



Llywodraeth Cymru
Welsh Government

Mr Barrie Davies
Section 151 Officer
Rhondda Cynon Taf County Borough Council
The Pavilions
Clydach Vale
Tonypandy
CF40 2XX

9th February 2022

Dear Barrie Davies

**Variation to: Award letter dated 26 May 2021
Award of Funding in relation to Regional Consortia School Improvement Grant 2021 -
2022- Central South Consortium**

I can confirm that we are content to increase the Funding awarded to Rhondda Cynon Taff County Council in delivering the above grant award by a further £4,459,243 for 21/22. The increased funding is to support:

- i) Adoption UK Membership - £6,068
- ii) Curriculum reform – £1,837,242
- iii) Modern foreign languages - £37,500
- iv) Support for Learners in Exam Years - £2,254,237
- v) Association of Education Advisors (AOEA) Pilot - £200,000
- vi) Coaching support for curriculum for Wales development programme - £50,000
- vii) Supporting vulnerable learners through teaching and learning - £12,500
- viii) Scoping/Engagement Work - Early Career Support; World Education Summit; UNCRC/UNCRPD; RSE - £47,390
- ix) Camau Assessment Toolkit Project - £14,306

With effect from 9 February 2022 unless otherwise stated, the Funding Agreement shall be varied as follows:

The appended Schedule 1 wording, shall be added to the existing Schedule 1 wording of Award of Funding letter dated 26 May 2021.

This brings the total amount allocated for Regional Consortia School Improvement Education Grant 2021-22 to £55,866,055.29 for 2021/22.

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Except as expressly varied in this letter, the Award of Funding shall continue in full force and effect.

None of the additional funding will be paid to you until we have received your signed letter. We must receive your signed letter within 7 working days or the additional funding will automatically be withdrawn.

Please return the signed copy of this letter to us by email to SchoolFundingMailbox@gov.wales;

A scanned PDF of the signed letter is preferred, but it must be returned from the email address of the project manager named in the original grant award letter dated 26 May 2021.

Yours sincerely



Signed by Emyr Harries
under authority of the Minister for Education and Welsh Language
one of the Welsh Ministers

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Schedule 1
*(additional to Schedule 1 of the original
grant agreement letter dated 26 May 2021)*

The Purpose

i) Supporting adopted learners in education
Context

Additional funding has been made available for the Central South Consortium (CSC) to support adopted learners in education up to the end of March 2022, however the project will be continuing to December 2023. The funding is specifically for providing education memberships to schools, available for purchase from Adoption UK.

Aims

The aims of this funding are to provide knowledge and resources to schools to help them better understand the needs of their adopted learners and support them as they respond to those needs.

This will be achieved by working with Adoption UK to offer a total of 50 education memberships to schools in CSC. The PDG-LAC lead coordinator will identify the schools in CSC that would most benefit from an education membership and provide this information to Adoption UK.

Members will be able to access a range of standard membership benefits and a range of Wales specific educational resources for the academic year 2022/23. Adoption UK will deliver a webinar to selected CSC schools to explain what the professional membership package includes and why they might find it helpful when planning the support needs of their adopted learners.

CSC will work with Adoption UK to monitor the outcomes of the memberships for both schools and learners in order to evaluate the impact of the project.

Monitoring requirements

The provision of funding requires evidence of the effective deployment of resources and evidence that resources have the required impact. We are mindful of the need to avoid unnecessary bureaucracy and this is reflected in the reporting requirements below.

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Timescale

January 2022	project commences
End of summer term 2022	progress report to Welsh Government on project outputs
February 2023	final report to Welsh Government on project outputs, and outcomes for schools and learners captured by CSC and Adoption UK

The project will be further monitored via discussion in the PDG Advisers monthly meeting with Welsh Government.

Total amount of funding to LA/Consortia - £6,068 (cost to provide 50 memberships)

ii) Learning in Renew and Reform and the Curriculum and Assessment Reform programmes

In respect of Renew and Reform, funding must be used to support schools to develop understanding and approaches to support learners’:

- progression in learning
- well-being in learning

in response to the pandemic and in preparation for Curriculum for Wales (CfW).

It should support schools to understand and respond to the needs of learners in order to progress and their well-being and embed approaches in learning. This recognises that both well-being and learning progression are critical enablers of supporting learners out of the pandemic and of realising the ambitions of the CfW.

In respect of curriculum and assessment reform, funding must be used to support both the development of understanding of the CfW in schools and to support curriculum design and planning in preparation for implementation of the new curriculum from September 2022.

In both aspects, activity funded through this programme must be directed towards taking forward the shared expectations and ways of working set out in the revised [Journey to curriculum rollout](#) and the jointly agreed policy vision and roles and responsibilities set out in [Curriculum for Wales: Implementation Plan](#).

Curriculum reform budget lines have been harmonised in 2021-22 to provide greater flexibility in responding to the assessed needs of schools. The programme will need to be coherent with the Professional Learning support and approaches set out in the ‘Developing a high-quality education’ section of this schedule.

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Funded activity in this programme will need to include the following areas.

Support for progression and well-being and developing the capacity of schools to engage in curriculum reform:

To develop and implement a flexible programme of targeted interventions to support the collaborative development of shared understandings on curriculum and assessment. The intended outcome is to support practitioners to move towards the new curriculum and assessment arrangements, as outlined in CfW framework guidance, and support individual learners' progression journey. This programme should support schools through the process of developing their curriculum vision into curriculum design and planning. As part of this funding you will be expected to:

- ensure that all maintained schools have access to support for well-being in learning, progression and curriculum reform and they are routinely advised on the support available for the stage of their reform journey
- focus on support for those schools which have furthest to go in responding to learning impacts of the pandemic and in their curriculum reform journey
- support local engagement between as well as within schools in the context of National Network conversations
- support practitioners in developing their understanding of assessment arrangements as an integral part of curriculum design and for the purpose of supporting individual learner progression
- support the embedding of well-being and progression in learning in all schools
- support the embedding of ongoing, day to day assessment within learning and teaching (in terms of planning and practice)
- collaborate with other regions / authorities to ensure national coherence in the development and delivery of the programme
- **facilitate the dissemination of learning from the national progression project to wider networks.**

Support for in-school curriculum engagement:

A standard level of funding agreed across Wales made available to support schools undertake their curriculum design and development and to support them to develop and embed progression and well-being in learning in response to the pandemic. As part of the latter, this should include supporting appointed schools to engage with a national project on progression and supporting other schools to engage with this learning.

National guidance on how schools should apply this funding has been co-constructed with partners and can be found in the *Journey to curriculum roll-out*.

Schools engagement with the National Network:

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A standardised level of funding agreed across Wales made available for maintained schools' engagement with the National Network and its conversations. This to be compensated at £200 per day for up to 10 days per school during the financial year. The funding will be directed at supporting schools' consideration of the issues being explored, and discussing these questions back at school, sharing and embedding the learning from these events. This activity will also continue to contribute to the national conversation on curriculum reform by sharing findings across regions / authorities and Welsh Government.

Core National Network schools engagement:

A standardised level of funding at £200 per day to support those schools identified to drive the work of the National Network. These functions include review of priorities, conversation and engagement planning, engagement facilitation, analysis and reporting of findings. National guidance co-constructed with partners for these schools includes specific expectations and inputs.

Additional CfW guidance workstreams:

The funding supports a number of specific practitioners from maintained schools to continue to work directly with Welsh Government to co-construct and / or pilot additional guidance for the new curriculum in the summer and autumn terms. This work is compensated at a cost of £200 per day and all workstreams should complete activity by December 2021.

Support for well-being in learning

This funding supports the commissioning and development of approaches and supporting materials to help schools embed well-being in learning. It should not be used for wider well-being approaches within schools, for which other funding streams are available. Activity funded through this element of the grant may include embedding and modelling learning around mental and physical well-being and relationships across the curriculum. Activity should be coordinated across regions / authorities to ensure a national approach to support for well-being in learning.

iii) Modern foreign languages

Funding should be used for secondary schools to enable engagement and collaboration with quality improvement practitioners, innovation schools and professional learning pioneer schools within other Consortia to improve the teaching of MFL and to support planning for International Languages provision.

Also for support for secondary schools to work with Language Institutes, HEIs (including the Open University) to provide opportunities and support for the teaching and learning of

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international languages. The support provided should align to the strategic aims and actions outlined in the Global Futures Action Plan 2020-22.

Modern Foreign Languages- Building Capacity in the Primary Sector

Provision to build capacity to teach international languages in primary schools in preparation for the new curriculum. This is to include the amount to be allocated to the Open University's 'TEachers Learning to Teach languages (TELT)'.

iv) Support for Learners in Exam Years

Supporting teaching and learning for learners in qualifications years

Funding Available

£7.225 million funding is available, of which £0.5 million will be provided to Regional Education Consortia and Partnerships to provide regional support for using the grant and accessing additional learning / revision resources, the remainder will be provided to schools.

Welsh Government does not require that Regional Consortia and Partnerships passport this £0.5 million to schools and confirms that the funding can either be passed to schools or used by Regional Consortia and Partnerships to provide capacity to support those learners in qualifications years. Schools are encouraged to become involved in PL provision of their region and partnership.

This funding can be used alongside and in addition to that being provided through RRRS to help workforce capacity of the settings. Separate but complementary funding is being provided via higher and further education provides to enable transition activity.

Purpose

This is grant funding for schools to buy additional resources and support for learners in qualifications years to enable the well-being and progression of these learners by:

- supporting the teaching and learning of these cohorts;
- supporting any gaps in knowledge or skills;
- enabling preparation for exams or assessments, and
- ensuring learners are adequately prepared for their next steps

Schools will be encouraged to use this funding to access and make use of the wide range of subject specific resources developed by [WJEC](#) to support learners in qualifications years, as well as the revision sessions that are being made available for all learners through [e-sgol](#).

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Schools are also encouraged to utilise the funding to engage with regional professional learning and established networks both subject specific and broader leadership groups.

Priority cohorts for funding

Funding will be distributed to schools based on the number of learners in year 11 with a 50% weighting on number of learners eligible for Free School Meals in the cohort.

Every Special school will receive the same amount as the floor for secondary schools (£4,633.19).

For EOTAS £100 per learner is being allocated.
Allocations for individual schools are at **Annex A**

Priority of funding

The priority of the funding will be supporting learners taking GCSE English (language and literature), Welsh (language and literature) and Maths (Maths and Maths Numeracy) as core qualifications needed for progression onto further or higher education and many employment opportunities.

This support will also be available to learners from Year 10 to 12, thereby including those who may be preparing for qualifications in future years and those taking resits to improve their progression opportunities.

Whilst this is the main focus of the funding, schools will have flexibility to support other qualifications subjects and learners in other qualifications years dependent on their local needs and circumstances, as well as other funding streams that may be available to them.

What would be an eligible use of the funding

This grant dedicates financial resources to the creation of additional capacity in the education system to support exam years. The funding is provided to enable schools and regions to deliver additional teaching and learning, mentoring and revision support programmes and resources to support learners in qualifications years.

Broad flexibility is being provided so that support can be tailored to the individual needs and circumstances of learners in qualification years and a broad range of approaches will be appropriate including:

- Providing live coaching and guidance to support learners' use of e-resources that the Regional Consortia and WJEC have developed or more bespoke resources developed by the school;
- Providing additional after school or morning sessions to support teaching and learning of course content or study skills;

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- Providing tutorial activities – either face to face or through Blended Learning or through providing access to a tutoring service;
- Providing support to learners in making use of the E-sgol revision classes that are being made available for all learners in qualifications years
- Providing additional learning and revision resources to support learners in preparing for and revising their qualifications where such resources are not available through those provided by WJEC;
- Providing mental health/well-being support including effectively managing anxiety around exam revision and preparation;
- Providing Study Skills sessions delivered by local universities such as note taking, research skills, etc; and
- Supporting GCSE learners with a personal interview with staff/tutor to identify the following: Gaps in learning, AS or VQ options, preparation for GCSE; their wellbeing, their career aspirations.

Monitoring & Reporting Requirements

Schools are asked to detail the planned use of this funding and to evaluate its subsequent impact through their School Development Plans, in doing so they are asked to engage with their Challenge Advisor or equivalent who will be available to support and advise, including sharing examples of funding use and good practice.

v) Association of Education Advisors (AOEA) Pilot

- Working in partnership develop new standards that are suitable for the Welsh Context.
- Pilot up to 100 regional staff to undertake the AOEI accreditation programme.

vi) Coaching support for curriculum for Wales development programme

- Working in Partnership develop and deliver programme in required timeframe and offer accreditation option.
- Provider to provide digital resources in English and Welsh.
- Provider to provide Welsh & English hard copy of all resources to core development team and initial 40 delegates.
- Provider to offer optional monthly supervision sessions for initial group, plus those who have received training as part of regional roll out for minimum of 6 months following training completion and max of 12 months total.
- Provider to be flexible and accommodate any delays resulting from COVID-19.
- Delivery of 3 day programme either face to face in Wales or online.

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vii) Supporting vulnerable learners through teaching and learning

This funding will support the delivery of a proposal to provide every school in Wales with the potential to significantly raise standards of teaching and learning for disadvantaged and vulnerable learners. During 21/22 this funding will support Tranche 1 development work prior to national programme launch in 22/23. Specifically the programme will provide access to professional learning focused upon improving leadership, teaching and learning and will also build upon this universal provision with professional learning designed to support disadvantaged and vulnerable learners.

Objectives/targets – the regions and partnership will be expected to fulfil:

- Begin to develop an integrated programme providing teachers, senior leaders and schools with the tools, knowledge and understanding they need to develop teaching and learning across a range of key areas.
- Begin to develop a suite of thirty mini-courses giving teachers, senior leaders and schools detailed guidance on how to develop and enhance teaching and learning across a range of key areas.
- Align the above to other relevant professional learning work strands including ongoing remote asynchronous learning design developments and the wider leadership development programme.
- Present an updated proposal to Welsh Government regarding the future development of this programme from 22/23.

viii) Scoping/Engagement Work - Early Career Support; World Education Summit; UNCRC/UNCRPD; RSE

Aim of the allocation of resource – to enable the regions and partnership to support schools in relation to the emerging Early Career Support Package (ECSP), the World Education Summit (WES), the required PL resources for UNCRC and UNCRPD related work, and securing a greater understanding of professional learning requirements in relation to Relationships and Sexuality Education (RSE) in the new curriculum

Objectives/targets - the regions and partnership will be expected to:

- Commit officers to the further development of the ECSP, and set out the range of opportunities that are available in each region for practitioners in years 2-5 of practice
- Link the above to what is available in induction, and to preparation for practitioners going onto the Masters
- Commit officers to publicising the WES in schools
- Support schools in preparation for WES and in attendance when the summit is live

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- Contribute to the summit on 'podium 9' the Welsh channel of the summit on behalf of their region and in partnership with schools
- Create plans for the ongoing use of WES in the period when resources are available asynchronously
- Commit officers to the development of common resources to support schools in PL in relation to UNCRC and UNCRPD related work
- Undertake a scoping exercise amongst schools in respect of the PL needs of practitioners as a consequence of the RSE dimension of the new curriculum
- Provide a report to WG setting out the predicted needs of teachers, leaders and governors and suggesting approaches to ongoing PL in this area

ix) **Camau Assessment Toolkit/Assessing for the Future – Professional Development Workshops; Terms and Conditions for supporting practitioner participation**

Aims

Lead by CAMAU a series of workshops will be held with practitioners to deepen understandings of assessment within Curriculum for Wales accompanied by developing assessment practice in the classroom: understanding and practice are mutually supportive. The four workshops will reflect this and are planned with two aims in mind.

The first aim is to support practitioners as they develop assessment practice in their own setting, school or cluster which aligns with the intentions of Curriculum for Wales to improve learning for every learner in Wales, focusing as *'How do you turn the assessment guidance contained within Curriculum for Wales Guidance into reality for your learners?'*

The second aim is to develop from these workshops professional development workshops that others will be able to use independently over the next years as engagement with the Curriculum for Wales becomes ever deeper focussing at *'How can further practitioners across Wales be supported to make effective use of this Guidance?'*

What the funding should be used to provide:

This grant looks to provide sufficient financial support to allow a proportionate representation of practitioners across each consortia and partnership in Wales to participate and co-produce this resource, ensuring a geographical spread and reflecting a diverse representation from early years; primary secondary and special schools.

The funding will provide funding to allow practitioners the reimbursement for a full day to attend each of the four workshops and allows financial recognition for ½-day reimbursement for the preparation time required to fully participate at the workshops.

It is strictly for the reimbursement to schools for those practitioners they release to attend and participate at the four workshops that this funding **is eligible to be used**.

Allocations

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The funding is based on the number of practitioners attending the four workshops across consortia and partnerships. As detailed above this recognises:-

- Attendance at four workshops – reimbursement for four full days – at the rate of £187.
- Preparation work to participate – recognised as ½ day reimbursement at a rate of £93.50

The total breakdown of this funding is detailed in this table

CSC	17 schools	£14,305.50
EAS	11 schools	£9,256.50
GWE	15 schools	£12,622.50
Partneriaeth	5 schools	£4,207.50
Mid Wales Partnership	12 schools	£10,098
NPT	10 schools	£8,415
Total of 70 schools = £58,905		

Monitoring & Reporting Requirements

The provision of this additional funding dictates we ensure that the resources are utilised for the purposes outlined. To ensure the appropriate use of the funding allocated, WG's assessment team will be monitoring the attendance of practitioners at the four workshops to then reconcile with the relevant consortia and partnerships.

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TWO SIGNATORIES ARE REQUIRED

We hereby accept this additional award of Funding in relation to Regional Consortia School Improvement Grant 2021 -2022- Central South Consortium (9th February 2022)

Signature
An authorised signatory of Rhondda Cynon Taff County Borough Council

Name

Job Title

Date

Signature
An authorised signatory of Rhondda Cynon Taff County Borough Council

Name

Job Title

Date

An authorised signatory of Central South Consortium

Name

Job Title

Date

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