



University of Wales

Trinity Saint David

How are schools utilising the Pupil Development Grant to ensure that the health and wellbeing of Free school meal Children are being met?

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Frontispiece

This is to certify that, apart from where specific reference is made, the work articulated in the research project is the result of investigations carried out by the student, and that neither this research project nor any part of it has been presented, or is currently being submitted in candidature of any award other than in part for the degree of BA (Hons) in Primary Education with QTS of Trinity St David University of Wales. I understand that any work I use without reference constitutes as plagiarism, which will lead to the failure of this module.

Acknowledgements

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Chapter 1: Introduction

The 21st Century with its current socio-economic climate dictates that for today's children to succeed in life and achieve positive well-being they will need a balance of cognitive skills in addition to attributes such as resilience, social and emotional skills (OECD, 2015), also known as soft skills (Cullinane and Montacute, 2017).

Emotions can facilitate or impede children's academic engagement, with clear links between higher levels of emotional wellbeing and higher academic attainment (Durlak et al, 2011, Green et al, 2005) Consequentially, the role of educators to equip children with tools and strategies to regulate and provide a learning environment and pedagogy in which to thrive is therefore imperative. Kautz et al (2014) and Public Health for Wales (2013) argue that evidence suggests that social and emotional skills targeted in childhood programmes can have lifelong benefits, particularly for disadvantaged children. In addition, Allen (2011) and Cooper and Cafai (2010) highlight that there is an increase in children entering school with inadequate emotional and social capabilities to engage effectively with present and future challenges. Furthermore, Bowlby (1980) and Maslow (1971) have indicated that for children to thrive as individuals that they need their basic physical and emotional needs met.

Many definitions across the disciplines of wellbeing exist with reference across the interconnected physical, psychological, social and emotional dimensions of life that enable the full participation of people in society, however, The National Health Service (2010, p.7) encompass this succinctly stating that it is, 'a positive state of mind and body, feeling safe and able to cope.' Furthermore, the WAG (2010a) argue the terms, 'emotional health' (or wellbeing), 'psychological wellbeing' and, 'mental health' have similar meanings and implications, which encompass a multitude of feelings; happiness and confidence which together sustain a balance.

For the purpose of this research the researcher has identified emotional wellbeing as the measurement tool; much debate and challenge await this current domain as educators begin to navigate through the new Curriculum (Successful Futures, 2015) and identify how to develop and equip children with skills and capabilities within the health and wellbeing strand as an area of learning and experience, in order for them to thrive and succeed.

The overall aim of the research is to evaluate how the target school is using the pupil development grant to ensure that the emotional wellbeing needs of children receiving free school meals are being met in comparison to other schools. The author will identify the strategies and interventions schools are using to measure and assess children's wellbeing, and how far they perceive these to be effective in progression. Identifying the amount of funding the school receives and the rationale underpinning the allocation of this will be recorded.

For the purpose of research, the author used mixed method research, providing both qualitative and quantitative data which included designing a questionnaire to ascertain the emotional wellbeing of the learners. Together this data will support and inform a critical analysis through triangulation to answer the research question.

The researcher has previously worked with The Salvation Army, supporting families and individuals who experience poverty and for many, through adverse childhood experiences (Smith, 2012), now experience homelessness, addictive behaviour and emotional and social problems. The researcher is driven passionately to develop the tools to empower young people to be heard and be successful, an ambition embraced by the four purposes of the new curriculum.

Chapter 2: Literature Review

Link between poverty and wellbeing

Our National Mission (WAG, 2017) is committed to reducing poverty and its effects, including closing the educational gap between children in low-income families and their better off peers (JRF, 2018; Estyn, 2010). However, since 2010 children from lower income families have been catching up on educational attainment with their peers from more privileged backgrounds (JRF, 2018). Nevertheless, the changes in the benefit system are continuing to have a detrimental impact on already low-income families (Children in Wales, 2018) with a rise of 13% of families in 2018 accessing food banks to receive emergency food supplies (Trussell Trust, 2018).

The Department for Children, Schools and Families (2009) and The Child Poverty Action Group (2015) argue that it is crucial to understand the significant relationship between the detrimental impact of poverty on children and their later life outcomes caused by Adverse Childhood experiences (Education Scotland, 2017) together with the effect on society as a whole. Evidence highlights the increased risk of developing mental health problems impacting social and emotional relationships in the long term (Ayre, 2016; Durlak et al, 2011; The Allen Report, 2011) In addition, Shonkoff and Phillips (2000) argue that early programmes that enhance social and emotional development are equally as important as those that develop cognition.

As these children remain trapped in poverty, vulnerable in many ways (Estyn, 2014a), they attend school unable to access learning due to fear, anxiety and unhappiness, unequipped in the skills required in persistence and self-regulation that increase the time children are engaged and on task (Goleman, 1996; Duncan et al, 2007).

Overcoming these issues can therefore be significantly challenging in improving the life chances of these children and young people and yet, 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).

Pupil Development Grant

The Pupil Development Grant is delivered to support learners from disadvantaged backgrounds, by addressing barriers they may, with results for all learners showing improvement (WAG, 2017). In fact, The PDG 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 is reflected 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.

Early Intervention

Schools offer a foundation in promoting and protecting all aspects of children’s wellbeing (Banerjee et al, 2017; Ofsted, 2012; Weare and Nind, 2011; Gross, 2008) requiring a whole school approach (Dyson et al, 2010). In addition to collaboration with health care professionals and organisations working with schools to promote resilience and target specialist small group interventions for those children with identifiable mental health symptoms (House of Commons, 2017; Department for Children, Schools and Families, 2010; Wolpert et al, 2010). Furthermore, collaboration between schools, parents and families can be successful in overcoming the barriers faced by many and promote positive impacts on emotional wellbeing (Egan et al, 2014; Weare and Nind, 2011). Thus, universal provision and targeted activity is required across a multi-agency approach.

In addition, as early intervention is crucial (Cahill and Neerose, 2014) Layard and Haggell (2015) argue that wellbeing should be adopted as a major objective, with life skills being taught alongside core subjects as emotional skills and social skills do not exist in isolation but work together (OECD, 2015). 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), and an important element in promoting this is to promote and develop resilience of all children (WAGa, 2010) by identifying those at risk of developing emotional problems and providing activities to promote greater resilience. Wong et al (2008) and Ager (2013) suggest that this resilience provides self-esteem, leading to personal aspirations and the capacity to

problem solve. In contrast, children who have limited emotional literacy, are unable to self sooth and manage their emotions leading to social, academic and personal difficulties (Durlak et al, 2011).

Nurture Groups

One of the key actions of Our National Mission (WAG, 2017, p.15) is to, ‘strengthen provision and support for all learners,’ with the Department for Education (2016) highlighting that strongest evidence to support children emotional and mental well-being is the early intervention (UKGOV, 2009) that focus on teaching emotional skills in small group sessions such as nurture groups that take a holistic approach to raise their skills and confidence levels and ensure progression (OECD, 2018; National Assembly for Wales, 2018; Woodier, 2011). The WAG (2017) found that in case study schools, where the PDG was used effectively, that they used tracking systems and their own knowledge of children’s circumstances to identify those needing targeted additional support.

These nurture groups use an assessment tool; The Strengths and Difficulties Questionnaire (Goodman, 1997) and The Boxhall profile (Boxhall, 1992) to identify learners who would benefit from small group intervention that foster positive attachment representations and thus build emotional wellbeing (Banerjee et al, 2016). The goal being to re-introduce them into their mainstream class better equipped with skills that allow them to access learning. Evidence from The Sutton Trust (date unknown) suggest that the overall impact for social and emotional learning interventions has an additional four months progress.

The WAG (2010b) highlight that the balance of provision within the nurture groups brings together the relationship between emotional and cognitive learning. This in turn develops a greater sense of achievement, creating a pattern of successful learning. Research by Hughes and Schlosser (2014), Scott and Lee (2009) and The Nurture Group Network, 2016) support The WAG (2010) assertion that children’s self-esteem and emotional wellbeing has improved as a result of Nurture group intervention within a holistic whole school approach (Howard et al, 2017) as these children accessing this provision respond best to a relationship based approach (ERW, 2017). In addition research from Binnie and Allen (2008) and Cooper and Tiknaz (2005) suggested that significant improvements in childrens social and emotional wellbeing were found in children that attended nurture groups compared to those that didn’t attend such a group with over half of teachers recording positive improvements in the mainstream classroom, including less interruption of learning, improved classroom

engagement and better social skills with peers. Hughes and Schlosser argue Nurture Groups, ‘improve the emotional well-being of children, but there is a need for higher quality and longitudinal research’ (2014, p.1).

Education Scotland (2017) highlighted the challenge of developing children’s creativity which can develop confidence within a structure, that can be over led by the teacher, stifling individual creativity. In addition, Cooper and Cafai (2010) also notes the challenges of possible constraints in a mainstream classroom for children who have benefitted in a smaller nurture group, however, it could be argued that this could be overcome by pedagogical changes, and providing a more inclusive environment (The Nurture Group Network, 2016).

Staff

The effective use of staff to resource such social and emotional interventions is crucial. as Ofsted (2014, p.14), argue that the ‘indiscriminate use of teaching assistants can represent very poor value for money, with little or even negative impact on learning.’ They noted that in good practice schools, specially trained teaching assistants were responsible for small group intervention. Furthermore, the evaluation of the PDG argued that using funds to employ Teaching assistants for a specific range of pastoral roles for dis-advantaged pupils helped them to understand individual barriers faced by these children and were therefore in a better position to support these children (WAG, 2017). Whole school staff training is therefore paramount to ensure signs of anxiety, emotional distress and behavioural problems within learners are identified and assessed correctly (NICE ,2008).

Ysgol Glan Gele was highlighted by The Education Achievement Service (2014) for effective use of TAs to work with learners who were socially disadvantaged to develop their emotional and social skills, with a Family Liaison Officer leading a daily nurture group alongside parents; developing attachments which facilitate coping skills, protecting mental health and providing positive outcomes for vulnerable learners (WAG, 2010a; Cahill and Neerose, 2014).

Importantly, Education through Regional Working (2017) highlighted the importance of staff training, to move away from the concept of, ‘Managing behaviour and towards a relational approach based on responsiveness to the emotions that give rise to it’ (ERW, 2017, p. 3) as they argue some staff failed to understand why traditional behavioural approaches had no impact on these children, and thus felt ill-equipped to support them.

The Welsh Government suggest some schools have tackled the emotional wellbeing and resilience agenda through having dedicated support staff; Emotional Literacy Support Assistants (ELSA), who support social and emotional development of learners in small groups such as friendship groups. The impact of the ELSA programme within schools was highlighted in their report which suggested it showed a positive impact on children's confidence, social skills and self-esteem (Edwards, 2016). Equally FLO's funded by the PDG, who's role includes engaging and fostering relationships in home-school connections, dedicating time and support to improve the well-being of specific children, and improving attendance has had significant impact on attendance, relationships and inevitably promote positive well-being (Banerjee et al, 2016).

St. Mark's Church in Wales Primary School use their PDG to promote wellbeing through the use of staff to provide a free parent and toddler group run at the school weekly. A multi-agency hub of professionals is on site to support children in deprivation. Documentation is the key to track the learners' progress, and this is evidenced through noting observations and through conversations with the child and parents. In addition, the Inclusion Family Officer has increased family engagement. The Impact of their strategies has seen an increase in results for FSM pupils also showed a positive increase in learner confidence and preparedness for learning (EAS, 2014).

Parental engagement

Public Health Wales (2014) suggests that schools play an important part in building parental skills, which in turn effects the social and emotional well-being of children, with NICE (2008) recommending schools offer small group-based programmes to support parenting skills. Rewriting the Future (WAG, 2014) emphasises this crucial relationship as being one of its four central themes, with Savage and Brodie (2015) highlighting that this is also critical for the success of inclusion. However, programme engagement is a common problem for universal parenting programmes (EEF, date unknown). Aston and Graystone (2013, p.45) state that schools need to, 'Create an ethos that says that all families are reachable' with The DFEE (2008) highlighting that the positive impact can continue to have a significant impact on achievement into adulthood.

Banerjee et al (2016) and Estyn (2018) highlight that successful schools have strong links with the community, with family volunteers and provide parenting courses. These have been shown to promote wellbeing, prevent child mental health problems and good academic outcomes

(Sanders, 2008; Lindsay et al, 2011, Gardner et al, 2007; Lindberg, Enebrink and Ulfsson, 2014) as parental low self-esteem and an inability to cope within a deprived environment can be reflected in their children who are unable to receive nurture (Jensen, 2009). However, Hutchins, Owen and Williams (2018) argue that there is little research to their long-term effectiveness, with the EEF (ate unknown) also stating that the evidence is mixed and less conclusive particularly for disadvantaged families. In contrast, Layard and Hagel (2015, p.19) state that a survey of 200 school-based programs to promote the social and emotional skills of children, identified that these children, 'gained about 10 percentile points in emotional wellbeing and behaviour but also in academic achievement.'

Chapter 3: Methodology and research design

It is paramount that all research observes protocol, and ethical considerations (Mills, 2011) with the responsibility of the researcher to maintain the well-being of the participants involved. The researcher was mindful of guarding against intentional and unintentional harm (Bell and Waters, 2018) to the participants in the way the research was conducted, as this school was in an area of high deprivation, with the school acknowledging that it offered a rich nurturing environment promoting wellbeing as its core ethos. The nature of the questionnaire could therefore potentially be challenging for some children and the need to guard against this was paramount. The teachers were therefore informed of the questionnaire at the outset. The BERA (2011) ethical guidelines refers to the compliance of Children's rights in The United Nations Convention of the Rights of the Child; whereby Article 3 and 12 (UNICEF, unknown date) highlights the interests of the child must be the primary concern of the researcher, with children having freedom to have a voice on matters that affect them. Full consent must be given from the child, and the right to withdraw (BERA, 2011, McNiff and Whitehead, 2010) explained clearly and succinctly, which the researcher did verbally before distributing the questionnaires to each class, whilst they actively supported learners as appropriate such as reading through the questions, and modelling how to fill in the questionnaire.

The Researcher also aligned the research with The University of Wales, Trinity St Davids, 'Research Ethics & Integrity Code of Practice' (2017) whereby the researcher carefully considered the ethical implications of their research activity before submitting the ethical approval application (see appendix 1) prior to undertaking research. The Education Workforce Council guidelines (date unknown) with understanding of The Equality Act (2010) underpinning the ethical principles undertaken in the research has also been adhered to. The consent form (see appendix 2) was signed on arrival at the target school and it was clarified to the senior mentor of the school that Data collected and recorded would be destroyed at the end of the project in conjunction with The UK Data Protection Act (1998).

A mixed method approach combining both qualitative and quantitative data was used with the primary method of gathering the research data through observations, interviews, questionnaires and field notes. These range of approaches will be used to interpret, explain, reason and provide personal future recommendations, offering both measurable data, and interpretive data which

allows for deeper understanding that may underpin the research (Bell and Waters, 2018; Holliday, 2012).

The Qualitative research data used deliberate sampling, with a specific focus and purpose in mind (Punch and Oancea, 2014). The evidence was gathered through qualitative data from conversational notes taken through observations and quantitative data in the form of a questionnaire (see appendix 3). Recommendations from the Wellbeing and Children Forum (2015) suggest that schools measure wellbeing in this way every year with resulting scores being properly standardised showing value-added during school life. The Schools Estyn Report (2016) indicate that this occurs on an annual basis.

Questionnaire

The questionnaire consisted of 13 short direct closed questions relating to wellbeing with a multiple choice of 5 responses, which required a tick to choose the most appropriate answer. The questionnaire was based on the guidance in Action for Children (2009), This form of questionnaire was a quick way to obtain informational data that would be quantifiable (Hopkins, 2014), the questions were written for a specific purpose and anonymity could be assured (Opie, 2004; Cohen, 2007). However, Bell and Waters (2018) suggest that this form of question offers no room for expansion of reasoning behind the answers given. On reflection, this is evident, however, for the purpose of the research to achieve a snap shot of whether the children are happy was sufficient to gather in the manner chosen. The layout was important to encourage and engage the children (Cohen, 2007) and therefore had a colourful border to the paper and clear font size. Due to the size of the school, it was decided to target Key Stage 2, giving a sample size of 112 learners, effectively 52% of that key stage. Morrison (1993) argues that the reasoning behind the sampling strategy is an important factor as it distinguishes the appropriateness and validity to the initial research question, however, as the researcher had a limited time in an unknown school it was decided after discussion with the mentor to target children randomly to get an overview. On reflection the design of the questionnaire wasn't in itself appropriate to answer the research question in its entirety, however, this will be discussed in the results section.

The results were gathered by a class at a time, which on initial reflection could have affected the results as on observing the children, it was evident that some children were trying to produce the 'same' answers as their neighbour. Thereafter, these initial evaluations, the

researcher took a small group at a time to discuss and share the questionnaire, which appeared to have more honest results as the children filled them in more independently.

The results were recorded in an excel spread sheet in order that they could be analysed proficiently (Mills, 2011), however as Hopkins (2014) argues this analysis could be time-consuming, which indeed it was.

Semi structured interview

Semi structured interviews are a powerful, flexible tool for exploring peoples view-points, perceptions and with open ended questions guiding the interview but allowing flexibility, within that agenda which allows for truly qualitative data (Cohen,2007; Mertler, 2014; Johnson and Christensen, 2014). In contrast, it could be argued that structured interviews leave little room for variation (Punch and Oancae, 2014) and unstructured interviews which may need in this situation a level of basic understanding to what is being asked (Punch and Oancea, 2014).

When interviewing the head teacher about the PDG, pre-prepared questions were used (see appendix 4) to set a structure for the interview and gauge answers to specific questions that were required. It also allowed the researcher to respond and use follow up questions that emerged as the interview flowed, whereby both the interviewer and interviewee co-constructed the interview (Walford, 2001, Bell and Waters, 2018) as the head teacher had more appropriate information that the researcher had no knowledge of, yet would assist with the research question.

Observations and field notes

Observational data and field notes recorded can identify live events that record non-verbal behaviour in a natural setting (Bailey,1994) which could offer the researcher additional information to assist in interpreting the children's understanding of wellbeing. This occurred in small group settings where children would partake in nurture group sessions, which allowed the researcher to observe and record behaviours, non-verbal and verbal cues taking place (Arthur et al, 2012). However, in comparison, observing the children with an iPad, taking notes in the social and emotional intervention groups, it could be argued could alter the child's behaviour as they are aware, they are being watched (Mertler, 2014). Equally, notes taken could lack the richness of what is actually taking place, compared to video evidence which can be visited time again to reflect on what is taking place (Leedy and Oramond, 2005), however

on reflection the researcher felt that for this particular research video evidence would have no further benefit as the children would feel under pressure and therefore provide less authentic and valid results.

Chapter 4: Results and discussion

The aim of this chapter is to reflect, analyse and interpret both the quantitative and qualitative data from all research methods undertaken in conjunction with the literacy review to identify whether the research question could be answered with clarity and assurance.

It is important to note the socio-economic environment in which the school is situated as the amount of PDG allocated will reflect this. The area is one of high deprivation, with around 39% of pupils are eligible for free school meals, which is well above the national average (Estyn, 2015). The school has a nurturing environment with wellbeing a priority; identifying as an Attachment Aware School. It was observed that in both morning and afternoon registrations throughout both phases, the teacher provided 'check in' sessions which enable all children to share discreetly through classroom strategies or through verbal feedback how they are feeling (see appendix 5). This therefore allows teaching staff to monitor, assess and put children forward for wellbeing interventions on an individual basis.

Semi structured interview

The semi-structured interview with the Head Teacher based on how the PDG was allocated to support the wellbeing of disadvantaged learners by identification of fsm children opened up interesting dialogue that provided qualitative data. He felt that the allocation of funding under the current system was unfair and wasn't representative of the children at the school, which reflected in receiving less PDG than what he would expect. The researcher felt this required discussion as this has bearing on how the school allocates funding to promoting the wellbeing in disadvantaged learners. He explained that in January, the eligibility of fsm is recorded in the Pupil Level Annual School Census (PLASC), however, this is not a true reflection of the reality, as many families take multiple seasonal work and at the time of collation, families appear to be on an income, however, this is only a temporary situation. Therefore, the measurement of fsm used is in fact not a true reflection and thus an inadequate measure for the PDG grant. (Head, 2019) Furthermore, The Childrens Society (2012, p.3) state that, 'In England, about a third of school aged children living in poverty are not eligible to receive FSM.' For this reason the Head suggested that the school's ethos was attainment for all, in that a large percentage of children are dis-advantaged, although not statistically recorded as being

such, and that at different times because of the nature of family set ups that children will feel insecure and need nurture. PDG Funding is therefore allocated across the school as a whole, with well-being a large part of this.

A Targeting funding survey showed, 'that only 23% of schools use the PDG 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' (Welsh Democrats, 2013). However, Estyn (2014) stipulate that the PDG is not, 'for tackling underachievement across the school.' In contrast, it was found that case study schools with lower attainment levels continued use the PDG to support lower attaining learners regardless of eligibility of FSM or disadvantage as there was a relationship between the two factors (Welsh Democrats, 2013). It could be suggested, therefore, that this is where the target school sits. Furthermore, The WAG state that, 'Only eFSM and LAC learners may receive PDG-funded support from individualised programmes' (WAG, 2017, p. 4), although they also state that funding should be allocated to help 'overcome the additional barriers poorer pupils face that prevent them from achieving their full potential' (WAG, 2014a).

The target school uses approximately £121,000 (Head, 2019) of the fund to employ experienced and trained staff, relevant to the nurture required in such a setting. Staff employed include ELSA's, a Welfare officer; responsible for the Nurture Groups and a FLO, with a role including the running of the toddler group. All staff employed have responsibility to support the development of skills in learners to become resilient and emotionally stable, secure individuals, which research argues supports them to be in a place ready to learn (Connelley, 2007). In addition, thirty- five teaching assistants are employed that support literacy catch ups, and social and circle time groups which take place out of the classroom. The school also liaise with ERW on staff training to equip and resource them for their specific role (WAG, 2017) which research suggests can also promote good teacher-student relationships and address students' emotional and behavioural difficulties' (Dolev and Leshemb,2016). This was an important aspect to consider when questioning the leadership, as Estyn (2017) suggest that those children that need the most support, are the children who spend the most time with the least qualified adult.

Observations and field notes

The target school research showed evidence of children assessed through daily check ins for targeted interventions which The Sutton Trust (date unknown) highlighted as being very

effective. These flexible arrangements to informally assess for interventions for children reflect the Head teacher's comments and are key to targeting and thus preventing the escalation of difficulties (Banerjee et al, 2017) which can continue throughout life if not dealt with (The Child Poverty Action Group, 2015; Durlak et al, 2011). Within one social and emotional small group intervention observed, the teacher used Bertie -Bee (see appendix 6) to discuss feelings. After completing worksheets related to the discussion on feelings (see appendix 7) the teacher kept the work which would then be assessed with the class teacher at the end of every half term, to measure progress and identify any further support required if appropriate. These provide key assessments which allow for tracking of individual needs (WAG, 2017) which filter into the wider pupil data tracking that the assistant head records and monitors; information that was not readily available to closely observe or gather information from, which was a limitation of the study.

The Welfare Officer employed through the PDG funding has responsibility for the Nurture Group. Ofsted (2011) argue that Nurture Group intervention involves a considerable investment in terms of finance, resources and staff training, however, the impact can be far reaching on children and families. Criteria for nurture group intervention requires either formal assessment; The Boxhall Profile (1992) and The Strengths and Difficulties Questionnaire (Goodman, 1997) or informal assessment; through teacher referrals taking place. The attachment awareness training this position requires is crucial as The Nice Guidelines (2015) argue that staff need training to understand how attachment issues affect learning and well-being.

The strength of the informal assessments used, mean that there are no particular criteria for children to receive the intervention. The class teachers in conjunction with parents and carers reflect on the wellbeing of children through the daily class check ins. On observation the researcher identified at the commencement of each nurture group session, the children would 'check in' using emotion stones, face pictures (see appendix 8) before partaking in the lesson which would include playing team games; Jenga, parachute, cosmic yoga or relaxation sessions and mindfulness (see appendix 9) Hagen and Nayer (2014) argues that yoga can provide a tool for children to deal with stress, and bring emotional balance, equipping them to be able to regulate themselves. Furthermore, mindfulness programmes have shown a significant positive impact on children's stress, anxiety, resilience and wellbeing (Clarke et al, 2015; Fuch, Mundschenka and Groark, 2017; Erbe and Lohrmann, 2015). In addition, Smith (2012) argues

that social interaction; learning to take turns, learning to listen to others in small groups in this way supports children's overall social and emotional well-being.

Public Health England (2015) recognise that children's emotional health and wellbeing and resilience can also be affected by parental wellbeing. The researcher found that the target school fosters this through the role of a FLO, also funded by the PDG who supports families in a number of ways; offering parental drop in sessions, whereby parents can access further professional support, holding parent and toddlers sessions weekly at a set time, and monitoring school absence which can have a detrimental effect on childrens wellbeing as they lose valuable opportunities to boost social skills, confidence and self-esteem (WAG, 2011). The impact of parental involvement, the EAS (2014) suggested were that learners were more confident and prepared for learning.

The employment and deployment of staff funded by the PDG that can provide such essential support to promote the emotional and social wellbeing of children, which the school provide, has as suggested by the Head Teacher, a significant impact on nearly all childrens wellbeing. The Education system in Finland which has high PISA results places considerable emphasis on learner's well-being by providing an array of staff to ensure their well-being is met (Kelly, Joseph and Gonzalez, 2018)

The questionnaire

On collation of the results and having spent two weeks in the target school the researcher concluded that the design of the questionnaire was not in itself appropriate to answer the research question.

Figure 1 below indicates results from question 1 and 2 of the questionnaire, which asked the children how often they felt happy and sad based on their feelings from last week. The validity of the results could be argued as the children were asked to reflect on the previous week and may not be indicative of the general wellbeing of the children, however they needed something concrete to reflect on with Holliday (2012) suggesting this is a challenge with quantitative research as it can be difficult to respond to uncontrolled variables. The data results indicated that 68% of children felt they were happy most days or every day.

A graph to show the percentage of children who responded how often they felt happy and sad in an average week

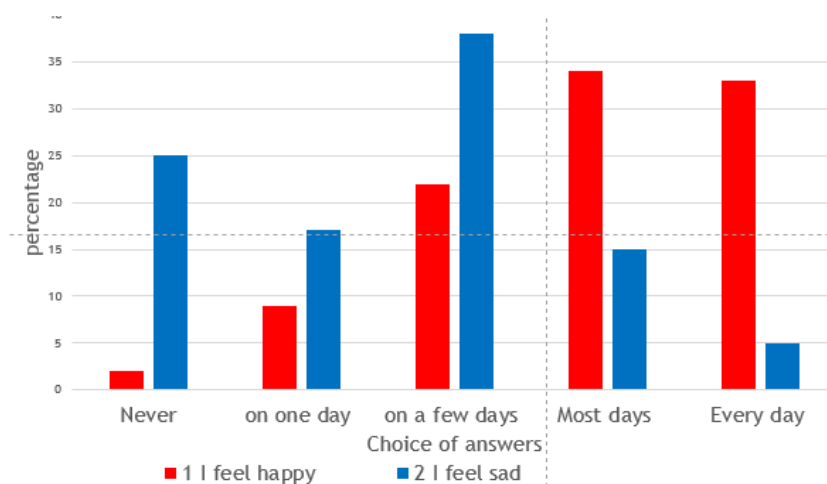


Figure 1

These results do, however, set the scene in conjunction with the observations, field notes and interview to indicate that the children are aware of the importance of their well-being and through discussion during the undertaking of the questionnaire the children are aware and feel confident of who to talk to if they feel emotionally unwell. In all classrooms there are, ‘rights of the child’ (UNCRC) notice boards re-enforcing their rights to be happy and healthy (see appendix 10) and areas within the school where children can access wellbeing resources (see appendix 11) which are provided by the Wellbeing officer.

One child shared her experience with the researcher, how through the daily class check in the ELSA had approached her and supported her in a practical way to deal with her situation that was causing her anxiety. This early intervention with a trained staff member has been shown as noted in the review to be crucial to maintain good well-being and prevent further deterioration of wellbeing (Cahill and Neerose, 2014; Edwards, 2016). Important to note in light of the purpose of the research is that these key staff are funded by the PDG, however, are deployed (Head Teacher, 2019) to benefit the wellbeing of all children, not just fsm children which Dyson et al (2010) suggests should be the wider initiative of all schools.

Figure 2 (below) indicates the results from questions 8,9, and 13 which relate to how the children view their enjoyment of learning and how they feel their teacher views their learning. These questions are important to consider as they could reflect higher self-esteem and

confidence implying the level of emotional wellbeing that these children are experiencing (Wong et al, 2008). This is key for the researcher to understand whether the trained staff and interventions deployed, funded by the PDG are having an impact on the learner's general levels of wellbeing.

A graph to show the percentage of children who responded saying how often they enjoyed their learning, were doing well with their learning and felt their teachers were happy with their learning in an average week.

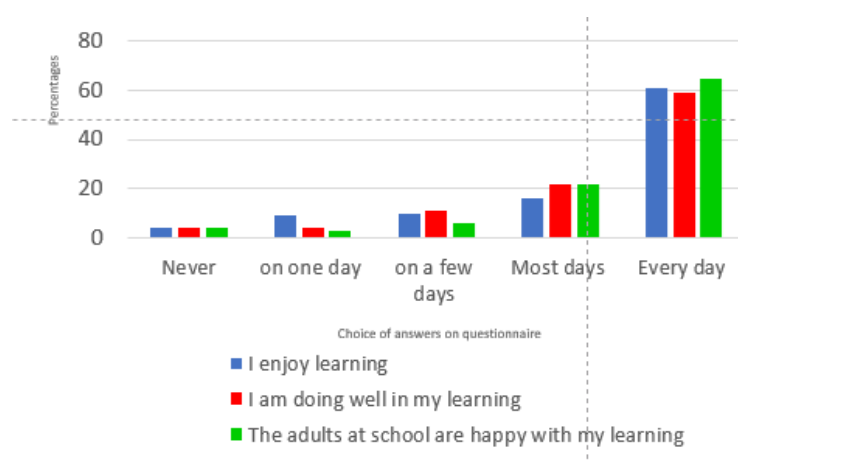


Figure 2

The data showed that 81% of children felt that most days and every day they enjoyed learning, thought they were doing well with their learning and felt the adults at school were happy with their learning, compared to only 9% of children who felt that was the case on one day a week or never at all. It could be suggested therefore that these results indicate that the overall deployment of PDG funds shows clear links between high levels of wellbeing and the ability to learn as research argues that improvement in wellbeing correlates to enhancements in academic achievement (MacKay, Reynolds & Kearney, 2010; Cooper and Tiknaz, 2005) as Place et al (2000) argue that children with emotional difficulties have higher levels of educational under-achievement.

The school hold data on well-being which the researcher was unable to access, however, it was suggested by senior leadership that the targeting of PDG funding within the school is having a positive effect on the wellbeing of nearly all pupils. The researcher's personal feelings were

that the general sense of nurture and care is overtly evident within the whole holistic environment and reflects in a very natural capacity to the children. Public Health England (2013) highlight that this secure school environment are the foundations of good child wellbeing.

Overall, the researcher felt that the analysis and interpretation of the findings based on the questionnaire (see appendix 12) were sufficient to allow confidence in the findings to support that wellbeing offers targeted support to all children and not just fsm children as the researcher set out to investigate.

Chapter 5: Conclusion

The overall aim of the research was to identify how schools were using the PDG to support the emotional wellbeing of fsm children, with research in a target school, which was shared with school leadership at the end of the project (see appendix 13). Very defined links were made between wellbeing and poverty, a crucial element as the school was placed within an area of high deprivation. However, it became evident that the PDG is used to promote the wellbeing of all pupils, understanding that many children are disadvantaged at some point, but not eligible for free school meals. Therefore, the research question could not be addressed in its entirety as the fsm element of the research was not measurable at the target school. Consequentially, the research was only able to establish that the PDG is used significantly for all pupils to support their emotional, social and physical wellbeing through the data found.

The secondary research provided secure evidence that poor emotional wellbeing in children can have detrimental effects in both their adult lives and society as a whole, having an impact on the ability to learn, however, researchers suggested that much more concurrent and conducive evidence was required in this area. Evidence and good practice identified how early intervention for children at risk of poor emotional wellbeing was crucial with clear assessment procedures. In addition, the benefits of secure attachments, effective use of trained staff in attachment awareness, parental engagement, and social and emotional interventions such as Nurture groups were discussed as being essential tools to foster positive wellbeing.

The Primary research; observations and the semi-structured interview with the head teacher provided evidence that the measurement tool of the PDG funding (PLASC) was insufficient as it was not an accurate reflection of the needs of the school, however, decisions made by leadership and the governing body are to benefit all learners regardless of disadvantage. It was evident that the school use the funding to employ and train staff in attachment awareness including all 35 teaching assistants, together with ELSA's, a welfare officer, and a family liaison officer who lead and support various interventions as identified in the secondary research as good practice and effective use of the PDG (WAG, 2015).

Additional research also provided evidence that nurture group provision can lead to improvement in childrens social and emotional wellbeing together with the strategies targeted

in all intervention groups, having a clear evidence base for the improvement of emotional wellbeing. Durlak et al (2011) argue that this is crucial as schools have limited resources and must prioritise and effectively implement evidence-based approaches that show progress and multiple benefits.

Although there were limitations as the researcher was unable to access the wellbeing data held by the school, the head teacher provided assurance that the health and wellbeing of pupils was positive and showed progress. Furthermore, it was highlighted that the school development plan established that the school will become a thrive school which will provide a more accurate form of assessment of wellbeing.

The questionnaire reflected physical, social and emotional wellbeing and were, on reflection not all useful for the purpose of answering the research question, however, it could be argued that all areas of wellbeing are intrinsically linked, thus providing the researcher with a general overview of the holistic wellbeing of the children. Undertaking a pilot study would have benefitted and validated the research as the issues it raised could have been rectified (Cohen, 2007). In addition, ensuring that wellbeing data could be assessed would ensure more valid findings.

The observations and field notes indicated that as an attachment aware school and a rights respecting school, the wellbeing of children is core to its provision. The researcher has gained a valuable and insightful understanding of the importance of promoting and nurturing wellbeing in its entirety, with early and appropriate intervention essential for children to flourish and thrive particularly with the rise of young people experiencing ACE'S (Education Scotland, 2017). With the new curriculum offering more accessible creative avenues, the researcher recommended that children's health and wellbeing could further be enhanced through cross-curricular enriching experiences connecting for example literacy, dance and music. This would further embed wellbeing and equip children entering school ill-equipped with life-skills.

Chapter 6: Reference List

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Chapter 8: Appendices

Appendix 1

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	PG2 / E1 FORM			
APPLICATION FOR ETHICAL APPROVAL					
In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement. The University follows the OECD Frascati manual definition of research activity: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects. The individual undertaking the research activity is known as the "principal researcher". Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism. Please read the notes for guidance before completing ALL sections of the form. This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.					
SECTION A: About You (Principal Researcher)					
Full Name:	Elizabeth Duquemin				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒		
Honorary research fellow:	☐				
Faculty/School/Centre:	SWWCTE: YR ATHROFA				
Campus:	Carmarthen				
E-mail address:	1601326@student.uwtsd.ac.uk				
Contact Telephone Number:	07450 236205				
For students:					
Student Number:	1601326	Undergraduate	☒		
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐		
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐		
SECTION B: Approval for Research Activity					
Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
If Yes, please indicate source of approval (and date where known):		Date			
Research Degrees Committee		☐			
Faculty Research Committee		☐			
Other (write in) Module Coordinator, ECAD6003, ITET		☒	08/02/18		
Approval in principle must be obtained from the relevant source prior to seeking ethical approval.					

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
The research is within the bounds of the normal classroom and in accordance with the SWCCTE school guidelines for parental consent as per SWCCTE letter.	☒
The research will be conducted with the BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research, (2018) and The Education Workforce Council.	☒
The Research will adhere to the University research guidelines	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How are schools utilising the Pupil Development Grant to ensure that the health and well-being of fsm children are being met?		
Proposed start date:	11/02/19	Proposed end date:	29/04/19
Purpose of research activity (including aims and objectives) The aim of the research is to evaluate how the target school is using the PDG to ensure the health and well-being needs of children receiving free school meals is being met. With Government funding cuts on schools' budgets a present reality facing school leadership, it is imperative that schools ensure that funding is allocated to help, 'overcome the additional barriers poorer pupils face that prevent them from achieving their full potential' (WAG, 2013). With well-being now one of the seven areas of learning and experience in the new Curriculum (Successful Futures, 2015) it is equally important to identify what tools, strategies and interventions schools are using to measure and assess children's well-being, and how far they perceive these to be effective, thus identifying how these are used to further progress the child. Other important factors that need to be identified is who is involved in interventions; Governors, teachers, ALENCO, parents, other professional agencies such as Team around the family and the wider community. The research will also hope to identify how much funding is allocated to the school, and who makes the decision as to where the money is used, using what criteria, stats or information.			
(this box should expand as you type)			

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Proposed methods could be;

Interviews – A group of children from both FP and KS 2 classes will be involved in semi structured interviews and will be asked to respond to key questions. The children will be in an informal setting and I will make notes of their responses. The children will not be forced into participating and no direct individual questioning will take place if a child does not wish to respond. EXIT: All children will be asked if they wish to take part. The children will use traffic light cards and if at any point they wish to leave the interview or withdraw the they may do so. I will check on the children's feelings regularly. No names will be used in the writing. I will interview different teachers in both phases.

Observations/Field Notes – I will observe and make notes of a variety of teaching and learning encounters throughout my research. Throughout my observations, I will take notes of the ~~childrens~~ engagement and enjoyment. At times I may focus on observing the whole class or individual children that are of interest to the research project. On occasions I may observe participants without their knowledge and make notes on their behaviours or attitude towards learning.

Video or Audio taping – I will record sessions that are led by the teacher to show good practice. Photographic evidence may also be used but I will ensure that none of the children's faces are in the pictures and that a consent form is signed before this is done. Recording of good practice and interviews with the class teachers will also be done to reflect and look back on. I will ask for permission from all participants for recording before doing so.

Questionnaire – Depending on the childrens responses throughout the research period I may create and administer a questionnaire if I believe this will assist me to gather quality data. Throughout the creation of the questionnaire I will adhere to and follow the training provided by the university. The questionnaire may focus on qualitative or quantitative data, or both depending on its focus. A cover letter will accompany the questionnaire which will explain the reason and nature of the research questionnaire. It will be distributed via physical means. Once completed, their response will be gathered and placed within the response pool for analysis. EXIT: before the applicants submit the responses, they have the right to retain them. However, once I receive the participants response and it is added to the pool there will be no fair means of identifying their response in order to return it to them. This will be explained in the cover letter.

Learning Walks – To support my research I may conduct a learning walk through the school to observe displays and discuss certain aspects of provision with members of staff and pupils. These learning walks may be self-directed or facilitated by a learner, group of learners or member of staff. Prior to the learning walk I will obtain consent from a member of staff. EXIT: I will ask the participants who hosted the walk for their consent to use the information they provide in my research.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

Cadle Primary School which is on the outskirts of Swansea and serves the surrounding area of ~~Forestfach~~. The school caters for children aged three to eleven years. There are 385 pupils on roll,

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

Not Applicable

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity <u>include</u> :	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐ ☒	☐
Participant observation with their knowledge?	☐ ☒	☐
Participant observation without their knowledge?	☐ ☒	☐
Use of video or audio recording?	☐ ☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☐
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☐
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☐
Investigation of participants involved in illegal activities?	☐	☐
Use of procedures that involve deception?	☐	☐
Administration of any substance, agent or placebo?	☐	☐
Working with live vertebrate animals?	☐	☐
Other primary data collection methods, please explain in this box	☐	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended <u>participants</u> :	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☐
Children under 18?	☒	☐
Prisoners?	☐	☐
Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
People engaged in illegal activities?	☐	☐
Others (please identify):	☐	☐

Participant numbers and course

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

Approximately 90 pupils- I will identify from the class teachers' intervention groups that are used to support the well-being of pupils, and initially target these groups for research.

I will target staff involved in these groups, and those involved in the wider leadership of the school, who make the financial decisions.

this box should expand as you type

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
as should expand as you type)			



Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form. Full risk assessment completed and appended? Yes ☐ No ☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information Emotional distress due to the nature of the research, therefore, I will monitor children's well-being at all times. If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities N/A (this box should expand as you type)
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest The risk may be that I may be accused of unprofessional practice. I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice. (this box should expand as you type)
University/Institutional risks For example: adverse publicity, financial loss, data protection There should be no risk to the university if I manage the risk as detailed above.

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice. I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice.

Loss of data – upon collection of research I will assume full responsibility for the safe keeping of the data. To ensure the participants response is safe it will be kept in a folder on my person until the end of the research has been analysed and utilised at which time the data will be destroyed.

In the event that a participant's response lost at the fault of the author or a third party then the individual will not be able to be identified as no personal details are listed on the questionnaire.

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

YES

NO

N/A

Has a DBS certificate been obtained?

☒☐☐

**SECTION I: Feedback, Consent and Confidentiality****Feedback**

What feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to participants as it is not relevant for the research. I the participants request feedback from the response then I, as the author, will provide a summary of the data collected.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

Participant consent – Children

I will converse with the class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask the children identified to participate whether they wish to do so, e.g. use traffic light cards to support the children. Children will also be informed that they can approach me at any time and discuss their contribution to the research project and explain whether they wish to participate.

Participant Consent – teachers

For the class teachers I will ask them to sign a document if they agree to take part in the research. If they are not willing to sign the document, then I shall not use them in my research. The consent form will include a box for the participant to tick if they agree with the statements, e.g. I confirm that I have read and understand the information sheet dated 11/2/19 for the above study. I have had the opportunity to consider the information, ask questions and had these answered satisfactorily. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. I understand that any information given by me may be used in future reports, articles or presentations by the research team. I understand that my name will not appear in any reports, articles or presentations. I agree to participate in the above study.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

I will ensure that no individual data (raw scores, individual identifiable performance outcome) are made available to Schools/parents etc/ Only non-identifiable summary/aggregate outcomes) are provided in this way.

I will also place a statement on the consent form indicating that, 'If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity/if you prefer anonymity, there will not be any identifying information on audiotapes and transcripts without your prior consent. All materials generated from this or any interview will remain confidential.'

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://wtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>"personal data" means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>"Sensitive personal data" means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:		
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation: (this box should expand as you type)		

Will the research activity involve any of the following <u>activities</u> :	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

The researcher

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

The researcher, Elizabeth Duquemin

(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Participants that provide responses will have their data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed so that there is no physical trace of the data. This process will also be in accordance to the Data Protection Act (1998)

The data collection period will range from 11/02/2019. Following the 29/04/2019, there will be no longer a use for the data and all data will be destroyed at this point of time.

(this box should expand as you type)



PG2 / E1 FORM

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:

Date: 08/02/19

E Duquamin**For students:**Teacher / Senior Mentor /
Headteacher:

Signature:

Date:

Supervisor:

Dr Stoned Hughes

Signature:

Date:

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to comresearch@trinitydavid.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claims by email; ~~therefore~~ it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTER'S PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.



This form is available electronically from the Academic Office web pages:
<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the University Ethics Committee via the Academic Office (coresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or **Masters** programmes should be submitted via the Faculty procedures explained below.

Taught masters, and taught undergraduate research Ethical Approval Forms are considered within **Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according to the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be **listed** and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval **process** then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational **setting** then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in **detail** and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in E then sections G and J do not need to be completed. Section H should be completed, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: If you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants: Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects.

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher: Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In public do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University: When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (or artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- Improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Advance Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.



Section J: Data Protection and Storage

Before completing this [section](#) it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who [will have access to your data](#), this will include supervisors and examiners. [Also](#) that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after [completion](#) then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Appendix 2

 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Consent form

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Elizabeth Duquemin as a representative of Yr Athrofa to:

Take photographs	Interview	(Tick accordingly)
Take video	Quote school policy documents	
Tape-record	Questionnaires	

Name of Head teacher MR. J. RICHARDS Signed [Signature]

Name of school CADLE P.S.

To be completed by the trainee:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of trainee: LIZ DUQUEMIN

Signed: [Signature]

Telephone number: 07450 236205

Email address: 1601326@student.wtsd.ac.uk

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary):

Date:

12

Appendix 3

Year group _____ Well-being questionnaire

Girl/Boy ☐ Use 1 tick to answer each question ✓

		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					

112 questionnaires completed

Well-being questionnaire

Year group _____ Use 1 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?

Appendix 4

Friday 22nd February – Head Teacher semi – structured interview

1. At school-level, disadvantage is generally evaluated as the proportion of FSM6 children per school, year or class...is this changing?
2. Is the number of fsm children the tool presently used to establish how much PDG funding a school receives? **'Attainment for all should be the focus rather than narrowing the gap between fsm and non fsm**
3. Do Estyn still look specifically how that funding is supporting fsm children?
4. How is the funding allocated?
5. How are funds spent? Do staff have any input?
6. Intervention v whole class approach
7. Hattie – ability grouping, accelerated learning programmes and intervention have high impact
8. Resilient learners and positive/growth mindset -Research also tells us that disadvantaged learners are more likely to do well at GCSE if the young person: has a belief in his/her own ability at school (Estyn tackling poverty and disadvantage)
9. There is research that suggests children with the greatest needs spend the most time with the least qualified adult in the classroom....do you spend funding on up skilling TA's?

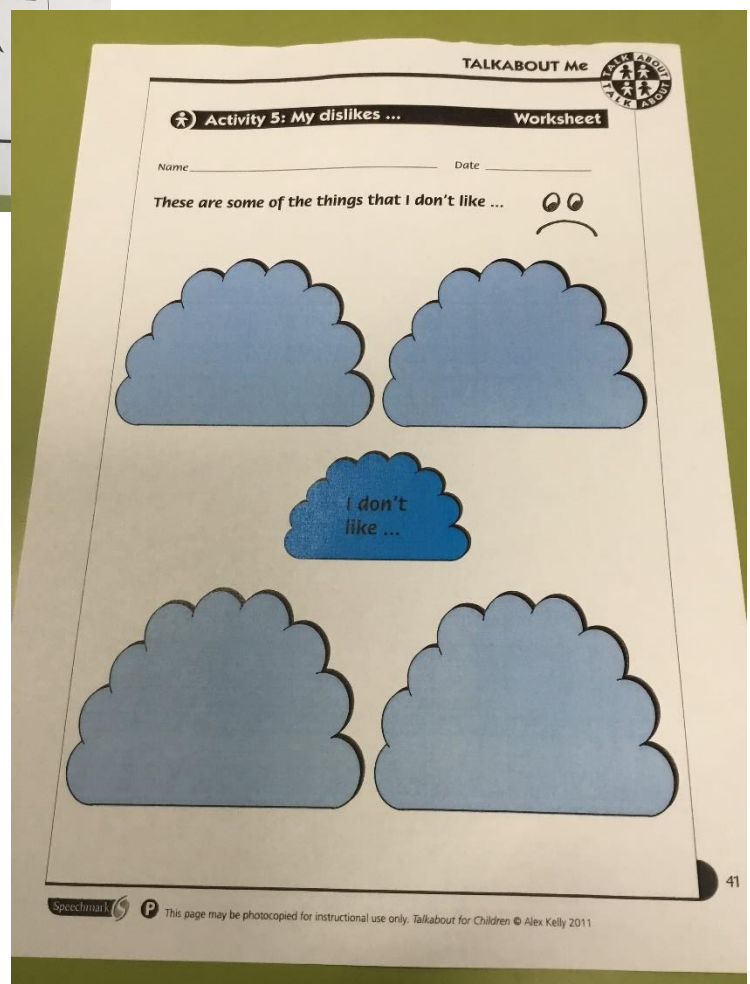
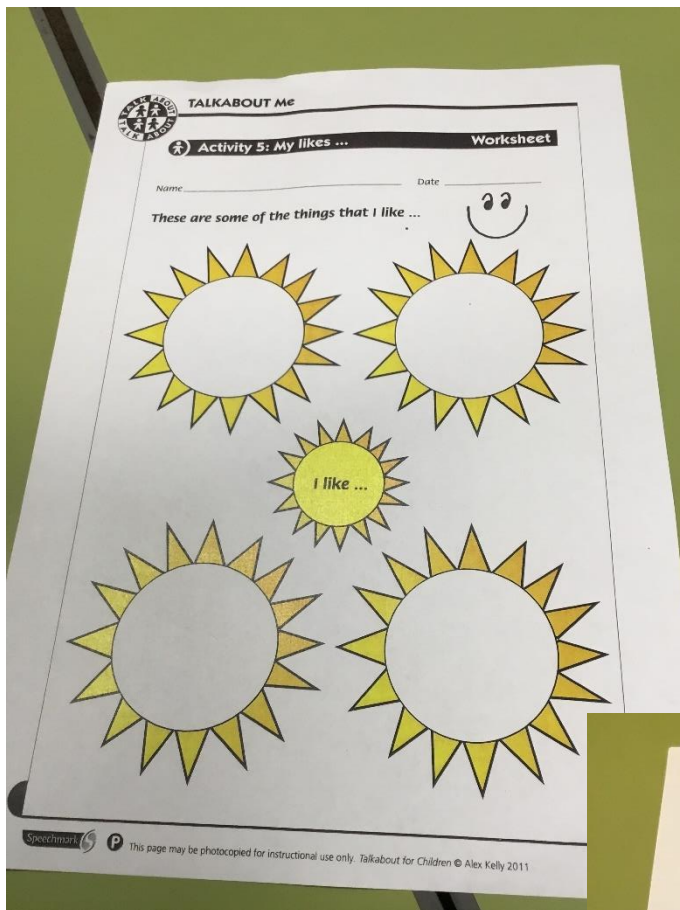
Appendix 5



Appendix 6



Appendix 7



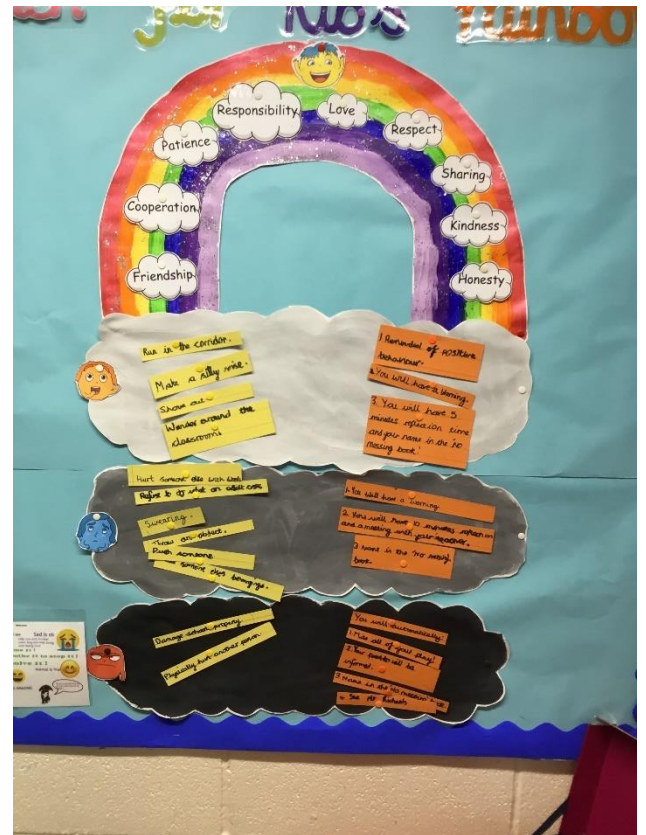
Appendix 8



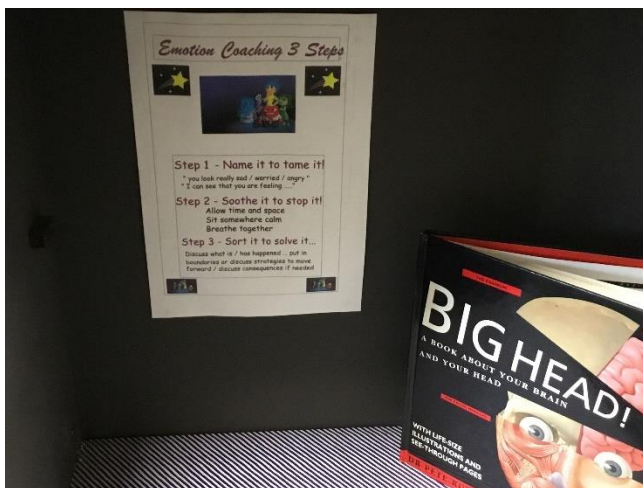
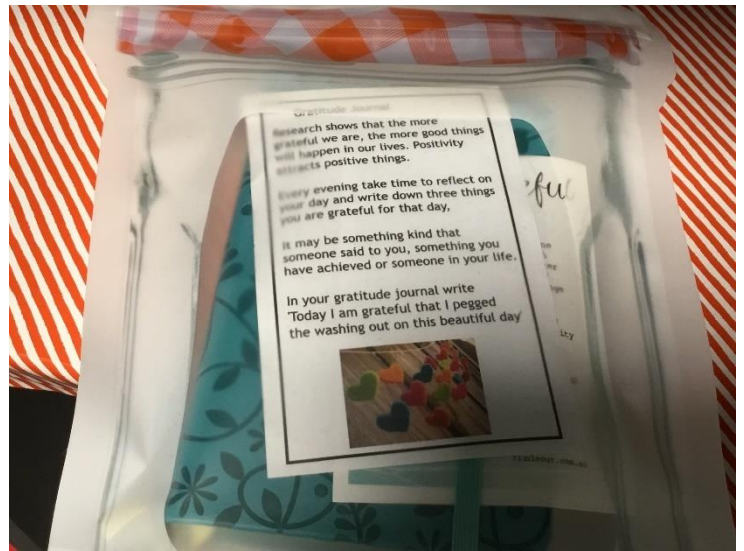
Appendix 9



Appendix 10



Appendix 11



Appendix 12

	A	B	C	D	E	F	G	H	I	J	K	L	M
2	Results of well-being questionnaire												
3													
4		Question	Never	On on d	On a few	Most	Every						
5			M	F	M	F	M	F	M	F	M	F	
6	1	I feel happy	1	1	4	5	9	13	21	13	12	21	
7	2	I feel sad	11	14	10	7	17	21	7	8	2	3	
8	3	I enjoy my school work	3	1	3	4	5	16	17	9	11	31	
9	4	I have lots of energy	1	1	2	3	9	6	9	11	33	25	
10	5	I have no one to play with	19	29	11	4	14	8	4	2	7	2	
11	6	I feel tired	18	9	9	13	6	8	10	11	13	3	
12	7	I wake up in the night	20	16	9	4	9	10	5	6	13	8	
13	8	I enjoy learning	2	2	5	4	5	5	10	6	36	25	
14	9	learning	1	3	4	0	6	5	11	11	31	28	
15	10	I feel I can do enough Physical activities at	3	2	2	2	6	11	10	6	32	26	
16	11	I can have a healthy lunch from the food offered at school	2	2	1	2	9	9	13	13	30	19	
17	12	There are opportunities to do clubs at school	2	1	5	3	5	7	14	8	24	31	
18	13	The adults at school are happy with my learning	1	3	1	2	4	2	14	8	34	31	

Appendix 13

Beynon NT@hwbmail.net
 Jones620@hwbymru.net
 Healthy + confident individuals 20/02/2019

Health and Well-being
 Liz Duquemin

1

4 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)
 fsm - targeted finding for disadvantaged finding

2 **Why Research Well-being?**
 • A personal passion - ACEs
 • 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)
 14 years
 professor of psychology

5 **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).
 - about well-being + poverty

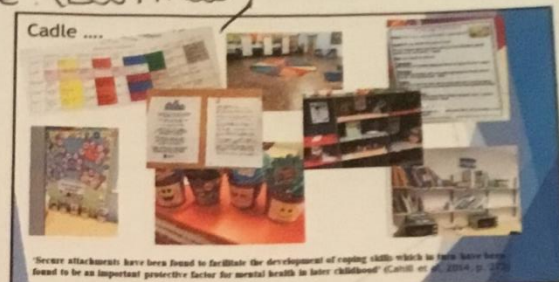
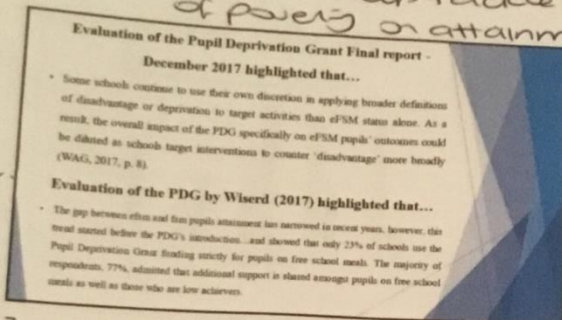
Research question
 How are schools utilising the Pupil Development Grant to ensure that the health and well-being of free school meal children are being met?

6 **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) minor Maslow
 • 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).
 Maslow - hierarchy of needs - children basic needs need to be met. & then be in a place ready to learn

20/02/2019

provide financial support to help tackle effects of poverty on attainment (but not met)

also timetable

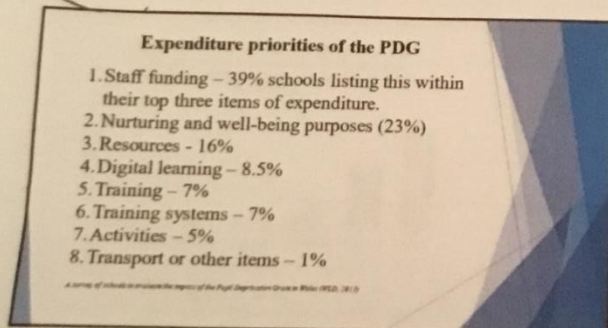


7 my understanding so far that Pdt spent with overall whole school approach.

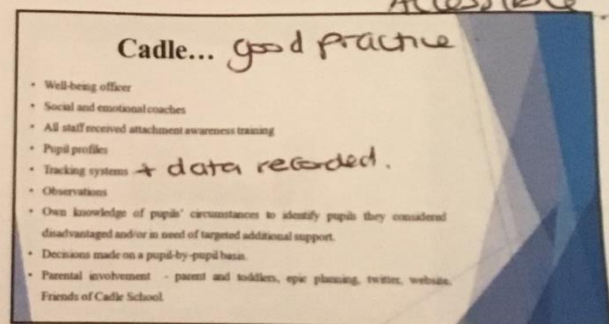
(ATTAINMENT OR ALL)

10

social speaking / emotional social daily check in / mind breathing Free access to well-being tools - worry monster... mindfulness, cosmic yoga Accessible.

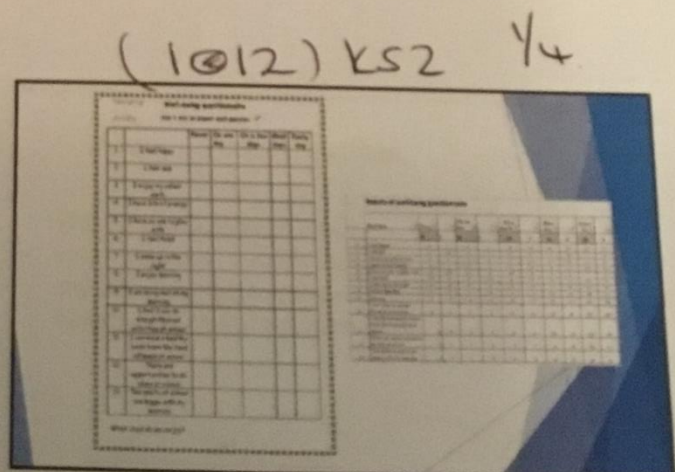
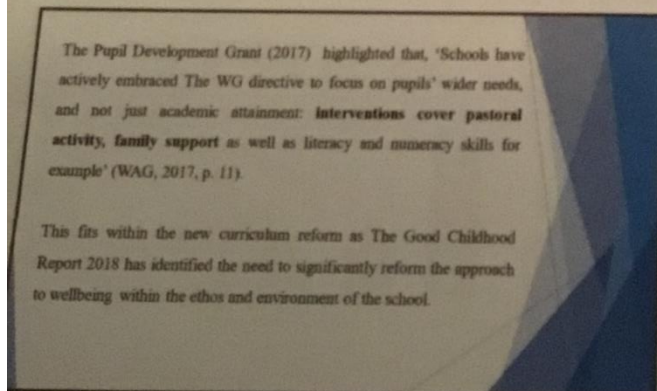


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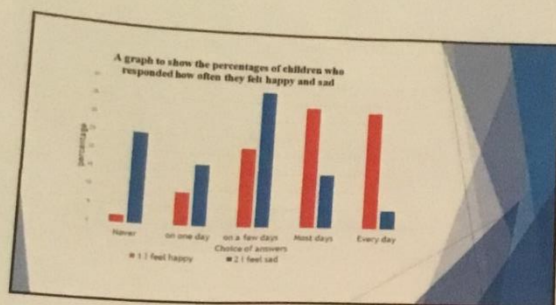


11

parent groups / TAFs. P+T.



12

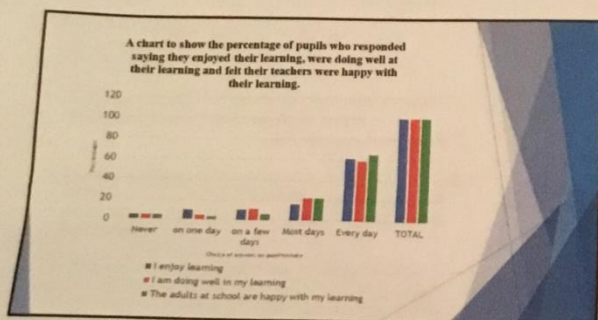


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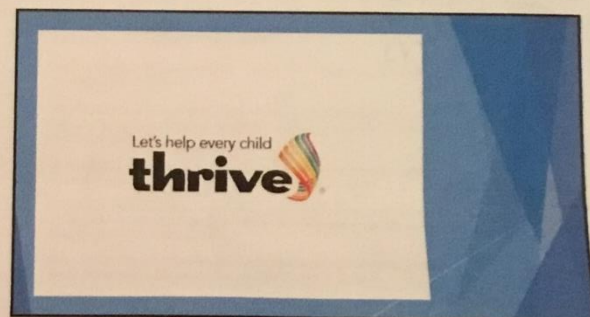
'Pupils have a positive attitude to healthy living and understand the importance of making healthy food and lifestyle choices. Pupils know what to do if they feel unsafe in school.'

(Estyn, 2015)

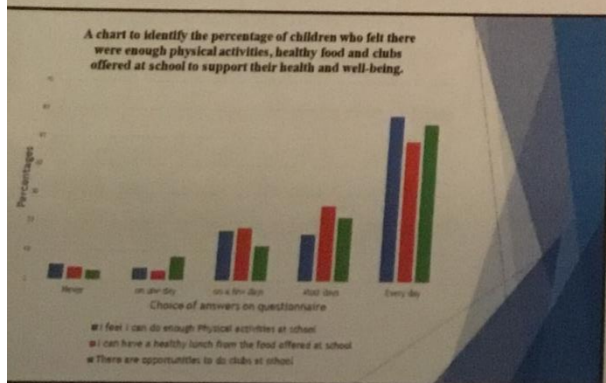
16



14



17



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

18 particularly as you've developed language of emotions e.g. dis