

**Kirsty Williams AC/AM**  
**Ysgrifennydd y Cabinet dros Addysg**  
**Cabinet Secretary for Education**



**Llywodraeth Cymru**  
**Welsh Government**

Ein cyf/Our ref: MA-P/KW/00880/18

Lynne Neagle AM  
Chair, Children, Young People and Education  
Committee National Assembly for Wales  
Cardiff Bay  
CF99 1NA

9 March 2017

Dear Lynne,

Thank you for your letter dated 15 February requesting information in support of the Committee's inquiry into targeted funding to improve educational outcomes, specifically the Pupil Development Grant and Schools Challenge Cymru. I have addressed each of the Committee's points below and look forward to discussing further with the Committee on 22 March.

*Our national mission* sets out our plans for continued educational reform until 2021. We are committed to equity of provision in education for all children and young people so that all learners are supported to reach the very highest standards of education. We believe that someone's ability to benefit from education should not be determined by their personal circumstances. The Committee will be aware that this is something I feel passionately about.

### **Pupil Development Grant (PDG)**

Through the PDG we are investing unprecedented amounts – over £90m this year, and plan to invest up to a further £187m over the next two years – to support our schools to improve outcomes for our disadvantaged learners. Breaking the cycle of deprivation and poverty is a long term commitment and we remain committed to the PDG for the remainder of this Assembly term.

To recognise that the PDG now supports a broader cohort of learners, I changed the name of the grant in 2017 to the Pupil Development Grant. In addition we have:

- doubled the Early Years PDG for learners in the Foundation Phase from £300 to £600;
- extended the PDG to support three year old looked after children at the same rate as all other looked after learners – £1,150;
- extended funding to learners who are in education other than at school (EOTAS); and

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

- set clear expectations for the regional education consortia to:
  - strengthen their management arrangements by appointing a strategic adviser to oversee management of the grant, drive progress regionally and work alongside our Raising Attainment Advocate, Sir Alasdair MacDonald at a national level; and
  - shift the focus to early intervention by supporting secondary schools to ensure at least 60% of the grant is invested at Key Stage 3 to address barriers to learning earlier.

While the PDG must be used to support eFSM learners and children who are looked after, the grant does not have to be tracked to those learners. Only these learners may receive PDG-funded support from individualised programmes; however the grant may also be used for whole-school strategies, that disproportionately benefit eFSM learners and children who are looked after but which also have wider benefits on the school population. This is an effective way of making best use of finite resources and enables schools, parents and carers to better support individual children whilst also contributing towards wider school improvement.

In December we published the third and final evaluation report by Ipsos Mori and WISERD on the PDG. The report examined how schools are spending the PDG, and teacher's perceptions of the impact the grant is having. The findings of the report are very positive and show that we are making further progress in identifying and addressing the needs of disadvantaged learners.

The report notes that there have been a number of positive and promising effects. The PDG is considered to be hugely valuable by schools and in many of the schools it was considered 'invaluable'. Many schools also acknowledged that the PDG has over time helped them to focus and raise the profile of tackling disadvantage across the school, changing attitudes and culture.

We know tracking of learners who qualify for free school meals has improved since the introduction of the PDG. Evidence from case study schools showed that they now use sophisticated systems alongside their own knowledge of learners' circumstances to identify which learners they considered disadvantaged and in need of targeted additional support. The introduction of tracking systems was a key finding from previous evaluation reports and I welcome that schools are developing these systems as part of a 'business as usual' approach to tackle disadvantage.

Of course, it is difficult to attribute the success of one intervention or funding stream, such as the PDG, from the many being delivered in our schools. However, further evidence from Estyn and from Sir Alasdair MacDonald indicates that the majority of schools are making well thought out and appropriate decisions on how to spend their PDG allocation.

Quantifiable evidence of impact is a long term goal that will need time to emerge, but it is encouraging that "substantial improvements in softer outcomes" have been noted in the most recent evaluation, such as:

- pupil well-being;
- confidence and self-esteem; and
- increased willingness to participate in classroom activities.

This latest report is strong evidence of a continuing cultural transformation in schools, where the individual needs of learners are placed at the heart of planning, and all learners are given the support they need to achieve their full potential.

There is of course still much to be done and the report usefully directs us to the areas for continued focus. Working with our Raising Attainment Advocate we have already commenced work to strengthen arrangements in these areas to enable even greater progress in overcoming the barriers presented by disadvantage.

### **Role of the regional consortia**

Through their school improvement role, regional education consortia are required to:

- ensure schools set challenging targets for eFSM learners;
- support schools to plan effectively, making use of school development plans for the use of the PDG;
- ensure schools monitor and evaluate the impact of their strategies;
- utilise Challenge Advisers to provide appropriate challenge and support to schools to improve outcomes for disadvantaged learners; and
- ensure that all PDG statements are published on the website of the setting.

The consortia are required to submit PDG support plans to the Government to demonstrate how they will ensure schools make effective use of the PDG and how they will hold them to account. Their business plans also report the support and challenge they will offer to schools to tackle the impact of deprivation on educational attainment.

We have strengthened the consortia terms and conditions for the PDG making it absolutely clear that they should ensure the accountability of their schools' use of the PDG. Consortia are required to address inappropriate or ineffective use of the PDG and recover funding where there is clear evidence that it has been knowingly used for purposes other than to improve outcomes for eFSM pupils. My officials meet with consortia on a regular basis to monitor these arrangements.

### **Looked After Children (LAC)**

Since April 2015, the looked after children element of the PDG has been delegated to the consortia to support a more strategic, regional approach to improving outcomes for looked after and adopted learners. Working with their local authorities and schools, consortia have responsibility for how PDG LAC is invested.

We have required the consortia to appoint coordinators, who are expected to work collaboratively to develop effective interventions that support the improved educational outcomes of this group of learners to ensure they reach their full potential. Regional coordinators are also working closely with the Welsh Government to ensure that the PDG delivers an agreed, strategic programme of work based on local, regional and national priorities.

Our guidance states that funding should not be delegated to local authorities and schools unless robust business plans are agreed that are consistent with the regional approach. Any delegations should be on an exception basis only and supported by clear financial planning with the consortia retaining responsibility for the majority of the budget and delivery of support across the region. Notwithstanding any delegations, the consortia will remain financially accountable for all expenditure under the grant.

Consortia are expected to be able to demonstrate that the gap in attainment between looked after children and all pupils has been reduced through the delivery of additional arrangements to support looked after children funded by the PDG. An evaluative report from consortia, including an analysis of how expenditure has impacted on educational outcomes is required as part of the grant terms and conditions.

Consortia uses the PDG LAC in broadly three ways:

- to provide focused training such as emotional, behavioural and attachment training packages for all school staff as well as foster carers, adoptive parents/carers and school governors;
- to support school-to-school working to build capacity and to share good practice; and
- to operate a bursary scheme to meet the specific needs of schools, groups or individuals as necessary.

We have commissioned ICF Consulting to evaluate the way in which PDG LAC has been implemented and managed by consortia in the financial years 2015-16 and 2016-17. This research will examine what different arrangements are in place at consortia, local authority and school level. ICF Consulting is also tasked with investigating how the funding has been spent across Wales and to consider how stakeholders determine what the most effective approaches are in meeting the aims and objectives of the grant. A report of the research findings will be published in May and this will inform our future plans for the grant going forward.

### **Attainment Data and Performance measures**

My officials have undertaken a statistical analysis of the 2017 Key Stage 4 attainment data and the overriding evidence, and the advice from the Chief Statistician, is that any comparison of headline information with previous years' data would not be statistically robust. The significant changes to performance measures in 2017 and their impact are why comparability is not possible and why 'trend' analysis will only be meaningful when we have more comparable data. The Chief Statistician outlined the main reasons why trend analysis is not robust in his [blog](#) in December.

Whilst headline comparisons over time are not possible, it is possible to consider some breakdowns of the data within year. This is the analysis I referred to during budget scrutiny and is provided in the attached annex A. This analysis indicates the impact of the new performance measures has disproportionately affected eFSM learners. The cap on the contribution of vocational qualifications is particularly significant at the Level 2 threshold. Analysis has shown that removing the cap would improve performance of eFSM learners by 8.5 percentage points compared to 4.4 percentage points for non-eFSM learners. However, for Level 2 inclusive (5 A\*-C GCSEs/equivalents including English/Welsh Language and maths/maths numeracy), the cap has not differentially affected the eFSM and non-eFSM results, suggesting the dominant change is the removal of literature.

The cap on the value of non-GCSEs and on the size of individual non-GCSE qualifications has contributed to a shift away from vocational qualifications towards GCSEs, reversing the trends seen in some subjects in recent years. GCSE entries in the summer 2017 GCSE results for Wales increased across all individual science subjects, following the shift away from Vocational Science (BTEC) qualifications as schools prepare their teaching for the new performance measures from 2018, from which point the capped 9 points score will require 2 GCSEs in science. Learners' best interests should drive all school decision making including qualifications entry. BTEC is still available for those learners who might benefit.

Entry level for GCSEs increased by 1.4 percentage points for eFSM learners from 2016 to 2017 compared to only a 1.0 percentage points for non eFSM learners.

We knew that the impact of the changes made to performance measures would cause volatility. It is too early to come to any definitive conclusions, particularly in the context of changes to the curriculum and a new accountability framework. On the latter, I intend to make a Written Ministerial Statement shortly.

The Committee will also have noted the very recently published attainment results for children who are looked after, which formed part the Wales Children Receiving Care and Support Census, 2017. These results are extremely disappointing and I have asked my officials to work with the consortia and local authorities both to better understand the reasons for the underachievement of looked after children in general terms and learn the specific lessons from the 2017 results.

**Schools Challenge Cymru**

Details of the funding received by each of the Pathways to Success schools during each year of Schools Challenge Cymru (SCC) is attached at Annex B.

In January 2017 I made available £1.5 million to build on the learning from SCC and deliver additional targeted work to accelerate improvement in schools, specifically, in secondary schools identified by the consortia as being most in need of support. The funding was allocated proportionally according to the number of red and amber schools in each region (as per National School Categorisation Outcomes, 2016) i.e. two-thirds of the funding according to the number of red schools per region, and the final third according to the number of amber schools per region. The funding was apportioned as below:

<b>Consortia</b>	<b>Number of Red schools (£1m apportioned accordingly)</b>	<b>Number of Amber schools (£500k apportioned accordingly)</b>	<b>Total allocation</b>
GwE	7	16	£484,277
ERW	4	13	£313,118
EAS	6	12	£398,922
CSC	4	12	£303,684

A common set of guiding principles were agreed, based on the learning from the SCC. These included:

- a focus on sustainable approaches towards improving leadership, teaching and learning;
- establishing an effective Accelerated Improvement Board (or equivalent);
- a need to review each school’s approach to the use of data and self-evaluation for improvement purposes; and
- the provision of effective support and challenge from a suitably qualified Challenge Adviser with a proven track record.

There was an expectation that school-to-school working, both across their primary clusters and with partner schools, featured as part of each school’s improvement plan, along with lessons from the SCC evaluation.

Within these principles, I allowed flexibility for each consortia to identify and work with targeted schools in their locality. This allowed for emerging priorities to be accounted for,

and responded to, e.g. as examination results at school level became available mid-year. However, each region had to set out next steps, should their anticipated levels of improvement not be achieved, including through the use of statutory powers.

I did not set out programme-level measures of success. Identifying appropriate indicators, and then confirming attribution, would have been difficult given the range of contexts for the schools. I was also clear that consortia were best placed to plan, implement, and assess the impact of their chosen approaches to improvement.

Robust monitoring has, and will continue to take place during Challenge and Review meetings. I expect fuller details to form part of the end year claims process after the end of this financial year.

I outlined the approach to exit and transition in my letter to the Committee on 11 January 2017. A copy of this letter is enclosed for reference.

In the last year of SCC, the Accelerated Improvement Board met regularly, with the main task being to ensure that improvement plans and exit strategies were implemented effectively.

The Government, SCC Advisers and Champions and consortia worked together to ensure the continued improvement of the schools and the transfer of responsibilities to the consortia. In addition, the Champions and Advisers met with consortia to share best practice and lessons learned and discuss the ongoing needs of the Pathways to Success (PtS) schools.

The Welsh Government commissioned an evaluation of SCC to give us information on its impact and generate evidence to support policy development moving forward. This evaluation ran from January 2015 until July 2017.

Regarding impacts of the programme on the schools, while a range of improvements were identified, the evaluation determined that the two years over which SCC ran were not long enough to assess fully its impact on 'hard outcomes' (including attainment and progression) for pupils in PtS schools. However, it did identify what could be learned and applied in future work. For instance:

- the quality of leadership and management had improved in the majority of PtS schools;
- learning from the ways that PtS schools approached and implemented school improvement strategies, particularly in improving teacher quality;
- greater emphasis on building the capacity of existing teachers, rather than on bringing in new staff;
- an increase in and better quality of collaborative activity; and
- a rich insight into the complexity of school improvement, and demonstrated the value of careful diagnosis of individual schools' trajectories and needs.

In terms of the impact of the closure of SCC, from the outset the PtS schools were very aware that the programme was a fixed term intervention and, as such, all schools were planning on this basis. The design of the programme for the third year was developed in this context, with planning and subsequent implementation taking place at several levels to facilitate a smooth transition and support sustained improvement. Similarly, the consortia were also planning on the basis of resuming their support for these schools once the programme closed.

Separately, I'd like to reflect that the programme invested heavily in building the capacity of the consortia. Over the lifetime of the programme, around £10 million went to the consortia for the purposes of building capacity for improvement and driving collaboration with the system. This was to share learning and build capacity and school improvement infrastructure to support **all** schools in the long term. This funding, therefore, supported improvements that were realised in the wider system, beyond the 39 PtS schools.

SCC was delivered with a specific purpose. At its conception, the consortia were still in their relative infancy, as was the National Model for Regional Working. *Our national mission* has an objective to build the knowledge and expertise of the self-improving system by supporting collaborations within and between schools and other bodies; this was road-tested within SCC.

The evaluation of the programme gives us information on effective leadership, professional development, well-being, effective school improvement approaches and the benefits of collaboration. All of which contributed to the evidence base in developing *Our national mission* and in the practice of consortia and challenge advisers.

However, whilst there were successes in SCC, I was concerned that there remained significant variations between our highest and lowest performing schools. That is why last January, with the learning from SCC in mind, I announced the £1.5 million funding to support additional targeted work to accelerate improvement in schools.

It is important to recognise that the schools involved in SCC didn't all start from the same place. The prior context of the school will have a bearing on how they performed during and after the programme lifespan. There were a range of indicators which would signal the success of the programme and the targets would be bespoke to the school.

However, taking two key examples, the data analysis did show that all of the PtS schools have made progress since the implementation of SCC and that, in some cases, progress has been faster (and even greater) than might have been predicted, given their pupil profile of high numbers of eFSM pupils.

The Level 2 inclusive attainment, alone, is a fairly limited perspective on success. The National Categorisation outcomes for the PtS schools are improving. In 2014, there were 6 schools in the Yellow or Green categories. In 2017, there were 20 in the Yellow or Green categories. This means that more schools are increasingly self-sustaining and need fewer days of external support. Some schools still need intensive support, and they will get it, but it is certainly encouraging.

I acknowledge that performance did vary within the programme and there is no silver bullet for success. I also believe that it was time for all schools in Wales to benefit from the lessons of this work. At the closure of SCC, I was confident that the consortia were well placed to take the lessons from this programme and apply to their own work.

There were robust processes in place to secure value for money during the programme. All School Development Plans and requests for capital and revenue funding were approved by SCC Advisors and Champions to ensure that the activities were educationally sound.

Value for money for those schools was seen in a range of ways, only some of which are measurable quantitatively; for example improving the capacity of teaching and learning, building sustainable leadership, improving behaviour, pupil feedback and collaboration with their primary clusters. Value was seen in how we all learned from these experiences – those

that worked and didn't work – to improve the challenge and support that the consortia provide on a daily basis.

SCC served its purpose and my focus now is on the objectives in *Our national mission*, specifically to deliver a national approach to the self-improving system, so that all schools grow and are encouraged to share their expertise for the benefit of all learners.

### **More Able Learners**

The final report from the evaluation of the PDG, published in December 2017, set out that, while the overall attainment gap at Key Stage 4 was closing, 'there remains some ambiguity in schools about whether the PDG should be used to help lower attaining eFSM pupils or help all eFSM pupils fulfil their potential'. With that in mind, we will be working with the consortia and others to understand what additional guidance is required to ensure that evidence-based decisions which continue to maximise the impact of the PDG, for **all** eFSM pupils, are taken by schools.

I announced on 27 February my intention to accelerate progress for our more able learners, whatever their background, focussing on three core principles for sustained action and improvement:

- better identification and support at school, regional and national levels;
- opportunities that will inspire the highest levels of achievement; and
- the development of a rich evidence base to support further investment and work.

There are already pockets of innovative practice in Wales, and I am determined to see these rolled-out. In fact, this is an area that suffers from a relative lack of high-quality international best practice and research. The opportunity is there for Wales to lead the way through both action and research.

Therefore, I am making available up to £3 million over the next two years.

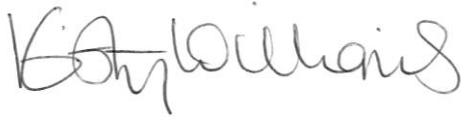
As a first step, this will support a new national approach for identifying and supporting our more able learners. We will establish a new definition, which will facilitate early identification of those learners, together with new comprehensive guidance. Challenge and support actions through local authorities, consortia, national networks of excellence and Estyn will help schools take this work forward.

The Seren Network will be expanded from September, piloting an approach that involves younger learners, before GCSEs. Working across the regional hubs it will connect like-minded learners from different schools and communities, providing access to leaders and experts across a range of disciplines. Our very brightest students benefit from learning opportunities that deepen their skills and knowledge, and the Seren Network is well positioned to share and develop effective practice here. For others, the key is widening horizons and raising aspirations – helping young people understand where hard work could take them in terms of future study and onward careers.

I trust the information provided is helpful to the Committee. We should all applaud schools and settings for the clear progress they are making. We can be proud that the attainment gap has narrowed over recent years and evidence points to the targeted funding we have invested having contributed to this. Yet there can be no room for complacency; the link between poverty and attainment has dogged our education system for far too long and I am clear we must make further progress.

Together, we will continue to explore innovative and effective ways in which we can support schools – and the wider community – to ensure that all learners are given the best possible chance in achieving their full potential.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

## Annex A

Table 1 : Average GCSE entry per pupil, 2014 to 2017

	Number of subjects				
	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<b>Change 2016 to 2017</b>
FSM	5.8	5.8	6.1	7.5	1.4
NonFSM	7.9	7.9	8.1	9.1	1.1

Table 2 : Average BTEC entry per pupil, 2014 to 2017

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<b>Change 2016 to 2017</b>
FSM	2.0	2.0	2.0	1.7	-0.3
NonFSM	1.7	1.8	1.8	1.6	-0.2

Table 3 : Percentage of pupils entering at least one BTEC, 2014 to 2017

	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<b>Change 2016 to 2017</b>
FSM	71.7	76.1	72.0	51.6	-20.4
NonFSM	56.1	57.5	51.4	35.0	-16.4

Table 4 : Percentage of pupils entering at least one GCSE in Science, 2013 to 2017

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<b>Change 2016 to 2017</b>	<b>Change 2013 to 2017</b>
FSM	58.5	49.6	48.1	53.5	76.8	23.4	18.3
NonFSM	79.0	75.3	74.5	77.7	89.8	12.1	10.9

Table 5 : Percentage of pupils achieving GCSE Maths A\*-C, 2013-2017

	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<b>Change 2016 to 2017</b>	<b>Change 2013 to 2017</b>
FSM	33.7	34.5	39.2	43.6	38.3	-5.3	4.7
NonFSM	65.9	67.7	70.1	73.2	68.6	-4.6	2.8

Table 6 : Percentage of pupils achieving GCSE English or Welsh A\*-C, 2017

	<b>English and Welsh Language Only</b>	<b>English and Welsh Language and literature</b>	<b>Difference</b>
FSM	39.4	44.0	4.7
NonFSM	71.5	75.0	3.5
All	65.0	68.7	3.6

Table 7 : Percentage of pupils achieving the L2 threshold, 2017

	<b>With no cap on contribution of vocational qualifications</b>		
	<b>Published</b>	<b>qualifications</b>	<b>Difference</b>
FSM	41.3	49.8	8.5
NonFSM	73.6	78.1	4.4
All	67.0	72.0	5.0

Table 8 : Percentage of pupils achieving the L2 inclusive threshold, 2017

	<b>With no cap on contribution of vocational qualifications</b>		
	<b>Published</b>	<b>qualifications</b>	<b>Difference</b>
FSM	28.6	28.7	0.0
NonFSM	61.0	61.0	0.1
All	54.6	54.7	0.1

Table 9 : Percentage of pupils achieving the L2 inclusive threshold, 2017

	<b>With no cap on contribution of vocational qualifications and including literature</b>		
	<b>Published</b>	<b>including literature</b>	<b>Difference</b>
FSM	28.6	30.7	2.0
NonFSM	61.0	62.8	1.9
All	54.6	56.5	1.8

Table 10 : L2 inclusive by FSM, 2012 to 2016

	Number of subjects					
	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<b>Change 2012 to 2016</b>
FSM	23.4	25.8	27.8	31.6	35.6	12.2
NonFSM	56.6	58.5	61.6	64.1	66.8	10.3
All pupils	51.1	52.7	55.4	57.9	60.3	9.2

Table 11 : Achievement of A\*-C in Maths by FSM, 2012 to 2017

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<b>Change 2013- 2017</b>	<b>Change 2012- 2016</b>
FSM	31.3	33.7	34.5	39.2	43.6	38.3	4.7	12.3
NonFSM	63.8	65.9	67.7	70.1	73.2	68.6	2.8	9.4
All pupils	58.4	60.3	61.7	64.4	66.9	62.5	2.2	8.6

Table 12 : Achievement of A\*-C in English or Welsh by FSM, 2012 to 2017 (a)

	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<b>Change 2013- 2017</b>	<b>Change 2012- 2016</b>
FSM	36.6	37.4	40.4	45.8	47.8	39.4	2.0	11.1
NonFSM	69.2	69.9	73.4	75.7	76.6	71.5	1.6	7.4
All pupils	63.5	64.0	67.2	69.7	70.4	65.0	1.0	6.9

(a) language only for 2017

## Annex B

## Schools Challenge Cymru spend and allocations, by school, by financial year, 2014/15 to 2017/18

School		2014/15		2015/16		2016/17		2017/18 (a)	
		Revenue Spend (£)	Capital Spend (£)	Revenue Spend (£)	Capital Spend (£)	Revenue Spend (£)	Capital Allocation (£)	Revenue Spend (£)	Capital Spend (£)
EAS	Abersychan Comprehensive	143,848	40,000	208,100	146,293	149,329	63,250	5,263	0
	Abertillery Comprehensive	147,836	184,700	223,550	91,000	194,853	65,000	5,263	0
	Bedwas High	227,531	71,491	246,279	0	100,000	11,828	5,263	0
	Blackwood Comprehensive	215,096	52,639	215,503	0	102,438	14,485	5,263	0
	Ebbw Fawr	126,793	109,000	290,316	45,000	163,350	20,000	5,263	0
	Cwmbran High *	196,744	39,915	213,826	0	121,650	30,000	5,263	0
	Heolddu Comprehensive	318,885	40,000	323,582	0	127,000	1,698	5,263	0
	Llanwern High	213,085	8,500	294,572	0	140,000	0	5,263	0
	Lliswerry High	255,480	105,786	320,275	117,448	120,654	20,000	5,263	0
	St Cenydd School	136,611	109,000	165,745	0	120,000	50,000	5,263	0
	St Julian's School	154,120	36,000	122,305	14,093	140,000	44,903	5,263	0
	St Martin's School	115,604	92,000	149,375	0	117,174	20,000	5,263	0
	Tredegar Comprehensive	220,675	291,126	328,392	117,851	100,037	18,500	5,263	0
West Monmouth School	108,855	35,062	166,489	25,000	120,000	25,000	5,263	0	
CSC	Afon Taf High	342,887	63,000	421,200	81,800	143,377	26,286	5,263	0
	Barry Comprehensive	189,028	29,600	281,000	0	134,461	0	5,263	0
	Bishop Hedley High	230,365	50,060	266,000	48,050	97,856	49,880	5,263	0
	Cantonian High	187,745	42,100	415,379	0	137,171	20,000	5,263	0
	Coleg Cymunedol Y Dderwen	249,168	7,700	214,000	14,053	181,515	29,053	5,263	0
	Eastern High **	311,011	25,000	553,780	50,795	200,992	75,793	5,263	0
	Michaelston / Glyn Derw Federation	348,629	43,892	474,690	0	243,695	0	5,263	0
	Hawthorn High	225,998	41,100	272,000	40,006	119,154	322,065	5,263	0
	Pen Y Dre High	309,873	105,460	319,434	93,000	135,198	26,345	5,263	0
	Porth County Community	166,071	122,000	250,986	34,471	130,000	15,000	5,263	0

	St Illtyd's Catholic High	175,554	13,907	235,000	15,993	125,161	31,837	5,263	0
	Pontypridd High	250,104	132,724	247,329	133,750	127,212	0	5,263	0
	Tonypanydy Community College	339,093	20,000	301,332	0	156,646	0	5,263	0
	Tonyrefail School	240,210	67,151	287,512	0	121,078	0	5,263	0
	Willows High	200,772	135,000	224,269	90,000	101,161	90,000	5,263	0
GWE	Holywell High	159,202	19,802	132,550	37,315	150,000	0	5,263	0
	Rhosnesni High	134,951	117,200	157,750	12,500	150,000	18,400	5,263	0
	Ysgol Bryn Alyn	186,400	173,880	190,685	120,368	151,110	29,850	5,263	0
	Ysgol Clwedog	168,600	180,000	131,500	98,350	120,500	21,000	5,263	0
	Ysgol Uwchradd Caergybi	148,395	233,162	216,787	103,092	115,558	23,000	5,263	0
ERW	Milford Haven School	209,672	98,460	352,098	117,000	120,000	20,900	5,263	0
	Morrison Comprehensive	138,576	0	416,251	42,000	120,000	0	5,263	0
	Pentrehafod School	249,726	20,829	365,176	49,578	104,873	18,104	5,263	0
	Ysgol Bro Dinefwr	204,670	21,000	319,665	0	120,000	0	5,263	0
<b>Wales</b>	<b>Total</b>	<b>7,947,863</b>	<b>2,978,246</b>	<b>10,314,681</b>	<b>1,738,805</b>	<b>5,123,204</b>	<b>1,202,177</b>	<b>199,994</b>	<b>0</b>

\* In 2014/15, Cwmbran High was two schools, Llantarnam High and Fairwater High. This is the sum of the two schools' spend

\*\* In 2015/16, this included work pairing Eastern High with Cardiff High

(a) - This relates to the £200k additional support given to Schools Challenge Cymru schools in 2017/18

**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref MA-P/KW/7636/16

Lynne Neagle AM  
Chair of Children, Young People and Education Committee  
National Assembly for Wales  
Cardiff Bay  
CF99 1NA

11 January 2017

Dear Lynne,

Further to my letter of 6 December, which updated you on the Schools Challenge Cymru transition plans, I have attached the verified GCSE results for Pathways to Success schools (Doc1). This table shows the attainment of L2 Inclusive in Pathways to Success schools between 2014 – 2016.

In summary, the verified results show that when looking at progress after 2 years, attainment of the Level 2 Inclusive across Pathways to Success schools has improved by 7.0 percentage points, with 34 (87%) of the schools securing improvements in this measure. Attainment of the Level 2 Inclusive for FSM pupils across Pathways to Success schools has improved by 8.2 percentage points, with 29 (74%) of the schools securing improvements in this measure.

You will also be aware that I have announced additional funding for the delivery of advisory support in Pathways to Success schools until the end of the academic year. This funding will be directed to the Regional Consortia for them to determine how it should be allocated to aide transition.

Furthermore, while the majority of Pathways to Success schools secured improvements, and the percentage of learners across Wales earning 5 good GCSEs is at an all time high, I remain concerned by the variations that exist between our highest and lowest performing schools. I have therefore asked my officials to explore with the Education Consortia what additional targeted work could be undertaken to accelerate improvement in our schools. A further announcement will be made in due course.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

Bae Caerdydd • Cardiff Bay  
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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.