

Priority Area	PI	18/19	19/20	20/21	21/22	22/23	Target (when will we know we have recovered)?
Learner Wellbeing	Applications – Nursery	693	696	675	714	627	The applications for 22/23 do not currently include Faith Schools for Nursery and Reception applications and Brynmawr for Secondary.
	Applications – Primary	739	731	720	701	634	
	Applications – Secondary	677	679	642	696	515	
		July 2019	July 2020	July 2021	April 2022		
	Attendance – Primary	94.4	93.5	90.7	89.3		WG no longer report attendance data but collect weekly. In December, BG was 81.4%, which was in line with the WG average.
	Attendance Secondary	93.3	91.7	84.8	85.3		
		Apr 19 – Mar 20	Apr 20 - Mar 21	Apr 21 - Jul 21	Sept 21 – Apr 22		
	Exclusions Primary	108	25	17	62		Both Primary and Secondary exclusions are slightly higher than pre-Covid levels.
	Exclusions Secondary	459	135	183	551		
	Average Number of Primary exclusions per month (no. of months in brackets)	9.8	3.6	3.4	9 (7)		
Average Number of Secondary exclusions per month (no. of months in brackets)	41.7	19.3	36.6	79 (7)			
		2019	2020	2021	As of PLASC 2022 (All Pupils)		
Vulnerable Learners	Entitlement to FSM/Transitionally Protected (%)	21.1	24.6	30.4	31.3		FSM numbers higher than pre-Covid levels. This may take some time to show recovery due to entitlement being protected.
		April 19 - March 20	April 20 - March 21	April - September 2021	October-December 2021		
	Number of referrals to Social Services for children and young people of school age (3-16)	2382	2260	1702	1131		The average monthly referrals to social services are higher than pre-Covid levels.
	Average Number of referrals to Social Services for children and young people of school age (3-16) per month (no. of months in brackets)	198.5 (12)	188.3 (12)	283.7 (6)	377 (3)		
	Digital Disadvantage	0	1,359 pupils with devices	Under review	1,359 pupils with devices	1,359 pupils with devices	Need for blended learning is greatly reduced, meaning that schools have very few or no

			161 pupils with MiFi Dongles		161 pupils with MiFi Dongles	161 pupils with MiFi Dongles	requests for devices of MiFi dongles. Some devices have been collected from pupils but are still with schools.
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% of 16 year olds not in Employment, Education or Training in Blaenau Gwent - 2021																																																												
NEETs	<p>Blaenau Gwent - % of 16 year olds not in Employment, Education or Training</p> <table border="1"> <caption>Data for NEETs Line Graph</caption> <thead> <tr> <th>Year</th> <th>%</th> </tr> </thead> <tbody> <tr><td>2010</td><td>8.8</td></tr> <tr><td>2011</td><td>6.8</td></tr> <tr><td>2012</td><td>4.2</td></tr> <tr><td>2013</td><td>4.6</td></tr> <tr><td>2014</td><td>3.4</td></tr> <tr><td>2015</td><td>2.4</td></tr> <tr><td>2016</td><td>2.5</td></tr> <tr><td>2017</td><td>1.5</td></tr> <tr><td>2018</td><td>1.9</td></tr> <tr><td>2019</td><td>1.5</td></tr> <tr><td>2020</td><td>1.5</td></tr> <tr><td>2021</td><td>1.5</td></tr> </tbody> </table>	Year	%	2010	8.8	2011	6.8	2012	4.2	2013	4.6	2014	3.4	2015	2.4	2016	2.5	2017	1.5	2018	1.9	2019	1.5	2020	1.5	2021	1.5	<p>2010 to 2021 was a significant reduction in the numbers of young people becoming NEET in BG.</p> <p>The reduction was due to the work of the Youth Service’s strategic multi-agency Raising Aspirations Group, and implementation of the Early Identification Tool. The early identification of those at risk of becoming NEET allows for timely intervention, by means of additional support, which has been proven to reduce the risk of, and in many cases prevents, young people becoming NEET. Continuing work has seen numbers remain low and reach an unverified level of 1.5% (9 young people) for 2021. This equals Blaenau Gwent’s lowest level to date and is below the Welsh average of 1.7%.</p>																																
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Value Added – KS3-KS4	<p>Value Added Progress between KS3 2019 and KS4 2021</p> <table border="1"> <thead> <tr> <th rowspan="2">English Language</th> <th colspan="5">KS3 – KS4 Value-added progress</th> </tr> <tr> <th>2015-17</th> <th>2016-18</th> <th>2017-19</th> <th>2018-20</th> <th>2019-2021</th> </tr> </thead> <tbody> <tr> <td>School 1</td> <td>1.5</td> <td>1.4</td> <td>1.2</td> <td>1.3</td> <td>1.4</td> </tr> <tr> <td>School 2</td> <td>1</td> <td>1.1</td> <td>0.7</td> <td>1.2</td> <td>0.7</td> </tr> <tr> <td>School 3</td> <td>1.1</td> <td>0.9</td> <td>0.7</td> <td>0.8</td> <td>1.2</td> </tr> <tr> <td>School 4</td> <td>0.9</td> <td>0.7</td> <td>0.6</td> <td>1.5</td> <td>1.2</td> </tr> <tr> <td>LA</td> <td>1.1</td> <td>1</td> <td>0.8</td> <td>1.2</td> <td>1.1</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Mathematics</th> <th colspan="5">KS3 – KS4 Value-added progress</th> </tr> <tr> <th>2015-17</th> <th>2016-18</th> <th>2017-19</th> <th>2018-20</th> <th>2019-2021</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	English Language	KS3 – KS4 Value-added progress					2015-17	2016-18	2017-19	2018-20	2019-2021	School 1	1.5	1.4	1.2	1.3	1.4	School 2	1	1.1	0.7	1.2	0.7	School 3	1.1	0.9	0.7	0.8	1.2	School 4	0.9	0.7	0.6	1.5	1.2	LA	1.1	1	0.8	1.2	1.1	Mathematics	KS3 – KS4 Value-added progress					2015-17	2016-18	2017-19	2018-20	2019-2021							<p>There has been a significant difference in progress between English and Maths since 2017.</p> <p>Progress in English was almost twice that of Maths between 2017 and 2019, with a slight narrowing of the gap in 2020 and 2021.</p>
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	School 1	0.9	0.9	0.4	0.9	1.1		
	School 2	0.5	0.4	-0.3	0.3	-0.2		
	School 3	0.5	0.5	0.7	0.8	1		
	School 4	0.4	-0.1	0.5	0.9	0.9		
	LA	0.6	0.4	0.4	0.7	0.7		

KS4 GCSE Centre Determined Grades 2021

KS4 GCSE Centre Determined Grades as provided by Schools

	Capped 9	APS Literacy	APS Numeracy	L2 Inc E/W&M (compared to 2019 results)	Level 1	5 A* - As	Best Science	Skills Challenge
School	All	All	All	All	All	All	All	All
School 1	373.5	41.5	39.5	55.9	98.2	19.8	36.2	40.1
School 2	377.0	41.0	32.0	52.0	100.0	19.0	38.0	
School 3	369.0	40.4	39.1	57.0	98.0	17.0	40.6	41.5
School 4	335.9	32.6	35.1	41.9	87.8	12.1	32.7	35.6

School 1 - Performance improved in all indicators except for 5A*-As and Best of Science which saw a slight decline of -0.2 and -0.2 points accordingly.

School 2 - Performance improved in all indicators except for Numeracy which saw a decline of -3.0 points.

School 3 - Performance improved in all indicators except for Capped 9 and the Skills Challenge which saw declines of -7 points and -0.5 points accordingly.

School 4 - Performance declined in all indicators when compared to the 19-20 Academic Year, except for Best Science which saw improved performance of +0.2 points.

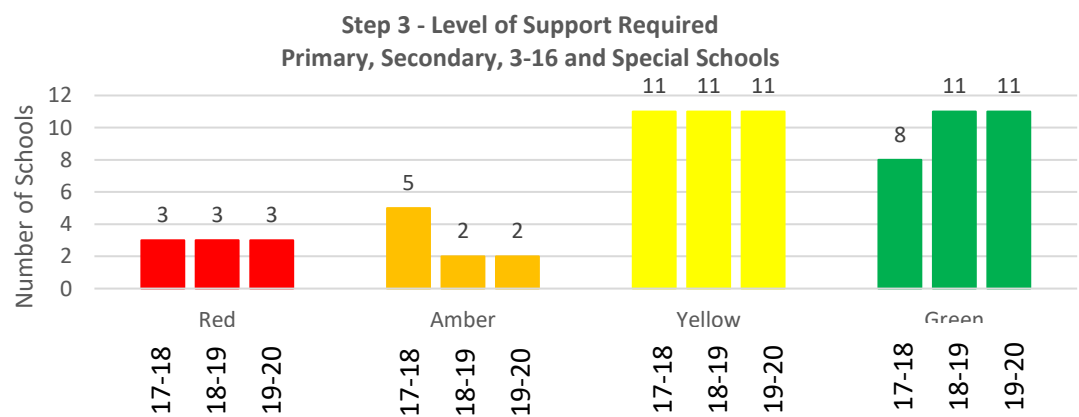
While there is no longer a requirement to report on the L2 Including English/Welsh & Maths indicator, many schools calculate this as a legacy performance measure. Comparison with 2019 results in this indicator (no results were collected in 2020), demonstrate that there have been significant improvements in all schools – **Sch4** +8.9%, **Sch2** +15.9%, **Sch3** +5.1% and **Sch1** +4.7%.

School Categorisation 2017-2020

School Categorisation

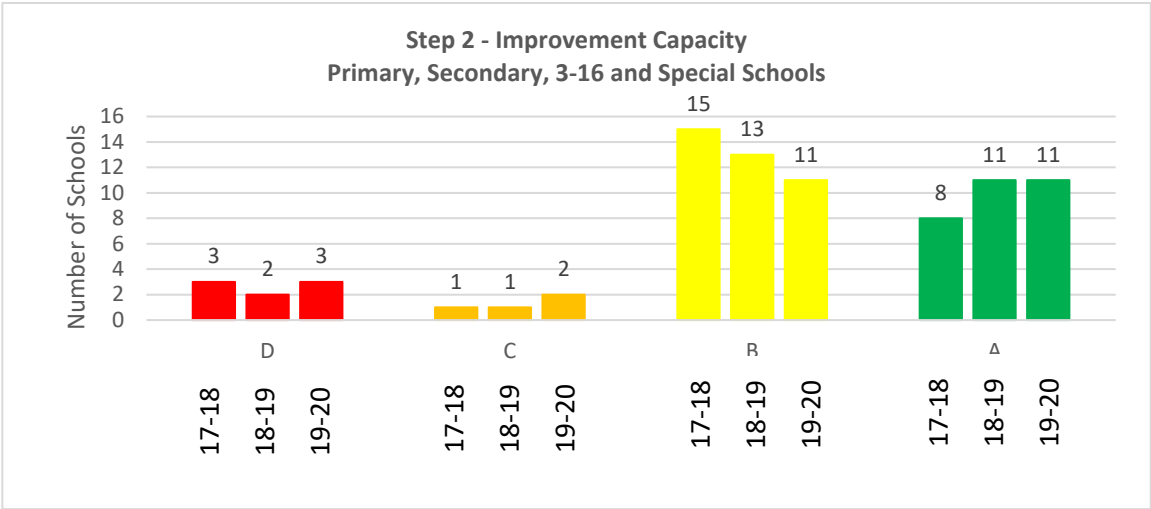
Step 3 – Level of Support Required		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Primary	17-18	0	2	11	6	0%	11%	58%	32%
	18-19	0	2	8	9	0%	11%	42%	47%
	19-20	0	2	8	9	0%	11%	42%	47%
Secondary	17-18	1	0	0	1	50%	0%	0%	50%
	18-19	1	0	0	1	50%	0%	0%	50%
	19-20	1	0	0	1	50%	0%	0%	50%
Through Schools	17-18	1	1	0	0	50%	50%	0%	0%
	18-19	1	0	1	0	50%	0%	50%	0%
	19-20	1	0	1	0	50%	0%	50%	0%

Step 2 – Capacity to Improve		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Primary	17-18	0	1	12	6	0%	5%	63%	32%
	18-19	0	0	10	9	0%	0%	53%	47%
	19-20	0	2	8	9	0%	11%	42%	47%
Secondary	17-18	1	1	0	1	33%	33%	0%	33%
	18-19	0	1	0	1	0%	50%	0%	50%
	19-20	1	0	0	1	50%	0%	0%	50%
Through Schools	17-18	1	0	1	0	50%	0%	50%	0%
	18-19	1	0	1	0	50%	0%	50%	0%
	19-20	1	0	1	0	50%	0%	50%	0%



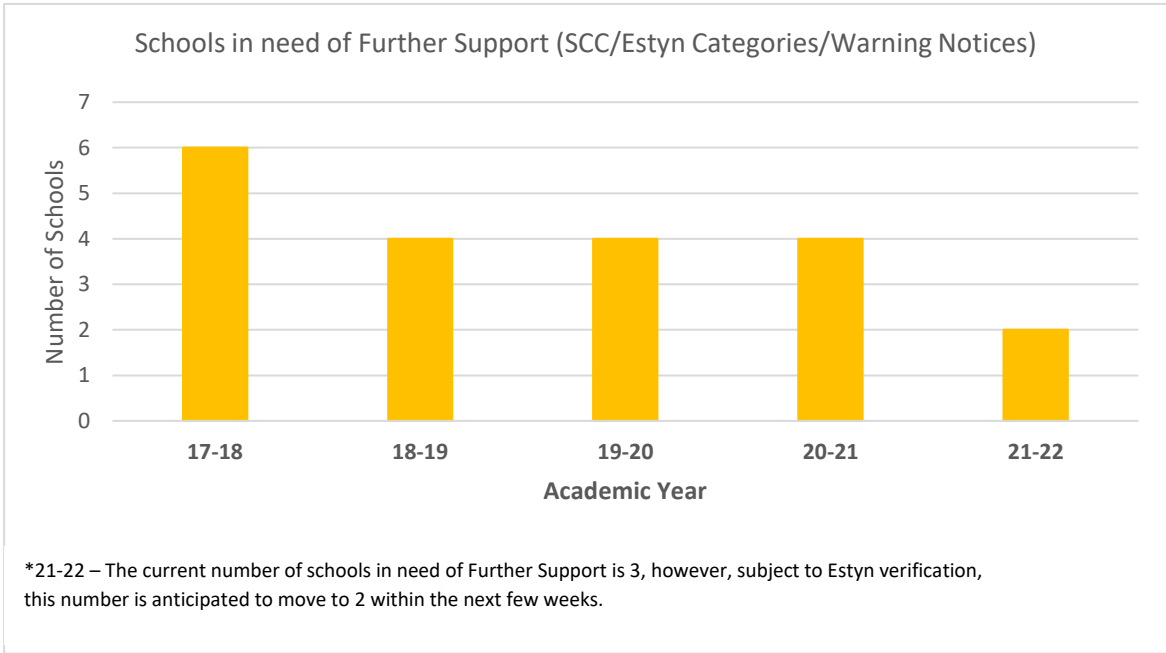
School Categorisation between 2017 and 2020, in relation to Step 3 – Level of Support Required, demonstrated an improvement in the number of schools identified as being Green (needing the least amount of support). The number of schools in the Red category remained that same, as did that of Yellow, however there was an improvement in the number of Amber schools.

School Categorisation between 2017 and 2020, in relation to Step 2 – Capacity to Improve, demonstrated a similar level of improvement in the number of schools identified as being Category A (showing the greatest capacity to improve). The number of schools in Category D saw a minor fluctuation, as did that of Category C, however there was a reduction in the number of schools in Category B, some of which was due to improvement into Category A.



Schools in need of further support – SCC/Estyn Categories/Warning Notices

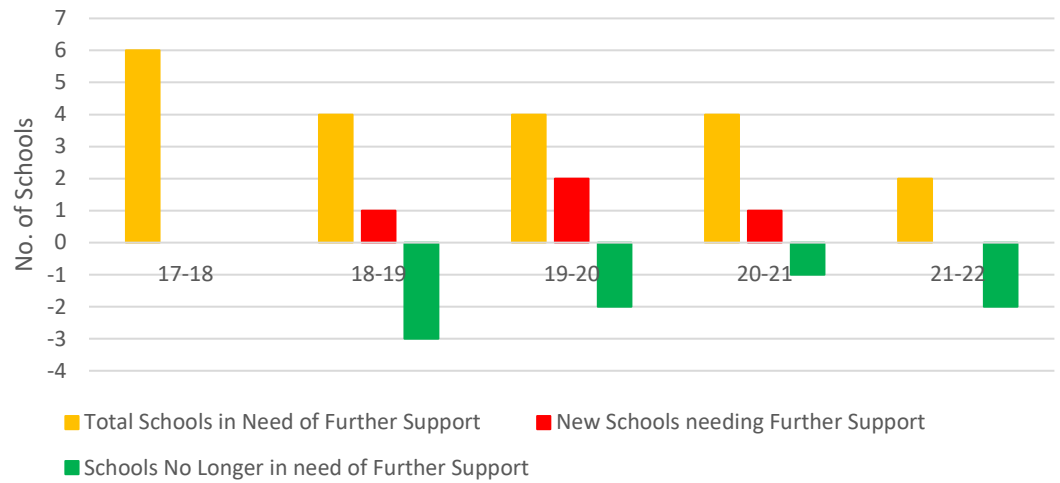
Schools Causing Concern and in Estyn Categories



School categorisation was suspended during 2019-20 with new draft school improvement guidance being issued by WG in March 21. The COVID pandemic limited opportunities to see provision first-hand, but this resumed, to a limited degree from summer term 21. In this period, 4 schools have made progress i.e. removed from SCC and/or Estyn category.

The number of Schools Causing Concern/in Estyn Categories/subject to LA Warning Notices has reduced from 6 to 2 between 17-18 and 21-22 (subject to anticipated Estyn verification).

Movement of Schools in need of Further Support



While the overall number of schools in need of Further Support appears to have been relatively static, there has been much movement of schools in an out of the Schools Causing Concern and Statutory Warning Notice categories.

3 schools were identified as no longer being in need of support in 2018-19, 2 in 19-20 and a further 2 in 21-22, which demonstrates the effectiveness of the support that has been given to these schools when it was needed.