

SOCIAL INCLUSION <i>has been defined as...</i>			
HAVING THE RESOURCES, OPPORTUNITIES AND CAPABILITIES TO:			
Learn	Work	Engage	Have a voice
e.g. participate in education and training	e.g. participate in employment, unpaid or voluntary work including family and carer responsibilities	e.g. connect with people, use local services and participate in local, cultural, civic and recreational activities	e.g. influence decisions that affect them

Vu (2019)

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‘Social mobility in Britain is low. For a child born in the UK today, their educational opportunities and life chances are strongly linked to their parents socio-economic background. This is the challenge we face’.

Sutton Trust (2020)

The Sutton Trust logo, featuring the text 'THE SUTTON TRUST' in a serif font above a stylized blue 'S' that forms a circular shape.

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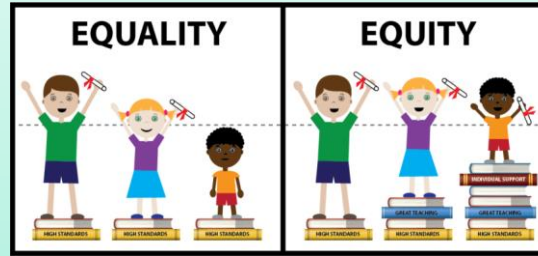
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Social Inclusion

‘Evidence over many decades and from many countries seems to show that family background continues to be a major determinant of educational outcomes for children and young people. Put simply, the poorer a child’s family is, the less well they are likely to do in the education system’ Pierson (2010)



EQUALITY

Illustration showing three children of different heights (tall, medium, and short) standing on one wooden crate each to watch over the fence. The shortest child cannot see over the fence.



'Education has 'done nothing' to improve social mobility'.
Staufenberg (2017)

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PDG Wales

What is the Pupil Development Grant?

- Closing the attainment gap is a key element of the Welsh Government's "national mission" to improve education and it has invested heavily in that aim.
- The pupil deprivation grant was introduced in 2012, evolving into the [pupil development grant \(PDG\)](#), and expanded for younger children and to cover costs such as uniform and kit.
- In the Welsh budget for 2020-21 £101m is allocated for the PDG.
- It provides £1,150 extra to schools for every pupil eligible for free school meals, and an extra £700 for eligible three and four-year olds.

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Purpose of the grant

'The purpose of the PDG is to improve outcomes for learners eligible for free school meals (eFSM) and Looked After Children (LAC). It is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential'. Davies (2015)

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MUD; SID; RED

Ruth Levitas continues to be a leading exponent within the social exclusion area of study. Levitas identifies **three** perspectives/paradigms in the social exclusion area of study. ('Discourses').

- MUD – Moral Underclass Discourse
- SID – Social Integrationist Discourse
- RED – Redistributionist Discourse

Loynes (2014)

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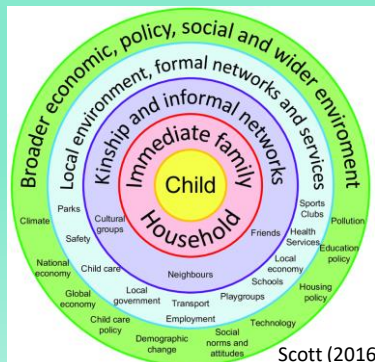
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Y	CHILD'S NAME		Attendance	Nurture	Home work club	Sp/L ang Link	BOXALL PROFIL E	MY CONCER N	After school club	Maths Catch Up	Readers NESSY
6		M	✓	✓			✓	✓	✓		✓
6		F	✓	✓	✓		✓	✓	✓		✓
6		M	✓	✓	✓	✓	✓	✓	✓	✓	
6		F	✓	✓	✓	✓	✓	✓	✓	✓	✓

USE OF PDG 2018/2019 (SCHOOL A)											
Y	CHILD'S NAME		Attendance	Nurture	Home work club	Sp/L ang Link	BOXALL PROFIL E	MY CONCER N	After school club	Maths Catch Up	Readers NESSY
6		M	✓	✓			✓	✓	✓		✓
6		F	✓	✓	✓		✓	✓	✓		✓
6		M	✓	✓	✓	✓	✓	✓	✓	✓	
6		F	✓	✓	✓	✓	✓	✓	✓	✓	✓

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6		M	✓	✓			✓	✓	✓		✓
6		F	✓	✓	✓		✓	✓	✓		✓
6		M	✓	✓	✓	✓	✓	✓	✓	✓	
6		F	✓	✓	✓	✓	✓	✓	✓	✓	✓



Broader economic, policy, social and wider environment

Local environment, formal networks and services

Kinship and informal networks

Immediate family

Child

Household

Climate

Parks

Culture groups

Safety

National economy

Child card

Global economy

Local government

Child care policy

Demographic change

Employment

Transport

Social norms and attitudes

Technology

Playgroups

Schools

Local economy

Housing policy

Educational policy

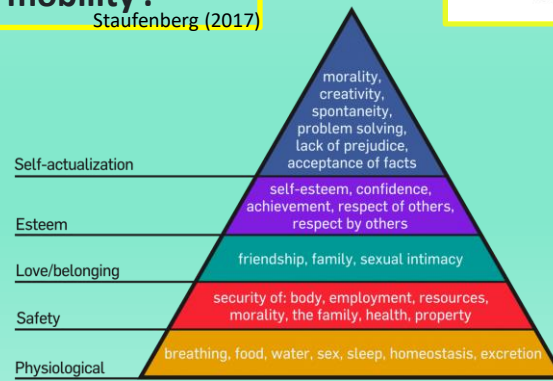
Health services

Sports clubs

Pollution

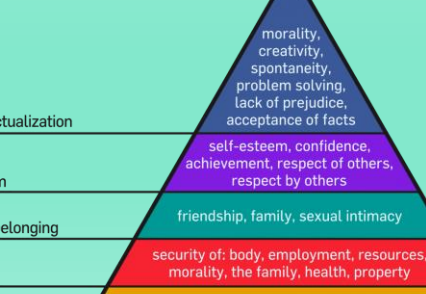
Friends

Scott (2016)



Maslow's hierarchy of needs

Staufenberg (2017)



A pyramid diagram representing Maslow's hierarchy of needs, divided into five horizontal layers. From top to bottom, the layers are: 1. Self-actualization (blue), 2. Esteem (purple), 3. Love/belonging (teal), 4. Safety (red), and 5. Physiological (orange). Each layer contains a list of needs associated with that level. The pyramid is set against a light blue background with horizontal lines separating the layers.

Level	Needs
Self-actualization	morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
Esteem	self-esteem, confidence, achievement, respect of others, respect by others
Love/belonging	friendship, family, sexual intimacy
Safety	security of: body, employment, resources, morality, the family, health, property
Physiological	breathing, food, water, sex, sleep, homeostasis, excretion

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