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AI Acknowledgement

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

- 1. Can you organize the following points into a plan for the proposal of a ‘grow a fiver’ project.
- 2. Can you organise the following references into alphabetical order

I confirm that I have not presented any AI generated text as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used before and after the use of AI tools which I may be asked to provide in evidence.

Targets from my previous assignment

Target	How I have addressed it in this work
Please check your use of the apostrophe in places.	I am taking study skills session to help me with my literacy skills. Hopefully during this assignment I have show this.
Check your use of Harvard referencing	I am still using the university guide. It is an area that I feel I still need assistance on as often I’m not sure if I’m over referencing.

Create a community profile for your PTE2 school. Using relevant literature, suggest ways in which the school could make use of its location and community to support pupil learning

This assignment looks at how a primary school located in an industrial town in South Wales can build stronger community links through an enterprise project. The school serves a community that has historically relied on the steel industry for employment, identity, and stability. However, the recent closure of the heavy end of the steelworks has caused multiple job losses, contributing to growing economic uncertainty, loss of income and stress within families (BBC News, 2024). This is evidenced by the rise in pupils eligible for free school meals (FSM) in the Central South Wales region, increasing from 25,817 in 2017/18 to 32,714 in 2023/24 (StatsWales, 2024).

The focus of this proposal is on using enterprise education to improve learner confidence, resilience, and critical thinking. It proposes a community-based version of the “Grow a Fiver” initiative, where children are given a small amount of start-up money and encouraged to develop, market, and evaluate their own businesses which is related to one aspect of their local area. Whilst entrepreneurial skills are formally introduced at Key Stage 3 through the Welsh Bacculaureate qualification, research suggests that children begin to form attitudes about money from a young

age (Money Advice Service, 2023; OECD, 2022). Therefore, could introducing these skills earlier in primary school could help bridge the gap between classroom learning and the future economy?

The proposal reflects the Curriculum for Wales' four purposes by supporting children to become enterprising, capable learners and ethical, informed citizens (Welsh Government, 2022). It also draws on Gruenewald's (2003) theory of place-based education and Epstein's (2001) model of overlapping spheres, which argue that children learn best when schools, families, and communities work together on locally meaningful issues. (Welsh Government, 2022)

Literature Review

The "Grow a Fiver" initiative offers an innovative response to socio-economic challenges faced by Port Talbot, a community historically dependent on the steelworks industry. In response to the challenges caused by the closure, the "Grow a Fiver" initiative aims to equip primary school children with financial literacy and entrepreneurial skills. This focus aligns closely with the Welsh Government's proposal on creating an enterprising and resilient generation through the Curriculum for Wales (Welsh Government, 2022), which encourages students to explore real-world challenges and develop the skills needed to live in a rapidly changing world.

The town's reliance on the steelworks for employment has left the community vulnerable to many economical changes. According to Estyn (2018), regions facing such economic transitions need innovative educational approaches that foster adaptability and resilience. The closure of the steelworks represents not only a loss of jobs but also a reduction in opportunities for local businesses that supply the steelworks. As a result, the younger generation in Port Talbot may be at risk of limited employment, unless they develop a broader range of skills. Research by the OECD (2022) supports this need for entrepreneurship education, noting that exposure to entrepreneurial thinking can help young people develop essential skills such as problem-solving, creativity, and resilience skills that will be important in navigating a future less reliant on steel.

Research by the Money Advice Service (2023) indicates that financial habits are often formed at an early age, with young people who receive financial education showing better decision-making skills in adulthood. Piaget's (1970) theory of cognitive development highlights that children, even in primary school, can understand complex concepts like money management when presented in an age-appropriate manner. The "Grow a Fiver" idea gives children the opportunity to understand budgeting, saving, and investing. This provides them with the knowledge to manage their finances effectively in the future, with an aspect of fun and play.

The Welsh curriculum, 2022 emphasizes the importance of nurturing "enterprising, creative contributors" who can take initiative and apply their learning to real-world contexts. Kolb's (1984) experiential learning theory supports this approach, suggesting that children learn best when they can engage directly with their environment. The project's hands-on nature, where students manage small business ventures and explore practical applications of financial knowledge, aligns with Kolb's cyclical learning process. By engaging in entrepreneurial tasks such as budgeting,

marketing, and managing money, students are not only learning about finance but also developing problem-solving skills, teamwork, and resilience.

Furthermore, the curriculum's emphasis on the development of “ambitious, capable learners” (Welsh Government, 2022) is reinforced by Vygotsky’s (1978) theory of social constructivism, which argues that learning occurs most effectively through social interactions. In the "Grow a Fiver" project, students work collaboratively in teams, which fosters team learning and allows them to share knowledge and strategies. These skills are essential not only for business success but also for future career opportunities. The focus on teamwork and peer learning is particularly important in communities like Port Talbot, where community involvement can play a pivotal role in overcoming local economic challenges.

Finally, the "Grow a Fiver" initiative also aims to promote ethical decision-making, an area that is increasingly recognized as essential in modern education. The Welsh Government highlights the importance of developing “ethical, informed citizens” who can contribute positively to their communities. (Welsh Government, 2022) Through the "Grow a Fiver" project, students are encouraged to consider not only how to make a profit but also how to make ethical decisions in business. This could involve considering sustainability, the welfare of others, and the long-term impact of their business ventures. According to Epstein’s model of overlapping spheres of influence, when schools engage with the local community and encourage ethical behaviour, students are more likely to develop a sense of responsibility and social awareness. (Epstein, 2009)

The project’s alignment with the Welsh Government’s Curriculum for Wales extends beyond financial education and entrepreneurship. The project supports various Areas of Learning and Experience (AoLEs) within the curriculum. For example, in "Maths and Numeracy," students practice budgeting, calculating profits and losses, and understanding the concept of return on investment. These activities align with the curriculum’s focus on numeracy as an essential life skill (Welsh Government, 2022). The "Languages, Literacy, and Communication" AoLE is supported through activities such as writing business plans and creating marketing materials, which help students develop both their written and oral communication skills. In the "Health and Wellbeing" AoLE, the project fosters emotional resilience, as students must cope with the challenges of managing a small business, working collaboratively, and reflecting on their successes and failures.

The effectiveness of such initiatives has been demonstrated by similar programs in the UK. The Young Enterprise program, for example, has been widely recognized for its positive impact on students' entrepreneurial skills and self-confidence (Uncharted Learning, 2021). In Wales, Estyn (2018) has highlighted the success of programs that focus on developing enterprise skills, noting that such initiatives not only equip students with essential life skills but also help bridge the gap between education and the workforce.

Aims

Next, let's look at the aims of this project. The primary aims of the "Grow a Fiver" initiative are:

- To Develop Entrepreneurial Skills:

By working with a small amount of seed money, they will learn budgeting, pricing, and managing financial risks, all of which align with the Curriculum for Wales' focus on financial literacy (Welsh Government, 2022).

- To Foster Teamwork and Collaboration:

The project will encourage pupils to work in teams. Building upon classroom relationships between pupils.

- To Build Resilience and Confidence:

A key objective is to provide opportunities for students to build resilience by overcoming challenges inherent in the entrepreneurial process. Through trial and error, they will learn the value of persistence, self-reflection, and adaptability. (Bandura, 1997)

- To Strengthen School-Community Links:

This component links with the Welsh Government's (2019) Parental Engagement Strategy, which emphasizes the importance of creating partnerships between schools and their communities. Engaging local businesses, such as Tata Steel, local banks, and community organizations like Sport Wales, provides an authentic context for learning while showcasing the students' entrepreneurial work to potential local mentors and investors.

While the aims of the "Grow a Fiver" initiative are aligned with the *Curriculum for Wales*, there are points that would suggest that its success will depend on several factors, such as the pupils' previous exposure to financial concepts, and the level of teacher expertise in entrepreneurship education.

For instance, Bandura's (1997) theory of self-efficacy suggests that students will gain confidence through success. However, the project may also lead to some students feeling less capable if they struggle to develop viable business ideas or face setbacks. Teachers and mentors will need to be proactive in ensuring that students who face difficulties are supported, avoiding a situation where failure reduces students' self-belief, as suggested by some critiques of self-efficacy theory (Schunk, 2012). Therefore, while building resilience is an objective, it is important to consider how to balance students' feelings of success and failure.

Moreover, while the emphasis on teamwork and collaboration is crucial, there may be challenges in managing group dynamics. Vygotsky's (1978) emphasis on social learning requires scaffolding, but in practice, this may not be possible. The teacher's role will be essential in ensuring that all students are equally involved, which could add complexity to classroom management.

The involvement of local businesses is another potential strength, but the project's success could be influenced by the willingness and availability of local companies to engage. The community's

economic conditions, particularly the aftermath of job losses from the steelworks, might make it challenging to secure participation from businesses already facing their own financial constraints. A more critical approach would include plans for engaging businesses, through partnerships with community companies.

Implementation

The "Grow a Fiver" project will be implemented over the course of the summer term, starting with the initial idea generation, followed by the development phase (where students plan their business ideas, create products, and manage their budget.) During the project, pupils will be guided by their teachers, who will act as facilitators, providing support with research, idea refinement, and business plan development.

Staffing will be comprised of a team of year 5/6 teachers, who will deliver lessons on financial literacy, teamwork, and marketing, as well as local business mentors who can provide expert guidance and feedback. Finally, the last stage is where students will pitch their ideas to local business representatives. These experts will assess the viability of each business proposal and provide valuable feedback.

The budget for the project will be small with each group starting with £5 to kickstart the project. Funding will be sought from the school's budget, as well as through potential sponsorships or partnerships with local businesses, who may see value in supporting the project to foster local talent.

The allocation of funds should be flexible to ensure that students can still undertake creative ventures despite financial constraints. One solution could be to seek additional funding or sponsorship from local businesses, but this again depends on their engagement with the project

Also, on the final day there will be more cost, as we may want to bring refreshments and food in for the companies and parents the pupils will be pitching too.

Finally, the budget does not account for the potential costs associated with compensating guest mentors or providing more extensive training for teachers. More detailed budgeting may be necessary to ensure these extra costs do not hinder the project's effectiveness

Intended Impact

The expected impact of the "Grow a fiver' will be seen in all different areas;

- Enhanced Financial Literacy and Entrepreneurial Skills

By participating in this project, students will gain practical experience in managing money and developing business ideas, which will support their academic learning in AoLE's such as maths, languages, and humanities.

- Increased Confidence and Self-Efficacy:

As students work through the project and receive feedback from mentors and business leaders, their confidence should increase. This process will build their belief in their ability to succeed, which is critical in helping them tackle challenges both inside and outside the classroom (Bandura, 1997).

- Stronger School-Community Partnerships:

The involvement of local businesses will not only benefit the students but also the wider community, as it strengthens ties between the school and local industries. These partnerships may lead to future initiatives, internships, and career opportunities, creating a footprint for the project.

The expected impact of the project on students' financial literacy and entrepreneurial skills is promising, but there are some challenges to consider. While the project promotes hands-on learning, Kolb's (1984) theory of experiential learning suggests that students need adequate reflection time and guidance to fully internalize their experiences. The practical nature of the project, if not paired with sufficient reflection and discussion, could lead to superficial learning. Therefore, constant reflection with pupils is important, incorporating classroom AFL strategies into this is vital.

To measure the impact of the "Grow a Fiver" project, an evaluation framework will be employed, combining both quantitative and qualitative measures to assess the effectiveness of the project.

Quantitative Measures:

- Pupil Quizzes:

Students will complete fun quizzes at the beginning and end of the project to assess changes in their financial understanding, confidence, and teamwork through Kahoot or Booklet. This measure will quantify improvements in areas like financial literacy and entrepreneurial skills, as seen in similar programs (Young Enterprise, 2020).

- Parent/Carer Surveys:

Surveys will be distributed to parents to assess observed changes in their child's behaviour, motivation, and confidence outside of school. Research supports the importance of involving parents in the educational process (Epstein, 2009), as their perspectives can provide valuable insights into the project's broader impact. - BERA, 2024 must be used here to ensure that I have ethical consent from all participants

Qualitative Measures:

- Pupil Reflections:

Written reflections from students will be collected throughout and at the end of the project. This will hopefully help the pupils develop their language and literacy skills.

A final celebration event will allow students to pitch their business ideas to local businesses, parents, and community members. This event fosters public accountability and motivation (Epstein, 2009) and provides an opportunity to assess the project's long-term impact on the students and community.

Analysis

A SWOT analysis of the project (See appendix A) revealed several key strengths, weaknesses, opportunities, and threats, many of which are rooted in both pedagogical literature and local contextual factors.

Strengths of the project included its alignment with the Curriculum for Wales and its focus on experiential, authentic learning. In a community affected by industrial decline, the practical nature of the project helps children envision alternative futures and boosts aspirations (Estyn, 2022). It also fosters collaboration with parents and businesses, fulfilling Epstein's (2009) framework for effective school-community partnerships.

However, there are weaknesses. One is the reliance on staff confidence and capacity to deliver enterprise education. Not all primary educators have experience or training in business-related topics, which may affect the consistency and depth of delivery (Education and Employers, 2017). Time pressures and competing curriculum demands may also restrict implementation. While the Curriculum for Wales encourages cross-curricular projects, there is a risk of superficial engagement if teachers are not adequately supported (Donaldson, 2015).

In terms of opportunities, the project has the potential to create lasting links with local businesses and community organisations. Estyn (2020) reports that schools which engage effectively with external partners provide more enriching learning experiences. The final pitching event to businesses not only enhances pupil motivation (Bandura, 1997) but also strengthens community ties in Port Talbot where there is damaged local morale and low employment. This initiative could serve as a template for future enterprise activities, possibly feeding into KS3 Welsh Baccalaureate projects and preparing pupils for continued entrepreneurial education.

Digital tools could also be introduced to extend the scope of the project, enhancing digital competence, a key cross-curricular skill within the Curriculum for Wales (Welsh Government, 2022). This could include online marketing or managing spreadsheets to track profits, further developing ICT and numeracy skills.

Threats to the project include socio-economic factors which may limit parental engagement or pupil access to resources. Although the project gives each child £5 to start, families under financial stress may still feel burdened by extra commitments. Estyn (2023) highlights that while family engagement is vital, it must be carefully planned and inclusive. Additionally, the cost-of-living crisis could affect participation from local businesses, who may be less able to offer mentoring or sponsorship.

There is also the risk of pupils viewing the activity as a one-off event rather than an ongoing learning process. To mitigate this, reflection and continuity must be built into the curriculum ensuring that enterprise education is sustained and developmental rather than isolated (Uncharted Learning, 2021).

Overall, the SWOT analysis suggests that "Grow a Fiver" offers significant educational and community value, especially in the context of a changing local economy. With adequate training, planning, and partnership, the project could become a key feature of the school's wider curriculum offer.

This proposal has demonstrated how a purposeful school to community collaboration can provide pupils with the tools to navigate an increasingly uncertain economic outlook. Through the "Grow a Fiver" initiative, pupils are empowered to take ownership of their learning by engaging in a meaningful and relevant entrepreneurial experience.

The project clearly aligns with the Four Purposes of the Curriculum for Wales (Welsh Government, 2022), particularly by developing ambitious learners and enterprising contributors. Literature from Dewey (1938), Kolb (1984), and Vygotsky (1978) emphasises the role of real-world, socially embedded learning in deepening pupils' engagement, agency, and sense of purpose. The practical and reflective elements embedded into this project ensure that learning is not only active but personally meaningful. (Welsh Government, 2022)

From a professional standpoint, this process has reinforced the importance of drawing upon local context and community assets to enhance curriculum design. This aligns with the Professional Standards for Teaching and Leadership in Wales (Welsh Government, 2017), particularly under the standards for Pedagogy, where practitioners are expected to engage learners in authentic experiences, and for Innovation, which encourages creative, responsive curriculum design.

As I continue through Initial Teacher Education, I intend to take forward the values of inclusion, creativity, and relevance. Projects like this provide a foundation for lifelong skills, while also promoting wellbeing and a sense of belonging within the wider community making enterprise education not only a learning experience, but a life experience.

Appendix

Appendix A

	HELPFUL	HARMFUL
INTERNAL (within the school)	Strengths 1. Strong support from SLT due to Estyn's idea of innovative learning through the community 2. Fits with Curriculum for Wales (entrepreneurial and financial literacy goals) 3. Opportunity for cross-curricular learning (maths, literacy, DCF) 4. Pupils already familiar with collaborative group work 5. Supportive school staff – Many staff are open to new ideas and willing to support student-led initiatives 6. Engaged learners – Children aged 7–11 are curious and enthusiastic, which makes them receptive to creative community projects.	Weaknesses 7. Limited teacher confidence in delivering enterprise content 8. Time constraints in an already packed curriculum 9. Varied pupil ability may cause imbalance in group success 10. Initial budget constraints or resource limitations
EXTERNAL (outside the school)	Opportunities 11. Potential partnerships with local businesses 12. Builds parent and community engagement 13. Encourages real-world learning and community responsibility 14. Enhances learners' employability and life skills early on	Threats 15. Socio-economic challenges in the community may limit parental support 16. Risk of pupils comparing profit success—impact on self-esteem 17. Potential safeguarding or ethical concerns with money handling 18. External funding may be inconsistent or unavailable

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