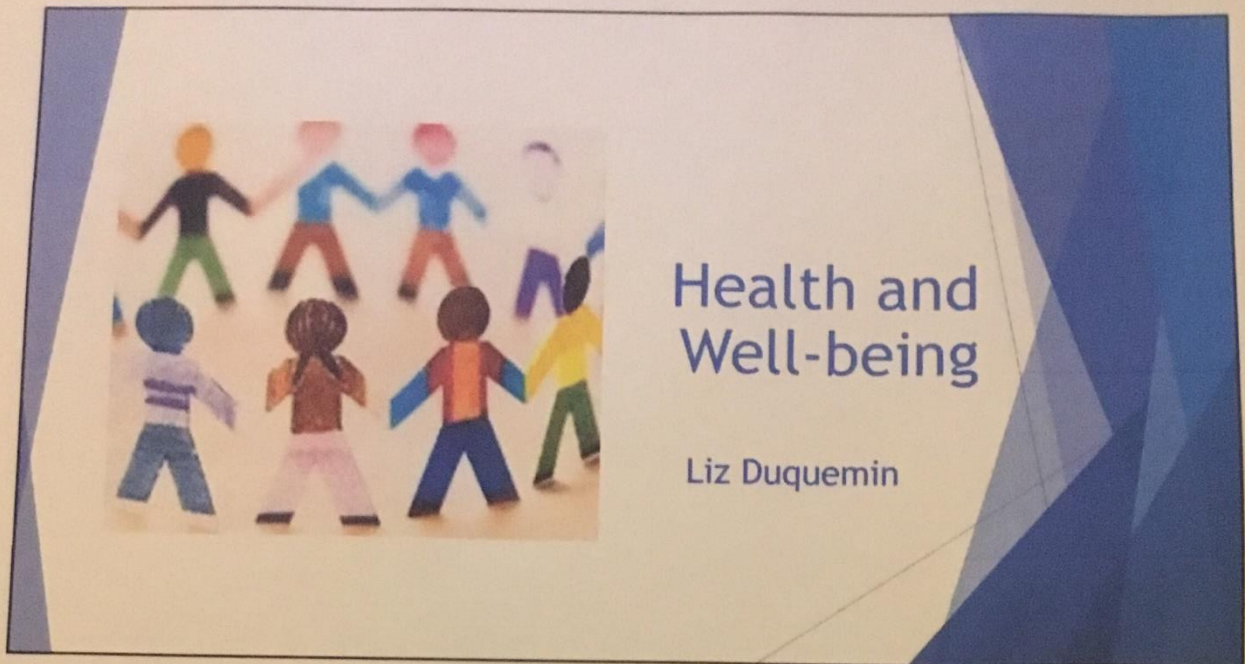


Appendix 13 (larger version)



1

Why Research Well-being?

- A personal passion
- Reducing the impact of poverty on attainment is one of The Welsh Government's three national priorities
(Closing the Gap in Education, 2017)
- Successful Futures (2015) - one of the four distinct purposes highlights, 'the health and well-being of our children and young people' with one of the AOLE's being Health and Well-being.

'To date major reports on well-being at school have not substantially and solely focussed upon the primary setting'
(Banerjee et al. 2016, p.14)

2

What we know...

- The Good Childhood Report stated that, 'children's well-being is now as low as it was two decades ago' (2018, p. 5).
- 'With three children in an average size classroom having a mental health issue more resilience and early intervention is needed as a matter of urgency (National Assembly for Wales, 2018, p. 17).
- Since 2010 children from lower income families have been catching up on educational attainment with their peers from better off backgrounds (JRF, 2018).
- Nevertheless, with the changes in the benefit system and universal credit being rolled out across the country, this is having a huge detrimental impact on already low-income families (Children in Wales, 2018).
- With a rise of 13% in 2018 of families, of which were 484, 026 children, accessing food banks to receive emergency food supplies (Trussell Trust, 2018).

5

We know that there is strong evidence that living in poverty has a major impact on levels of educational achievement for children in Wales

- 'Children and young people need to experience social, emotional and physical well-being to thrive and engage successfully with their education.' (WAG, 2015, p. 45)
- In fact, social and emotional skills can be equally, and in some cases even more important, than cognitive skills in determining future employment' (OECD, 2017, p. 7).
- It is these skills that are highlighted in the Donaldson Report (2015) as educators prepare children for the future workforce and an attitude of life-long learning built on resilience, a key goal highlighted in The Well-being and Future and Generation Act (2014).

6

Evaluation of the Pupil Deprivation Grant Final report -

December 2017 highlighted that...

- Some schools continue to use their own discretion in applying broader definitions of disadvantage or deprivation to target activities than eFSM status alone. As a result, the overall impact of the PDG specifically on eFSM pupils' outcomes could be diluted as schools target interventions to counter 'disadvantage' more broadly (WAG, 2017, p. 8).

Evaluation of the PDG by Wiserd (2017) highlighted that...

- The gap between efsm and fsm pupils attainment has narrowed in recent years, however, this trend started before the PDG's introduction...and showed that only 23% of schools use the Pupil Deprivation Grant funding strictly for pupils on free school meals. The majority of respondents, 77%, admitted that additional support is shared amongst pupils on free school meals as well as those who are low achievers.

7

Expenditure priorities of the PDG

1. Staff funding – 39% schools listing this within their top three items of expenditure.
2. Nurturing and well-being purposes (23%)
3. Resources - 16%
4. Digital learning – 8.5%
5. Training – 7%
6. Training systems – 7%
7. Activities – 5%
8. Transport or other items – 1%

A survey of schools to evaluate the impact of the Pupil Deprivation Grant in Wales (WLD, 2017)

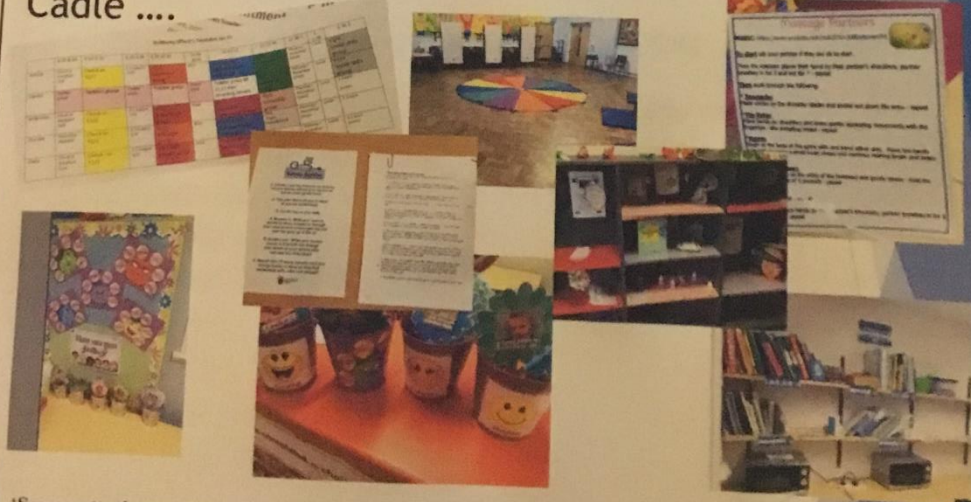
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The Pupil Development Grant (2017) highlighted that, 'Schools have actively embraced The WG directive to focus on pupils' wider needs, and not just academic attainment: **interventions cover pastoral activity, family support** as well as literacy and numeracy skills for example' (WAG, 2017, p. 11).

This fits within the new curriculum reform as The Good Childhood Report 2018 has identified the need to significantly reform the approach to wellbeing within the ethos and environment of the school.

9

Cadle



'Secure attachments have been found to facilitate the development of coping skills which in turn have been found to be an important protective factor for mental health in later childhood' (Cahill et al, 2014, p. 222)

10

Cadle...

- Well-being officer
- Social and emotional coaches
- All staff received attachment awareness training
- Pupil profiles
- Tracking systems
- Observations
- Own knowledge of pupils' circumstances to identify pupils they considered disadvantaged and/or in need of targeted additional support.
- Decisions made on a pupil-by-pupil basis.
- Parental involvement - parent and toddlers, epic planning, twitter, website, Friends of Cadle School.

11

 Your group
 Well-being questionnaire
 Use I tick to answer each question ✓
 Girl/Boy

		Never	On one day	On a few days	Most days	Every day
1.	I feel happy					
2.	I feel sad					
3.	I enjoy my school work					
4.	I have lots of energy					
5.	I have no one to play with					
6.	I feel tired					
7.	I wake up in the night					
8.	I enjoy learning					
9.	I am doing well at my learning					
10.	I feel I can do enough Physical activities at school					
11.	I can have a healthy lunch from the food offered at school					
12.	There are opportunities to do clubs at school					
13.	The adults at school are happy with my learning					

What clubs do you enjoy?

Results of well-being questionnaire

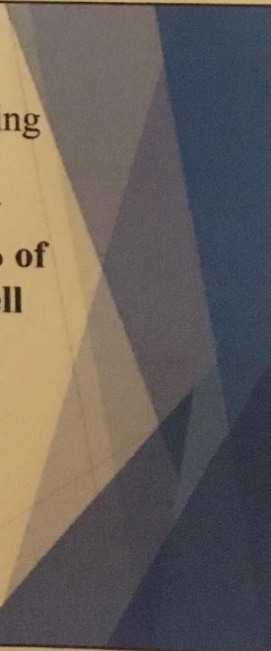
Question	Never		On one day		On a few days		Most days		Every day	
	M	F	M	F	M	F	M	F	M	F
1. I feel happy	1	1	4	2	9	13	21	23	12	21
2. I feel sad	11	14	10	7	17	22	11	13	12	21
3. I enjoy my school work	1	1	2	4	17	18	17	8	11	11
4. I have lots of energy	1	1	2	4	17	18	17	8	11	11
5. I have no one to play with	14	29	13	4	14	8	11	13	12	21
6. I feel tired	14	29	13	4	14	8	11	13	12	21
7. I wake up in the night	11	14	10	7	17	22	11	13	12	21
8. I enjoy learning	1	1	2	4	17	18	17	8	11	11
9. I am doing well at my learning	1	1	2	4	17	18	17	8	11	11
10. I feel I can do enough Physical activities at school	1	1	2	4	17	18	17	8	11	11
11. I can have a healthy lunch from the food offered at school	1	1	2	4	17	18	17	8	11	11
12. There are opportunities to do clubs at school	1	1	2	4	17	18	17	8	11	11
13. The adults at school are happy with my learning	1	1	2	4	17	18	17	8	11	11

12



How are schools utilising the Pupil Development Grant to ensure that the health and well-being of free school meal children are being met?

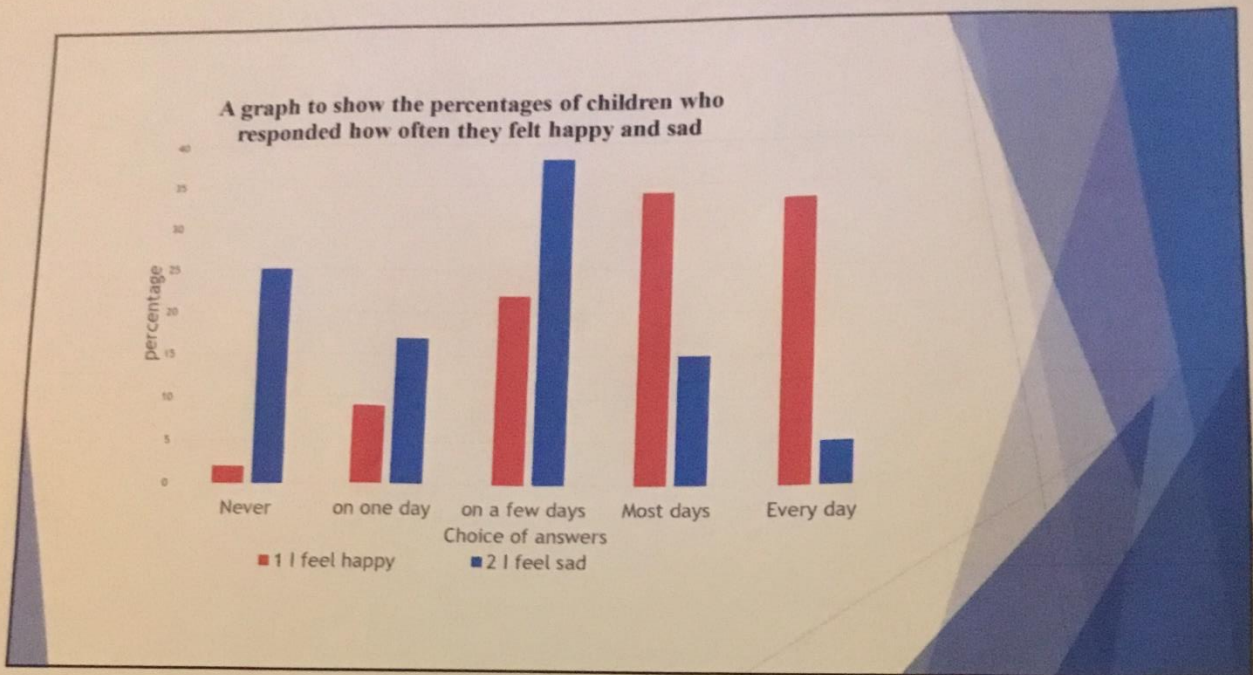
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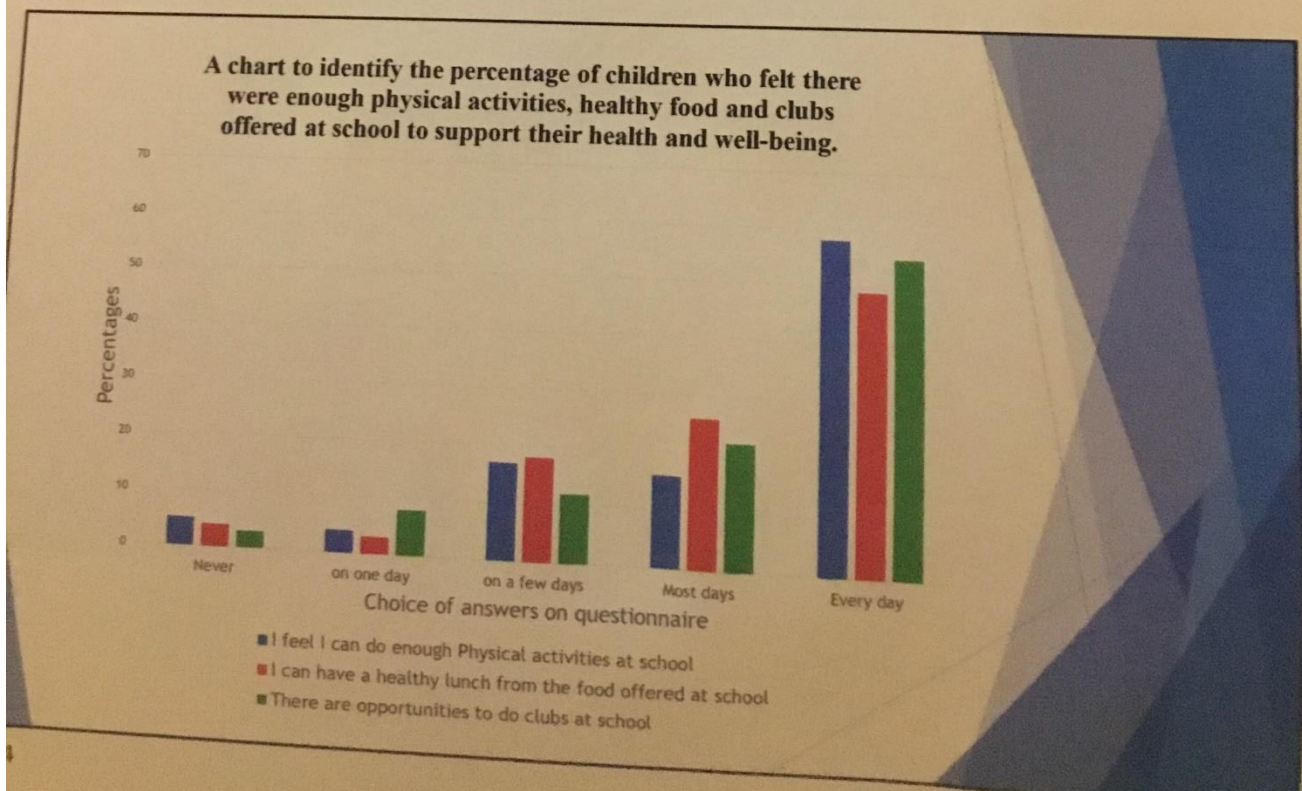
The school has identified around 52% of pupils as having additional learning needs. A very few pupils have a statement of special educational needs, with a minority educated in the special teaching facility. **Around 39% of pupils are eligible for free school meals, which is well above the national average.**

Estyn (2015)

4



13



‘Pupils have a positive attitude to healthy living and understand the importance of making healthy food and lifestyle choices. Pupils know what to do if they feel unsafe in school.’

(Estyn, 2015)

15

Let's help every child
thrive



16

Future recommendations...

Will the new curriculum offer more accessible creative avenues, whereby childrens' health and well-being can be enhanced? e.g. Through literacy and creative movement/music lessons

