Success	
6	Leadership	Opportunity to reflect on current practice and plan for improvement
7	Curriculum for Wales	
8	School Community	
9	Regional Inequality Support	
10	Support and Intervention	
11	High Aspirations	
12	Improvement and Evaluation	
13	Conclusion	
14	References	

Pupil Voice – the challenges faced living in Ceredigion:

Where we live is really nice, but it can be hard too. Sometimes when we finish after school stuff the pupils that live in the town can walk home easily and other pupils have to wait for a bus or a lift. I think this puts some pupils off.

I think there should be more religious buildings, like mosques and synagogues, around where we live. I think it would mean more people would move to the area.

I think that we have good sports facilities, but they are always just redeveloped to bring them up to a standard that is fine. They are never made to be amazing; they are just sort of made to be acceptable.

There aren't many hospitals or health facilities where we live, I think this could be improved. We also don't really have a dentist, that could be better.

Some pupils definitely have an easier time at school than others. For example, sometimes there is only one person in a class that has come from a small school and then there are lots of others from a big primary school. I think it's harder for the smaller schools because they have less friends when they move.

There aren't many jobs around here. Not just for adults but for pupils as well. I think there should be more things like science and maths jobs in Ceredigion so that people stay more local. If we go to University, we also have to pay more to go because we would have accommodation costs because there isn't a university in this town.

Timeline for Development of Strategy

Summer 2022
Establish working partnerships with headteachers and stakeholders to support with strategy development. Decide on what strong practice should look like within each area of focus. Consider how this document should change practice over 2 years.

Summer 2022
Gather learner voice and option across each area of focus and build ideas, comments and wishes into strategy.

September 2022
Opportunity for schools to engage with strategy and provide feedbck.

January 2023
Formally introduce the strategy to schools. Begin developing digital version of strategy for wider engagement.

Summer 2023
Update strategy and digital strategy to include case studies and review of action research. Update and review 'Reflections' to meet developing needs of schools.

January2024
Ongoing meetings with schools and wider stakeholders and continue to make improvements to strategy and update digital resource.

Equity

Equitable schools understand advantages and barriers exist in education, acknowledge each learner has different personal and social characteristics, and make a commitment to correct this imbalance. It is impossible to view equity, high-quality teaching, and wellbeing as separate entities. Instead, high-quality teaching, wellbeing and equity should be considered collectively. Put simply, you cannot have an excellent school without equal consideration for equity, wellbeing, and high-quality teaching.

There is no official definition of equity found in educational policy in Wales. For the purpose of this document, equity in school will be defined as:

> *An environment where all learners, despite personal of social circumstances, have access to excellent learning, opportunity, and support. Diversity is celebrated and the school works tirelessly to challenge bias, bullying, prejudice or stereotyping based on protected characteristics. Pupil and parent voice is promoted, and all staff recognise that disadvantaged learners require more support, more often.*

As schools work towards creating an equitable environment, it is important to remember that creating an equitable school doesn't lead to equal outcomes. The role of the schools is to ensure each learner has fair opportunity to succeed and effective planning and school improvement strategies are established to support this. Moreover, equity for all means learners should all be treated differently to support their specific, ever-changing needs. Each learner is entitled to a bespoke, person-centred education to meet their specific needs. At times, the school will be required to provide well-planned, additional support for disadvantaged learners.

Deprivation in education can manifest itself in many ways. Schools and school staff must be practiced at recognising vulnerabilities and have strong strategies in place to offer young people. It is a common misconception that deprivation is exclusively associated with poverty. It is true, of course, that disadvantaged learners can live in poverty; however, true

disadvantage spans far wider. In Mid Wales, for example, all learners must overcome rural poverty due to poor access to services and opportunities when compared to other learners across urban parts of Wales. An equitable education provision recognises disadvantage and works tirelessly to ensure barriers to success are limited, or overcome, in all aspects of school life.

Well-being

Well-being encompasses the physical, mental, emotional, and social health of an individual. Positive well-being is portrayed in an ambitious and enterprising individual who is confident and capable to contribute creatively to their own and others' lives, making informed, ethical decisions based on their skills, knowledge, and experiences to overcome difficulties and solve problems, resulting in them leading a happy and healthy life supporting those around them.

There are numerous studies that show good learner wellbeing is a key contributor to learner attainment. The framework guidance on embedding a whole-school approach to mental health and emotional well-being (2021) references a document that states:

> *"The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential."*

It continues to say:

> *"Academic success has a strong positive impact on children's subjective sense of how good they feel their lives are (life satisfaction) and is linked to higher levels of wellbeing in adulthood. In turn children's overall level of wellbeing impacts on their behaviour and engagement in school and their ability to acquire academic competence in the first place."*

Schools often recognise that disadvantaged learners are more likely to suffer from poor mental health. In a study by the Department for Education, The Impact of Pupils Behaviour

and Wellbeing on Educational Outcomes (2012) found that young people with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school. Moreover, it continues to explain that as children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement, while demographic and other characteristics become less important. Thus, for schools to reduce any attainment gap and truly support disadvantage learners, an ethos where wellbeing is prioritised must be universally accepted to ensure improvements in attendance and successful engagement with the curriculum.

High Quality Teaching

It is widely accepted that high-quality teaching is the most important factor in improving learner attainment. This is especially true for our disadvantaged learners and reinforces the need for excellent classroom teachers to provide truly equitable education. Teachers must be equipped to provide high-quality teaching through a variety of creative and engaging strategies that meet the needs of all learners. A high focus on teacher quality is crucial given the evidence on the importance of teacher quality and lower levels of teacher quality in more deprived areas (Hanushek and Rivkin, 2006). Retention and recruitment of high-quality staff is essential when supporting the most disadvantaged.

All professionals working with young people need sound understanding of truly impactful strategies that support all learners, but especially our most disadvantaged, to access education fully. Senior leaders have a duty to ensure teachers are suitably supported to access training material and should be considerate of the needs of the most disadvantaged when deciding on CPD opportunities.

The gap in performance between disadvantaged and non-disadvantaged learners in Wales is clear. In a recent study by the Education Policy Institute (2022), it was found that the disadvantage gap at GCSE is about 22-23 months of educational progress and pupils from
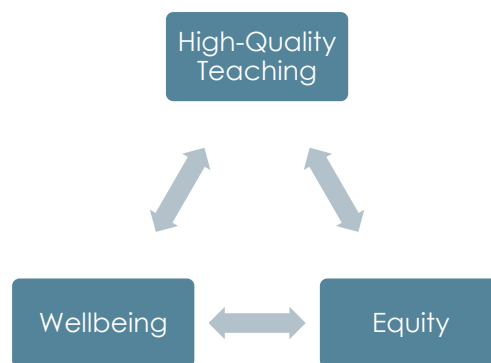
disadvantaged backgrounds are much less likely to reach the top quintile of GCSE scores. A key finding from the study states:

> *"A high focus on teacher quality is crucial. This may include policies designed to improve recruitment and retention of high-quality teachers in more deprived areas, such as salary supplements, and access to high-quality professional development. "*

It is essential, therefore, that disadvantaged young people have the best teachers. To achieve this, there must be a commitment from schools to offer excellent professional development opportunities and work hard to retain the best staff.

Why is equity, well-being and high-quality teaching key to success?

Wellbeing, equity, and high-quality teaching are intrinsically linked, and it would be misleading to enquire about one without a consideration for the other. Research confirms this statement and excellent practice occurs when schools support young people in an environment where all elements have equal weighing. When learners feel valued and respected within an environment and feel a sense of belonging and connected to the school community, they are more likely to make academic, social, and emotional progress. Schools have a duty to set high standards in each of these areas. This is reinforced within the Additional Learning Needs and Tribunal Act (2018) that states the Act will play a crucial role in enabling the curriculum to deliver strong and inclusive schools committed to excellence, equity, and well-being.

High-Quality Teaching

Wellbeing

Equity

Equity, Well-being and High-Quality Teaching				
	1 (Weaker) looks like		**4 (Stronger) looks like**	
Description	Equity, Wellbeing and Teaching are discussed separately by different staff across the school. There is poor opportunity for sharing of practice. The readiness and opportunity for young people to engage with learning is considered separately to pedagogy. Additionality of support is rarely considered.		Staff understand that equity, wellbeing and teaching should be considered together. There is regular opportunity for lead practitioners to work collaboratively and share understanding of good practice. There is a shared understanding that 'readiness to learn' is as important as the learning itself. Providing additional support for disadvantaged learners is regularly considered and actioned.	
Evaluation	**1**	**2**	**3**	**4**
Any comments:				
Questions to consider:	- Is learner wellbeing, high quality teaching and equity given priority in your use of grant spending? - How well does the school curriculum support and consider learner wellbeing and equity? - How well does the school and the curriculum develop healthy attitudes and behaviours? - How well does the schools approach ensure equity for <u>all</u> learners in relation to: - Access to learning experience and resource? - Celebrating diversity and learners with protected characteristics? - Learners living in poverty? - Learners being able to influence what they learn? - Transition activities and progression to post-16?				

	o Working with parents and other partners?

Strategies to Support Equity in Education

Leadership

Effective leadership allows teachers and students to develop alongside each other. Leaders should strive to develop a culture of research, collaboration and innovation that results in professional improvements that make a difference in the classroom. When done well, this is underpinned by effective systems, policies and procedures that are equitable and inclusive. A strong school vision should lead to high-quality teaching that is influenced by research driven pedagogical principles in effectively resourced and engaging learning environments. Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress (Department for Education, 2015).

Equity, as mentioned previously, is only possible alongside careful consideration for learner wellbeing and high-quality teaching and learning. Leaders must use evidence and expertise to create an environment where all learners can reach potential. Effective practice sees schools work co-constructively with other settings and stakeholders whilst involving young people in decision making processes. Senior leaders in more successful schools tend to share their thinking and work collaboratively with staff, pupils, parents, families and the local community. Leaders must ensure their schools are linked into a number of networks such as local school clusters, teaching school networks, online forums and national education events and also work to seek out new ideas and put systems in place for staff to share best practice (Department for Education, 2015). The most disadvantaged learners are disproportionately affected by poor schooling, and it is the role of leaders to develop an environment that allows fair and equitable opportunities for all.

The Education Policy Institute (2022) states that targeted extra funding at more deprived schools has been shown to be effective at narrowing the disadvantage gap. More funding should be specifically targeted at pupils experiencing disadvantage. However, the effective

use of funds to target disadvantaged students and students with additional learning needs requires the right skills, guidance and strategic planning. Estyn's evaluations of better-achieving local authorities found that high-quality leadership at the local and school level when planning for spending can make a difference in student outcomes (Estyn, 2010).

The Mid-Wales Partnership will:

- Identify examples of good practice of leadership at senior and middle management
- Establish leadership Networks to share effective practice, share ideas and build outward facing schools
- Provide school leaders with effective leadership training and professional development opportunities

What schools should do:

- Ensure that deprivation and supporting disadvantaged learners is considered across all aspects of school life and connections are made between supporting more vulnerable learners and other pupils at the school
- Facilitate opportunities for staff to attend training and read guidance / research on supporting disadvantaged and vulnerable learners

Evaluation of current practice:

Leadership				
	1 (Weaker) looks like		**4 (Stronger) looks like**	
Description	The needs of the schools disadvantaged learners are considered by few. All aspects of school life (curriculum, teaching and learning, supporting mental health and wellbeing etc) are considered discretely and there is little opportunity for wider discussion.		All of senior and middle management consider the needs of disadvantaged learners. Senior leaders make strategic decisions that promote holistic support from every member of staff in the school. CPD opportunities are effective and meet then needs of the school and wider community.	
Evaluation	1	2	3	4
Any comments:				
Questions to consider:	- How well does leadership establish equitable systems, policies and procedures to ensure excellent teaching of disadvantaged learners? - How well does leadership establish equitable systems, policies and procedures to prioritise learner wellbeing? - How well does leadership include stakeholders in equitable decision-making processes? - How effective is leadership in engaging stakeholders with the development of community schools? - How well does leadership influence and improve teaching and learning? - How well does leadership provide professional learning opportunities in relation to equitable practice and supporting disadvantaged learners?				

Curriculum for Wales

The Curriculum for Wales sits alongside a broad series of wider reforms across the Welsh Education System. A well planned and equitable curriculum for all is central to all learners engaging with learning and reaching potential. It is important to recognise that a broad and balanced curriculum encompasses all aspects of life within a school community, and a truly broad and balanced curriculum will consider the wider picture - effective break times, morning clubs, extra-curricular activities and more. A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it (Welsh Government, 2020).

Successful curriculum design will also work to narrow the attainment gap. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education system that is a source of national pride and enjoys public confidence (Welsh Government, 2020). Use of resources to make reasonable adjustments and targeted interventions will support disadvantaged learners to access schools in an equitable manner. For example, the focus on pupil voice and enhanced learner experience in the new curriculum will provide more opportunities for disadvantaged learners to have their voice heard and make links between classroom learner and real-life experiences. For this to be effective, curriculum design must be considered with the poorest learner in mind and engagement with opportunity should not be limited by socio-economic status.

The importance of equity when designing curriculum is important at a strategic level but should also be taught to young people in line with new curriculum expectations. For example, it is statutory for schools to teach Relationships and Sexuality (RSE), where guidance emphasizes the importance of being educated around equity and children's-rights. Learners should develop an understanding of how rights are related to all aspects of RSE and contribute to the freedom, dignity, well-being, and safety of all people. This helps learners to understand the importance of equity, recognising the importance of rights in

ensuring fair treatment for all (Welsh Government, 2020). At its best, the teaching seen at a classroom level should reflected the equitable ethos of the school.

The Mid-Wales Partnership will:

- Seek effective practice from local, regional and national schools and education providers
- Consider supporting the needs of disadvantaged learners before sharing resources, planning training and engaging with schools

What schools should do:

- Consider the needs of disadvantaged learners when planning for effective curriculum delivery
- Make strategic decisions on curriculum development based on evidenced good-practice and ensure the most disadvantaged learners have appropriate support to achieve alongside their more privileged peers
- Provide an environment that celebrates a variety of qualifications and achievements, sets high standards and inspires all learners to succeed

Evaluation of current practice:

Curriculum for Wales				
	1 (Weaker) looks like		**4 (Stronger) looks like**	
Description	Curriculum development is not supported by evidenced based practice or effective quality assurance activities. The wishes of the learners are not considered and there is little evidence of bespoke, person-centred practice that leads to impactful progress. Engagement with the local community and wider stakeholders is minimal.		The curriculum is designed to supports all learners to achieve and disadvantaged learners are given extra support to facilitate this. The curriculum is engaging and there is strong learner voice. There are strong community links and teachers and senior leaders support engagement with effective learner 'experiences'. Wider stakeholders are invited into the school regularly and engage with relevant and appropriate activities.	
Evaluation	1	2	3	4
Any comments:				
Questions to consider:	- How well does the curriculum's design and delivery meet the needs of all learners? - Do all learners have fair and equitable access to a broad and balanced curriculum? - How well does the curriculum enable progression for all learners along the continuum of learning? - How well does the curriculum incorporate opportunity for equitable assessment opportunities? - How well does the school consider a vision for its spending on resource to establish an equitable curriculum? - How well does the school draw on contributions from the community and other partners to develop an equitable curriculum?				

School and the Community

Engagement with the community is essential to building equity in a school. Recognising that the wider community can support all learners, especially those experiencing deprivation, can help build an outward facing school culture that ensures the community and the schoolwork collaboratively to ensure all learners reach their full potential. Establishing a learning environment and a curriculum that reflects the community is a major focus of the new curriculum. The Welsh Government's Implementations and Practical Considerations Guidance (2021) for the Curriculum for Wales states that when developing a curriculum, schools should involve learners, parents, carers, partner agencies and the local community. This is an important means of ensuring the curriculum meets learners' needs and is authentic to their context within the national framework. Schools and practitioners also play a critical role in ensuring learners, parents, carers, and communities understand the vision and ethos underpinning the curriculum. It is recommended throughout the document that the school must also prepare learners to become active members of their community and have opportunities to build relationships with the schools' wider stakeholders to provide rich learning experiences.

Community Schools is an evidenced based strategy supporting the concept of effective community and school links. There are four pillars to effective support - integrated student support, expanded learning time and opportunities, family and community engagement and collaborative leadership and practice. An evidence review of practice by the Learning Policy Institute (2017) found schools with strong community links lead to improvements in school outcomes and contribute to meeting the educational needs of low-achieving learners in high-poverty schools. Moreover, the evidence shows benefit for closing attainment and opportunity gaps for students from low-income families, families from minority ethnic groups and learners with disabilities. Offering integrated support, such as effective counselling, medical support, and assistance with transport show improvements with behaviour, social functioning and academic achievement.

For young learners in rural Wales, it is challenging to connect the knowledge and skills developed in the classroom with prior experiences. At times, learners that live in rural parts of Wales, especially our most disadvantaged, lack life experiences due to the typically isolated nature of their local communities and families. This can result in a reduction in a young person's ability to fully benefit from a broad and balanced education. By living in rural communities, our disadvantaged pupils are not only affected by the current attainment gap in education but are also more likely to suffer from an 'opportunity gap' when compared to peers living in more residential and urban parts of Wales. Schools must be aware of the benefits of engagement with the community and plan for future engagement whilst working to overcome rural deprivation.

The Mid-Wales Partnership will:

- Identify examples of good practice in the formation of community schools and ways to overcome potential barriers
- Support creative use of resource to engage with action research opportunities and work alongside schools trying to develop community schools
- Continue to modify strategies with case studies of good practice
- Work to develop action research proposals alongside headteachers and senior leadership teams (suggestions below related to community school and rurality concerns) that encourage development of community schools:

Idea 1	Idea 2	Idea 3
Prioritise one afternoon of the week for additional learning opportunities (for example, a Wednesday afternoon) and work with bus and taxi companies to arrange additional routes home later in the afternoon so all learners can engage fairly. Can schools offer rugby clubs, science clubs, choir practice, reading clubs etc after school on the same night and try to extend the school day for one night of the week?	Consider borrowing time from lunches during the week, and set that time aside for learners to have timetabled additional curriculum opportunities on a Friday afternoon (the last 2 lessons of the week) with a focus on learner wellbeing. Each faculty / teacher must offer a club, or a series of clubs, that young people can attend. Moreover, schools could use the community to increase the offer (golf, horse riding, surfing etc) that increases opportunity.	Secondary school staff to work closely with local primary schools and offer clubs in the community after school. Primary schools generally sit within more local communities that disadvantaged people could walk to overcoming potential transport issues. Conversely, primary school staff could support with activities in mainstream schools to support with effective transition.

What schools should do:

- Consider current practice and question effective ways of extending the school day, bringing the community into the school building, and supporting with additional learning opportunities for adults.
- Speak to other organisations that could benefit from using the school building more regularly to support with reducing the attainment and opportunity gaps (Health Service, Social Care, Youth Service etc)
- Attempt to work alongside other primary schools and secondary schools within your region to try and work towards effective multi-agency support for all learners

Evaluation of current practice:

School and the Community				
	1 (Weaker) looks like		**4 (Stronger) looks like**	
Description	The school operates without wider community engagement. There is little or no wider use of the school building to support opportunities outside of the school day. Pupil and parent voice is minimal and prescribed, leading to little meaningful change.		The is a strong link between the school and the community, and the school supports additional learning opportunities for pupils and parents and allows for integration of wider services (health, youth service, social care etc). There is a rich extension of the school day (or additional learning offer). Parent and learner voice are diagnostic and leads to purposeful change.	
Evaluation	1	2	3	4
Any comments:				

Questions to consider:	• How well is parental voice heard and valued in your school? • Are parents engaged in their children's learning and in the design of the curriculum? • Do you offer family learning programmes and adult learning opportunities? • Do you regularly engage with youth workers? • Is the school used by the wider community to support clubs, learning opportunities etc? • Have you considered extended and enriched school days? • Do you work the stakeholders to provide wrap around support? • Is there alignment of health and well-being, social and educational services that may be co-located?

Regional Inequality

There are many benefits to living rurally; however, when it comes to offering an equitable education, it can become a barrier to fair opportunity. Rural communities and coastal towns experience different types of deprivation and disadvantage when compared to more populated areas in Wales.

Rural deprivation is a barrier to all learners regardless of socio-economic status, and schools must work creatively to overcome such challenges. Rural deprivation is exacerbated for low-income families and requires a more considered, strategic, and multi-agency support to overcome. For example, transport implications for learners attending after-school activities can mean less opportunity to engage with a wider curriculum offer. Moreover, in-line with learners having planned access to better 'experience' within the new Curriculum for Wales, schools in Mid-Wales have fewer opportunities and poorer transport links to access such opportunities, such as theatres and sporting venues.

Offering opportunities digitally can improve access for some learners; however, this is also more challenging in rural Wales. Although the number of houses with the internet is relatively consistent with the rest of Wales, the speed of connectivity remains slower. This, coupled with other regional issues (such as high house prices, fewer opportunities for work and lower salaries) results in the need for schools and other agencies to make further considerations when supporting young people and their families.

What we will do:

- Support schools to develop a community schools' model specific to rural communities
- Work alongside the Welsh Government to highlight specific issues faced by rural communities

What schools should do:

- Consider the needs of the most disadvantaged learners when making decisions

- Ensure that rural deprivation isn't a barrier to learners accessing education fully

- Offer opportunities for young people (and the wider community, if possible) to use the school when working to overcome regional inequalities

Evaluation of current practice:

	1 (Weaker) looks like		4 (Stronger) looks like	
Description	There is little consideration for the additional challenges faced when living in rural parts of Wales.		The school considers the challenges faced by living rurally when engaging with young people, parents, carers, and the wider community.	
Evaluation	1	2	3	4
Any comments:				
Questions to consider:	- How well does the school consider regional deprivation when coordinating activities, including extracurricular activities? - How well does the school consider barriers to opportunity and experience due to regional deprivation? - How creatively is the school using technology to ensure fair and equitable access to experience? - Does the school consider regional deprivation when coordinating events that attempt to engage parents and stakeholders? - Are disadvantaged learners proportionately represented in extracurricular activities, trips and events that happen outside of school hours?			

Support and Intervention

It is wrong to assume that everyone benefits from the same level of support. This is equal treatment of young people, and only works to maintain any gap in social and emotional or academic imbalance. Schools must work to ensure each young person gets specific and targeted support and intervention as required. At times, this will mean some young people will benefit from more support than others. This is an equitable school - where young people that require more support, get more support, on their journey to living a prosperous and fulfilling life.

Learners from low-income families can be disadvantaged from an early age. Studies have found that under-achievement in children in Wales receiving FSM may be a significant problem from nursery class onwards (Joseph Rowntree Foundation, 2013). If unsupported, this trend can continue at GCSE. A study by the National Education Union (2021) found Children accessing Free School Meals are 28% less likely to leave school with 5 A*-C GCSE grades than their wealthier peers. Schools must become practiced at identifying attainment and wellbeing gaps early and work strategically to overcome these issues. Effective tracking of attainment and wellbeing should inform impactful support and intervention.

Best practice will see schools not only offer support and intervention for learners but consider the impact and effectiveness of support over time. Where possible, schools establish a baseline from which progress can be measured and report regularly on any progress made. Staff leading on support and intervention should use educational research to inform planning and improve learner outcomes.

The Mid-Wales Partnership will:
- Ensure the Additional Learning Needs team supports schools to provide effective and impactful early intervention
- Work alongside schools to upskill staff in delivery of impactful intervention

- Support, track and monitor effective spending of grant funding to facilitate purposeful support and intervention

What schools should do:

- Track and monitor the effectiveness of support and intervention
- Ensure staff delivering support and intervention have engaged with appropriate training, keep accurate records of impact and have adequate time to prepare effective interventions
- Raise awareness of effective classroom practices that result in equitable learning opportunities (for example: learned helplessness, effective use of teaching assistants etc)

Evaluation of current practice:

Support and Intervention				
	1 (Weaker) looks like		**4 (Stronger) looks like**	
Description	Staff are poorly supported when delivering support and intervention. Learners progress is not tracked effectively and there is little evidence of impact. Learners are considered for additional support at random and the opinion of the young person and their parents / guardians is not considered. Classroom practice does not support the most disadvantaged learners effectively.		There is clear evidence of impactful support and intervention with learners making excellent progress. The young person, parents / guardians and the school work collectively towards improvements. At a classroom level, teachers can support disadvantaged learners effectively and are aware they are often best placed to provide subject-specific support alongside teaching assistants. Good practice is shared across the school.	
Evaluation	1	2	3	4
Any comments:				
Questions to consider:	- How well are interventions monitored for effectiveness? - Is the school facilitating the most impactful interventions for disadvantaged and vulnerable learners? - Are teachers / school staff aware of the interventions offered by the school? - Is the school working with teachers and teaching assistants collectively to ensure effective classroom-based support and intervention? - Does the school priorities support and intervention appropriately (adequate space for sessions, staff training, reasonable use of grants and budgets etc.)?				

High Aspirations

It is generally accepted that learners who experience deprivation have lower aspirations when compared to their peers. However, this is unproven. In fact, disadvantaged learners have equally high aspirations as non-disadvantaged learners but are more likely to have a negative educational experience and lack the support required to reach their goals. This is more apparent when learners are older and have a better understanding of the disadvantages they are working to overcome (for example, their socio-economic status). Primary school learners are less influenced by this and tend to maintain their higher aspirations than their older peers. Working towards an equitable education means ensuring all learners, especially secondary school learners, are valued, listened to, and driven towards achieving their aspirations throughout education. This is especially true for learners experiencing disadvantage, who will require more focused support and intervention to maintain the aspirations they once held earlier in their journey through education.

Learned helplessness is especially common in disadvantaged learners. The avoidance of challenge, collapse in problem-solving and having a negative outlook on life is synonymous with the lives of disadvantaged youngsters. Uncontrollability is linked with negative emotions and will transfer between situations (home and school) and will be displayed in the classroom. Schools must work to overcome this by offering motivational, cognitive and emotional support that works to overcome such issues. A truly equitable school will provide targeted support that helps disadvantaged learners grow in confidence, realise their potential, and maintain similar aspirations to their more advantaged peers.

What we will do:
- Work alongside schools to support maintaining learners' aspirations
- Ensure disadvantaged learners have fair and equal access to third party support, such as Careers Wales, to maintain high aspirations and plan for the future

What schools should do:

- Raise awareness of Learned Helplessness and support staff to be better practiced at engaging disadvantaged learners in their education
- Prioritise building effective relationships with disadvantaged learners to improve confidence, offer advice and maintain high aspirations

Evaluation of current practice:

	1 (Weaker) looks like		4 (Stronger) looks like	
Description	Pupil voice is poor, and learners lack confidence to discuss their thoughts and opinions openly with staff. Disadvantaged learners generally have a negative outlook on their life and have little opportunity to discuss this with staff and other professionals.		Learners have strong pupil-voice built on excellent relationships and opportunity. High aspirations are encouraged, maintained, and discussed regularly with teachers and outside agencies (where possible). Many disadvantaged learners discuss their futures positively and with confidence.	
Evaluation	1	2	3	4
Any comments:				
Questions to consider:	- How well do our staff promote good relationships with and between learners through their own actions? - How well do learners develop positive relationships with peers and adults? - How well does teaching prepare learners for transition to the next phase of their education/career? - How well does the school collaborate with external agencies to meet the needs of learners, including those with ALN? - How well does the school meet the needs of learners who are disadvantaged by poverty?			

Evaluation and Improvement

Self-evaluation and improvement processes are fundamental to school effectiveness (Welsh Government, 2021) and this process is fundamental to supporting disadvantaged learners and their families. Identification of areas of strength and areas of improvement to drive positive change can help create a school culture where all learners flourish. Effective school improvement processes will ensure equity across all aspects of school life through critically analysis of additionality of support. That is, are disadvantaged learners having the opportunity to access more support, more often, so they have fair opportunity to succeed in line with their more privileged peers?

At its best, schools will not only consider the amount of support, but will monitor its effectiveness and have a clear understanding of desired outcomes. Senior leaders should plan to support disadvantaged learners with high-impact academic and social intervention delivered by the best staff. Improvement planning should also carefully consider equity of opportunity, with schools proactively working to reduce any additional barriers to engaging fully with school life.

Teachers and support staff should also be consistently evaluating their engagement with young people. For example, are lessons planned with the poorest learner in mind (equipment needs, homework expectations etc) and do all pupils have fair access to opportunity in every faculty (opportunities to join school choirs, sports teams, science clubs etc)? Staff should also be considerate of their pedagogy in relation to supporting disadvantaged learners. The pace of the lesson, targeting of learners for questioning, learner feedback, and use of support staff are critical when maintaining aspirations and engaging learners.

What we will do:
- Support school to identify areas of strength and areas to improve

- Provide each school with a School Support Advisor to support with identification and future planning
- Offer opportunity for schools to engage with specialist staff

What schools should do:

- Ensuring disadvantaged learners are considered through all school-improvement processes
- Be proactive and identify areas to improve the life of disadvantaged pupils at school
- Carefully consider the impact of interventions, evaluate outcomes, and use grant funding to make ongoing improvements depending on the needs of the school
- Ensure all staff and wider stakeholders are aware of strategies to support disadvantaged learners and their families (teachers, support staff, governors etc) and this knowledge is challenged during opportunities for scrutiny and reflation

Evaluation of current practice:

	1 (Weaker) looks like		4 (Stronger) looks like	
Description	Disadvantaged learners are considered as a separate component to school improvement processes. The impact of support is rarely considered.		Disadvantaged learners are always considered as part of school improvement processes. There is a culture of impactful improvement that allows all pupils, regardless of background, to succeed.	
Evaluation	**1**	**2**	**3**	**4**
Any comments:				
Questions to consider:	- How well does leadership use its vision to underpin a shared sense of purpose, high expectations and positive cultures in all aspects of its work? - How well does leadership establish a clear vision for learning, teaching and the curriculum that secures the best possible progress and wellbeing for all learners? - How well does leadership establish and maintain a positive and inclusive learning and teaching environment? - How well does leadership use professional learning to improve learning, wellbeing, teaching and the curriculum? - How well does leadership establish a culture of collaborative learning and mutual respect within and beyond the school? - How well does leadership establish and apply systems, policies and procedures to achieve its vision for learning, wellbeing, teaching and the curriculum?			

Conclusion

The Equity and Deprivation Strategy is a research informed document, constructed by a range of local authority staff and schools. It recognises that to enable an equitable education, schools are required to carefully consider all aspects of school life. Equity should sit at the heart of decision-making for senior leaders, teachers, governors, and wider stakeholders.

A key focus for schools should not only focus on improving the progress made by disadvantaged learners, but also work tirelessly to narrow any opportunity gap that may arise in education. Throughout this process is should be widely recognised that some learners, at times, will require more help, more support, and more time than others to reach their potential.

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Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making

This **Integrated Impact Assessment tool** incorporates the principles of the Well-being of Future Generations (Wales) Act 2015 and the Sustainable Development Principles, the Equality Act 2010 and the Welsh Language Measure 2011 (Welsh Language Standards requirements) and Risk Management in order to inform effective decision making and ensuring compliance with respective legislation.

1. PROPOSAL DETAILS: (Policy/Change Objective/Budget saving)

Proposal Title	Deprivation and Equity Strategy

Service Area	Schools Service	Corporate Lead Officer	Meinir Ebbsworth	Strategic Director	Barry Rees

Name of Officer completing the IIA	Eirian Davies	E-mail	Eirian.davies@ceredigion.gov.uk	Phone no	01970 633606

Please give a brief description of the purpose of the proposal
The purpose of the new Guidance Strategy is to support young people experiencing deprivation in order to reduce the attainment gap between disadvantaged and more privelidged learners.

Who will be directly affected by this proposal? (e.g. The general public, specific sections of the public such as youth groups, carers, road users, people using country parks, people on benefits, staff members or those who fall under the protected characteristics groups as defined by the Equality Act and for whom the authority must have due regard).
Young people living in deprivation and disadvantaged learners will be supported in all aspects of school life in order to better enable them to reach their full potential. It will ensure that rural deprivation is not a barrier to learners or their families in accessing education fully. Staff will be provided with training and read guidance/research on supporting disadvantaged and vulnerable learners. Learners of all ages will be supported to learn through bringing community groups into school buildings and collaboration with other organisations to regularly support with reducing the attainment and opportunity gaps

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VERSION CONTROL: The IIA should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development, Welsh language and equality considerations wherever possible.				
Author	Decision making stage	Version number	Date considered	Brief description of any amendments made following consideration
Eirian Davies	*Prepare draft for Learning Communities Overview and Scrutiny Committee*	1	18/11/22	Headteachers, schools and stakeholders already enaged with and contributed to the information contained within the Strategy.

COUNCIL STRATEGIC OBJECTIVES: Which of the Council's Strategic Objectives does the proposal address and how?	
Boosting the Economy	The strategy will help to eradicate poverty in Ceredigion through supporting disadvantaged families and provide job opportunities.
Creating caring and Healthy Communities	The Corporate Strategy mentions the need to protect people from poverty, promote healthier lifestyles, support wellbeing, and protect the most vulnerable through early support and intervention.
Providing best start in life and enabling learning at all ages	The strategy will help ensure that all children have the best possible start in life regardless of whether they are disadvantaged/ living in poverty. It will enable people of all ages to access learning through community focussed schools.
Promoting Environmental and Community Resilience	-

NOTE: As you complete this tool you will be asked for **evidence to support your views**. These need to include your baseline position, measures and studies that have informed your thinking and the judgement you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation will have a positive or negative effect. Data sources include for example:
- *Quantitative data - data that provides numerical information, e.g. population figures, number of users/non-users*
- *Qualitative data – data that furnishes evidence of people's perception/views of the service/policy, e.g. analysis of complaints, outcomes of focus groups, surveys*

- *Local population data from the census figures (such as Ceredigion Welsh language Profile and Ceredigion Demographic Equality data)*
- *National Household survey data*
- *Service User data*
- *Feedback from consultation and engagement campaigns*
- *Recommendations from Scrutiny*
- *Comparisons with similar policies in other authorities*
- *Academic publications, research reports, consultants' reports, and reports on any consultation with e.g. trade unions or the voluntary and community sectors, 'Is Wales Fairer' document.*
- *Welsh Language skills data for Council staff*

2. SUSTAINABLE DEVELOPMENT PRINCIPLES: How has your proposal embedded and prioritised the five sustainable development principles, as outlined in the Well-being of Future Generations (Wales) Act 2015, in its development?			
Sustainable Development Principle	Does the proposal demonstrate you have met this principle? If yes, describe how. If not, explain why.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the principle?
Long Term Balancing short term need with long term and planning for the future.	The data shows that if nothing is done to tackle deprivation that the situation will get worse. The strategy seeks to provide a long term solution to the issue of deprivation.	Outcome data at GCSE demonstrates the current gap in achievement. Pre-pandemic data shows that in Wales, the disadvantage gap in results was about 22-23 months of educational progress in 2019, and only very slightly down on 24 months in 2011. Moreover, the persistent disadvantage gap (that is, pupils who were eligible for FSM for 80% of their time in school) was about 29 months of educational progress in 2019, which is also unchanged from the level in 2011. Only 4 per cent of pupils experiencing persistent disadvantage in Wales end up in the top quintile of GCSE scores in 2019.	Support schools to implement the Strategy

Collaboration Working together with other partners to deliver.	• Collaboration with schools through providing schools with the resources and guidance to support disadvantaged learners • Opportunity for schools to collaborate with Health service, Social Care, Youth service etc in order that they can use the school building to support with reducing the attainment and opportunity gaps	Community focussed schools in other LA's	Support organisations to assist schools to implement the strategy
Involvement Involving those with an interest and seeking their views.	• Working partnerships with headteachers and stakeholders established and decision on which areas to focus on (Summer 2022) • Gather learner voice and option across each area of focus and build ideas, comments and wishes into strategy (Summer 2022) • Opportunity for schools to engage with the strategy and provide feedback (Sept 2022)	Feedback from schools/ headteachers/ learners	Ensure that schools and headteachers are continually engaged as the Strategy develops and evolves.
Prevention Putting resources into preventing problems occurring or getting worse.	Data shows that if nothing is done to tackle deprivation that the situation will get worse i.e. the gap between disadvantaged and more privelidged learners.	The Ceredigion Local Wellbeing plan 2023-2028 National Data notes that there are currently 3,450 pupils in Ceredigion that are living in poverty. Nearly one third of households in Ceredigion are living in poverty. Between 2018 and 2022, the number of households living in poverty has increased by 9%. Given the current cost of living crisis, it is widely recognised that this figure will further increase. There is a	Support schools to start implementing the Strategy as soon as possible.

		strong correlation between Covid-19, poverty, and the wellbeing mental health of individuals. Since the pandemic, there has been a marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties.	
Integration Positively impacting on people, economy, environment and culture and trying to benefit all three.	The Strategy will positively impact on people, economy and environment.	There is a clear link between deprivation and access to services.	

3. WELL-BEING GOALS: Does your proposal deliver any of the seven National Well-being Goals for Wales as outlined on the Well-being of Future Generations (Wales) Act 2015? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. We need to ensure that the steps we take to meet one of the goals aren't detrimental to meeting another.			
Well-being Goal	Does the proposal contribute to this goal? Describe the positive or negative impacts.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the goal?
3.1. A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs.	Addressing deprivation and supporting disadvantaged learners will help create a skilled workforce, thus resulting in a prosperous Wales.	Outcome data at GCSE demonstrates the current gap in achievement. Pre-pandemic data shows that in Wales, the disadvantage gap in results was about 22-23 months of educational progress in 2019, and only very slightly down on 24 months in 2011. Moreover, the persistent disadvantage gap (that is, pupils who were eligible for FSM for 80% of their time in school) was about 29 months of educational progress in	Start implementing the Strategy

		2019, which is also unchanged from the level in 2011. Only 4 per cent of pupils experiencing persistent disadvantage in Wales end up in the top quintile of GCSE scores in 2019.	
3.2. A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change).	*N/A*	N/A	N/A
3.3. A healthier Wales People's physical and mental wellbeing is maximised and health impacts are understood.	The Strategy will help protect people from poverty, promote healthier lifestyles, support wellbeing, and protect the most vulnerable through early support and intervention.	The Ceredigion Local Wellbeing plan 2023-2028 National Data notes that there are currently 3,450 pupils in Ceredigion that are living in poverty. Nearly one third of households in Ceredigion are living in poverty. Between 2018 and 2022, the number of households living in poverty has increased by 9%. Given the current cost of living crisis, it is widely recognised that this figure will further increase. There is a strong correlation between Covid-19, poverty, and the wellbeing mental health of individuals. Since the pandemic, there has been a marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties	Start implementing the strategy
3.4. A Wales of cohesive communities	Learners of all ages will be supported to learn through		Start implementing the strategy

Communities are attractive, viable, safe and well connected.	bringing community groups into school buildings and collaboration with other organisations to regularly support with reducing the attainment and opportunity gaps.		
3.5. A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental well-being.	*N/A*		

| **3.6. A more equal Wales**
People can fulfil their potential no matter what their background or circumstances.

In this section you need to consider the impact on equality groups, the evidence and any action you are taking for improvement.
You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?
These include the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or beliefs, gender, sexual orientation.
Please also consider the following guide::
[Equality Human Rights - Assessing Impact & Equality Duty](#) | Describe why it will have a positive/negative or negligible impact.

Using your evidence consider the impact for each of the protected groups. You will need to consider do these groups have equal access to the service, or do they need to receive the service in a different way from other people because of their protected characteristics. It is not acceptable to state simply that a proposal will universally benefit/disadvantage everyone. You should demonstrate that you have considered all the available | What evidence do you have to support this view?

Gathering Equality data and evidence is vital for an IIA. You should consider who uses or is likely to use the service.
*Failure to use <u>data</u> or <u>engage</u> where change is planned can leave decisions open to legal challenge. Please link to **involvement** box within this template. Please also consider the general guidance.* | What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?

These actions can include a range of positive actions which allows the organisation to treat individuals according to their needs, even when that might mean treating some more favourably than others, in order for them to have a good outcome. You may also have actions to identify any gaps in data or an action to engage with those who will/likely to be effected by the proposal. These actions |

An integrated tool to inform effective decision making

			evidence and address any gaps or disparities revealed.		need to link to Section 4 of this template.
Age Do you think this proposal will have a positive or a negative impact on people because of their age? (Please tick ✓)			Young people living in deprivation and disadvantaged learners will be supported in all aspects of school life in order to better enable them to reach their full potential. Learners of all ages will be supported to learn through bringing community groups into school buildings and collaboration with other organisations to regularly support with reducing the attainment and opportunity gaps		Support schools to implement the Strategy
Children and Young People up to 18	Positive	Negative	None/ Negligible		
	X				
People 18-50	Positive	Negative	None/ Negligible		
	X				
Older People 50+	Positive	Negative	None/ Negligible		
	X				

Disability Do you think this proposal will have a positive or a negative impact on people because of their disability? (Please tick ✓)			N/A		
Hearing Impartment	Positive	Negative	None/ Negligible		
			X		
Physical Impairment	Positive	Negative	None/ Negligible		
			X		
Visual Impairment	Positive	Negative	None/ Negligible		
			X		

Learning Disability	Positive	Negative	None/ Negligible			
			X			
Long Standing Illness	Positive	Negative	None/ Negligible			
			X			
Mental Health	Positive	Negative	None/ Negligible			
			X			
Other	Positive	Negative	None/ Negligible			
			X			

Transgender Do you think this proposal will have a positive or a negative impact on transgender people? (Please tick ✓)				*N/A.*		
Transgender	Positive	Negative	None/ Negligible			
			X			

Marriage or Civil Partnership Do you think this proposal will have a positive or a negative impact on marriage or Civil partnership? (Please tick ✓)				*N/A*		
Marriage	Positive	Negative	None/ Negligible			
			X			
Civil partnership	Positive	Negative	None/ Negligible			
			X			

Pregnancy or Maternity Do you think this proposal will have a positive or a negative impact on pregnancy or maternity? (Please tick ✓)				N/A		
Pregnancy	Positive	Negative	None/ Negligible			
			X			
Maternity	Positive	Negative	None/ Negligible			
			X			

Race Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓)				*N/A* .		
White	Positive	Negative	None/ Negligible			
			X			
Mixed/Multiple Ethnic Groups	Positive	Negative	None/ Negligible			
			X			
Asian / Asian British	Positive	Negative	None/ Negligible			
			X			
Black / African / Caribbean / Black British	Positive	Negative	None/ Negligible			
			X			
Other Ethnic Groups	Positive	Negative	None/ Negligible			
			X			

Religion or non-beliefs				N/A		
Do you think this proposal will have a positive or a negative impact on people with different religions, beliefs or non-beliefs? (Please tick ✓)						
Christian	Positive	Negative	None/ Negligible			
			X			
Buddhist	Positive	Negative	None/ Negligible			
			X			
Hindu	Positive	Negative	None/ Negligible			
			X			
Humanist	Positive	Negative	None/ Negligible			
			X			
Jewish	Positive	Negative	None/ Negligible			
			X			
Muslim	Positive	Negative	None/ Negligible			
			X			
Sikh	Positive	Negative	None/ Negligible			
			X			
Non-belief	Positive	Negative	None/ Negligible			
			X			
Other	Positive	Negative	None/ Negligible			
			X			

Sex Do you think this proposal will have a positive or a negative impact on men and/or women? (Please tick ✓)				*N/A*		
Men	Positive	Negative	None/ Negligible			
			X			
Women	Positive	Negative	None/ Negligible			
			X			

Sexual Orientation Do you think this proposal will have a positive or a negative impact on people with different sexual orientation? (Please tick ✓)				N/A		
Bisexual	Positive	Negative	None/ Negligible			
			X			
Gay Men	Positive	Negative	None/ Negligible			
			X			
Gay Women / Lesbian	Positive	Negative	None/ Negligible			
			X			
Heterosexual / Straight	Positive	Negative	None/ Negligible			
			X			

Having due regards in relation to the three aims of the Equality Duty - determine whether the proposal will assist or inhibit your ability to eliminate discrimination; advance equality and foster good relations.

3.6.2. How could/does the proposal help advance/promote equality of opportunity?
You should consider whether the proposal will help you to: ● *Remove or minimise disadvantage* ● *To meet the needs of people with certain characteristics*

● *Encourage increased participation of people with particular characteristics*
The strategy helps to ensure equality by reducing the gap between disadvantaged and more priviledged learners.

3.6.3. How could/does the proposal/decision help to eliminate unlawful discrimination, harassment, or victimisation? *You should consider whether there is evidence to indicate that:* ● *The proposal may result in less favourable treatment for people with certain characteristics* ● *The proposal may give rise to indirect discrimination* ● *The proposal is more likely to assist or imped you in making reasonable adjustments*
N/A

3.6.4. How could/does the proposal impact on advancing/promoting good relations and wider community cohesion? *You should consider whether the proposal with help you to:* ● *Tackle prejudice* ● *Promote understanding*
Learners of all ages will be supported to learn through bringing community groups into school buildings and collaboration with other organisations to regularly support with reducing the attainment and opportunity gaps

Having due regard of the Socio-Economic Duty of the Equality Act 2010. **Socio-Economic Disadvantage is living in less favourable social and economic circumstances than others in the same society.** *As a listed public body, Ceredigion County Council is required to have due regard to the Socio-Economic Duty of the Equality Act 2010. Effectively this means carrying out a poverty impact assessment. The duty covers all people who suffer socio-economic disadvantage, including people with protected characteristics.*
3.6.5 What evidence do you have about socio-economic disadvantage and inequalities of outcome in relation to the proposal? Describe why it will have a positive/negative or negligible impact.
Outcome data at GCSE demonstrates the current gap in achievement. Pre-pandemic data shows that in Wales, the disadvantage gap in results was about 22-23 months of educational progress in 2019, and only very slightly down on 24 months in 2011. Moreover, the persistent disadvantage gap (that is, pupils who were eligible for FSM for 80% of their time in school) was about 29 months of educational progress in 2019, which is also unchanged from the level in 2011. Only 4 per cent of pupils experiencing persistent disadvantage in Wales end up in the top quintile of GCSE scores in 2019.
What evidence do you have to support this view?
The Ceredigion Local Wellbeing plan 2023-2028 National Data notes that there are currently 3,450 pupils in Ceredigion that are living in poverty. Nearly one third of households in Ceredigion are living in poverty. Between 2018 and 2022, the number of households living in poverty has

increased by 9%. Given the current cost of living crisis, it is widely recognised that this figure will further increase. There is a strong correlation between Covid-19, poverty, and the wellbeing mental health of individuals. Since the pandemic, there has been a marked increase in the number of children and young people seeking support with complex emotional and mental health difficulties.

What action(s) can you take to mitigate any negative impacts or better contribute to positive impacts?
The Strategy will help address the attainment gap.

3.7. A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh Language are promoted and protected. *In this section you need to consider the impact, the evidence and any action you are taking for improvement. This in order to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language Measure 2011.*				Describe why it will have a positive/negative or negligible impact.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?
Will the proposal be delivered bilingually (Welsh & English)?	Positive	Negative	None/ Negligible	*N/A*		
			X			
Will the proposal have an effect on opportunities for persons to use the Welsh language?	Positive	Negative	None/ Negligible	*N/A*		
			X			
Will the proposal increase or reduce the opportunity for persons to access services	Positive	Negative	None/ Negligible	N/A		
			X			

through the medium of Welsh?						
How will the proposal treat the Welsh language no less favourably than the English language?	Positive	Negative	None/ Negligible	*N/A*		
			X			
Will it preserve promote and enhance local culture and heritage?	Positive	Negative	None/ Negligible	*N/A*		

4. STRENGTHENING THE PROPOSAL: If the proposal is likely to have a negative impact on any of the above (including any of the protected characteristics), what practical changes/actions could help reduce or remove any negative impacts as identified in sections 2 and 3?			
4.1 Actions.			
What are you going to do?	When are you going to do it?	Who is responsible?	Progress
N/A			

4.2. If no action is to be taken to remove or mitigate negative impacts please justify why.
(Please remember that if you have identified unlawful discrimination, immediate and potential, as a result of this proposal, the proposal must be changed or revised).

N/A

4.3. Monitoring, evaluating and reviewing.
How will you monitor the impact and effectiveness of the proposal?

That an annual report on progress against the Ceredigion Deprivation and Equity Strategy be presented to the Schools, and the Learning Communities Overview and Scrutiny Committee/

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making

5. RISK: What is the risk associated with this proposal?

Impact Criteria	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very High
Likelihood Criteria	1 - Unlikely to occur	2 - Lower than average chance of occurrence	3 - Even chance of occurrence	4 - Higher than average chance of occurrence	5 - Expected to occur

Risk Description	Impact (severity)	Probability (deliverability)	Risk Score
That schools are unable to implement the strategy resulting in a greater gap in attainment	4	2	*8*

Does your proposal have a potential impact on another Service area?
NO

6. SIGN OFF

Position	Name	Signature	Date
Service Manager	Gillian Evans		
Corporate Lead Officer	Meinir Ebbsworth		
Strategic Director	Barry Rees		
Portfolio Holder			

Cyngor Sir CEREDIGION County Council

Report to:	**Cabinet**
Date:	**14 February 2023**
Time:	**10:00am**
Title:	**Feedback from the Learning Communities Overview and Scrutiny Committee in relation to the Deprivation and Equity Strategy**

The Learning Communities Overview and Scrutiny Committee considered the Deprivation and Equity Strategy at their meeting on 8th December 2022. The purpose of the report was to provide information on new guidance strategy for schools to support young people experiencing deprivation. To encourage schools to consider and plan actions to meet the challenge of securing equity for all children and young people. The reason for scrutiny's consideration of the strategy was that post Covid-19, the gap in attainment and opportunity between disadvantaged and more privileged learners has widened. Outcomes at GCSE suggests the deprivation gap in education in Wales is current around 24 months' worth of academic progress. The cost-of-living crisis is only serving to widen any pre-existing attainment and opportunity gap found within education.

Members asked many questions relating to their area of interest which were answered in turn by Officers. The main points raised were as follows:

- Concerns were raised that although the Minister for Education and Welsh Language was supportive of schools, there continued to be budget cuts. The £8 million in school reserves would reduce significantly with the increase in school wages and energy costs. Officers have already raised concerns with WG.

- It was highlighted that all children and young people should have an equal opportunity to succeed in school. The strategy included many practical points to support families from disadvantaged backgrounds, although it was acknowledged that funding was a factor.

- School attendance was deemed very important for many reasons. Following work from the department, primary school attendance has improved, with some work needed again on secondary school attendance.

- No child or young person should be cold in the classroom. If this was the case, members were requested to send evidence to the department.

- To prepare young people for work experience and for later in life, a pilot scheme has been undertaken in Cardigan where the school worked closely with the community and businesses locally. In addition, the new curriculum allowed schools to teach life skills to support young people with independence whilst Seren, a WG initiative supported young people with aspirations to reach their full academic potential.

Following questions from the floor, it was AGREED to recommend that Cabinet:

1. adopt the contents of the Ceredigion strategy for schools on Deprivation and Equity.
2. an annual report on progress against the Ceredigion Deprivation and Equity Strategy be presented to the Schools, and the Learning Communities Overview and Scrutiny Committee.

Councillor Endaf Edwards
Learning Communities Overview and Scrutiny Committee