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. |

	% of 16 year olds not in Employment, Education or Training in Blaenau Gwent - 2021	
NEETs
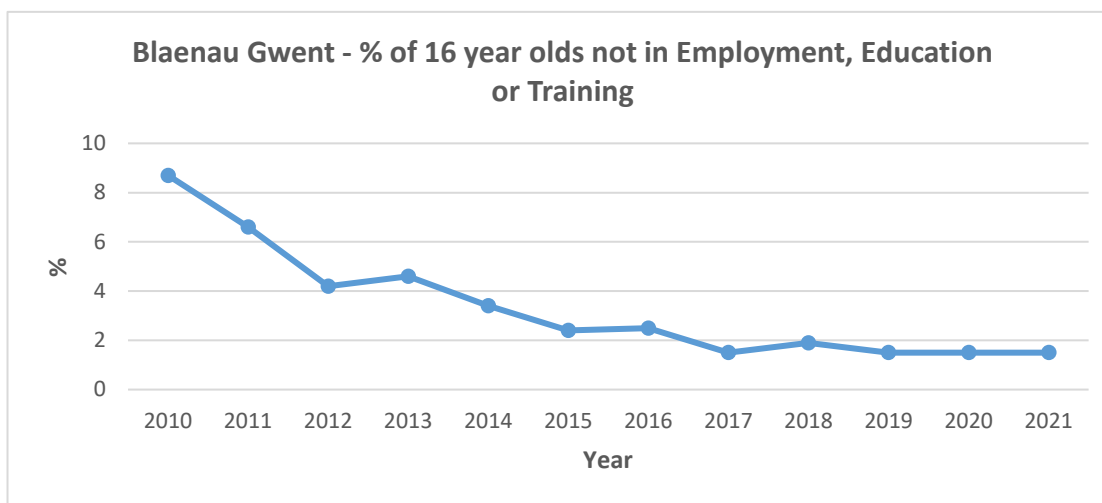
Blaenau Gwent - % of 16 year olds not in Employment, Education or Training | 2010 to 2021 was a significant reduction in the numbers of young people becoming NEET in BG.
The reduction was due to the work of the Youth Service's strategic multi-agency Raising Aspirations Group, and implementation of the 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%. |

	Value Added Progress between KS3 2019 and KS4 2021	

Value Added – KS3-KS4

	KS3 – KS4 Value-added progress				
English Language	**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**
	KS3 – KS4 Value-added progress				
Mathematics	**2015-17**	**2016-18**	**2017-19**	**2018-20**	**2019-2021**

There has been a significant difference in progress between English and Maths since 2017.

Progress in English was almost twice that of Maths between 2017 and 2019, with a slight narrowing of the gap in 2020 and 2021.

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

School	Capped 9	APS Literacy	APS Numeracy	L2 Inc E/W&M (compared to 2019 results)	Level 1	5 A*- As	Best Science	Skills Challenge
	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.
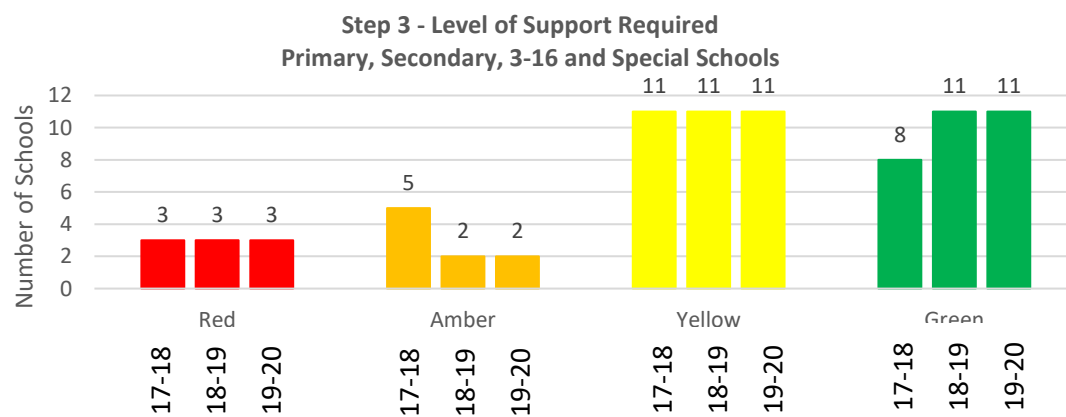
While there is no longer a requirement to report on the L2 Including English/Welsh & Maths indicator, many schools calculate this as a legacy performance measure. Comparison with 2019 results in this indicator (no results were collected in 2020), demonstrate that there have been significant improvements in all schools – **Sch4** +8.9%, **Sch2** +15.9%, **Sch3** +5.1% and **Sch1** +4.7%.

	School Categorisation 2017-2020	

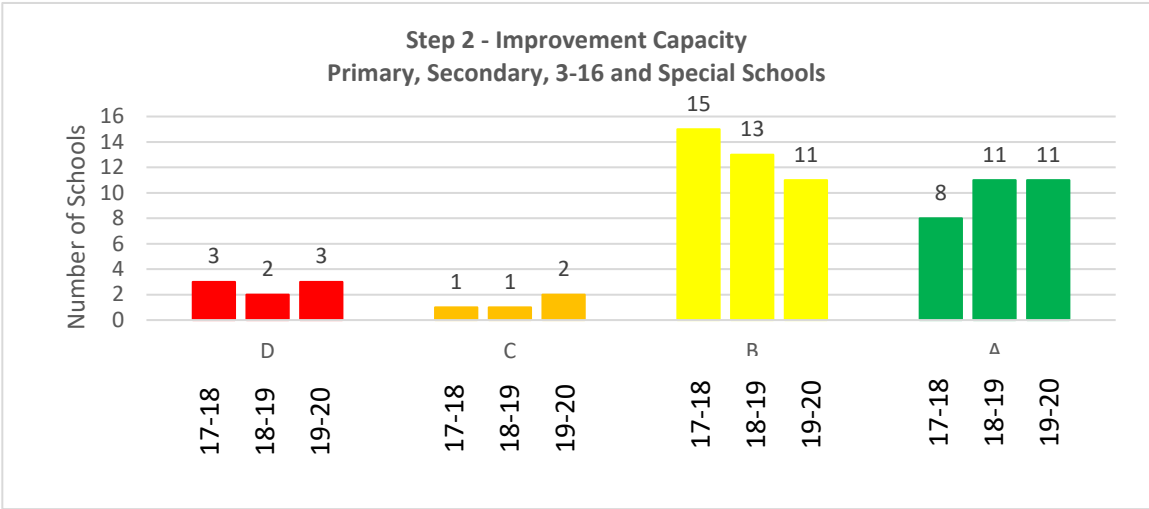**School Categorisation**

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%

Step 3 - Level of Support Required
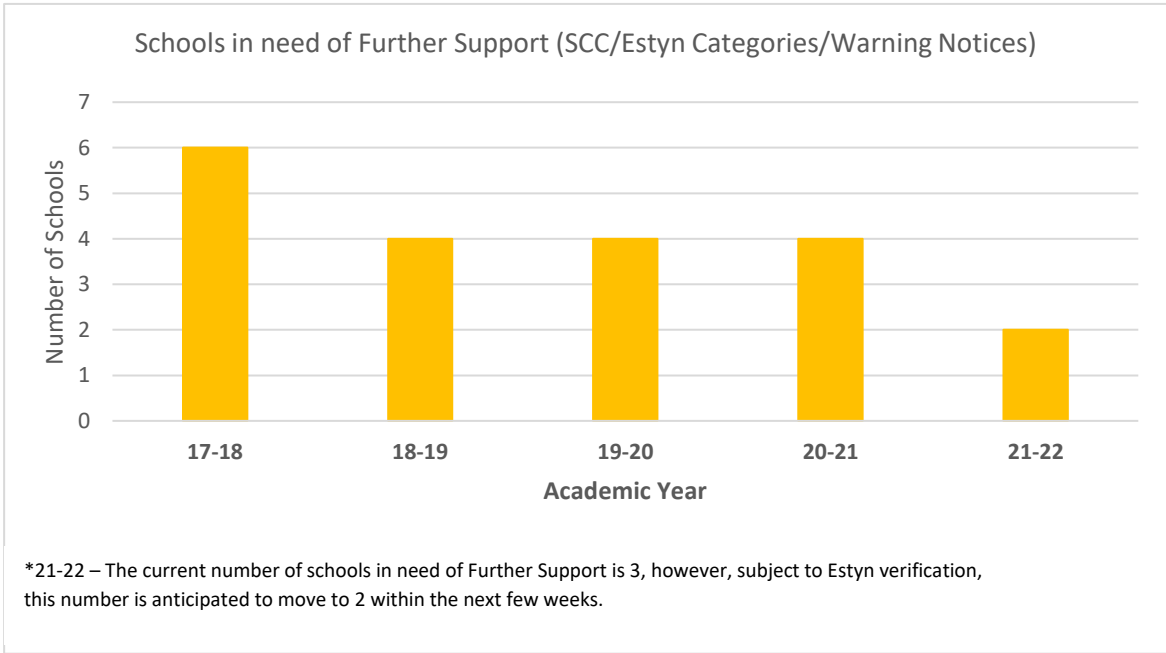Primary, Secondary, 3-16 and Special Schools

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.

Step 2 - Improvement Capacity
Primary, Secondary, 3-16 and Special Schools

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

Schools Causing Concern and in Estyn Categories		

Schools in need of Further Support (SCC/Estyn Categories/Warning Notices)

*21-22 – The current number of schools in need of Further Support is 3, however, subject to Estyn verification, this number is anticipated to move to 2 within the next few weeks.

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

Year	Total Schools in Need of Further Support	New Schools needing Further Support	Schools No Longer in need of Further Support
17-18	6		
18-19	4	1	-3
19-20	4	2	-2
20-21	4	1	-1
21-22	2		-2

No. of Schools

■ Total Schools in Need of Further Support ■ New Schools needing Further Support
■ Schools No Longer in need of Further Support
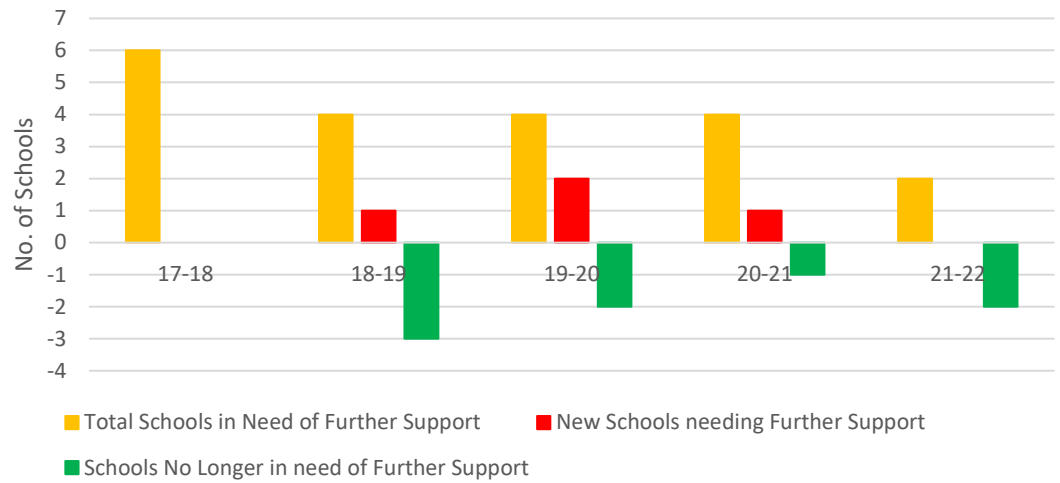
While the overall number of schools in need of Further Support appears to have been relatively static, there has been much movement of schools in an out of the Schools Causing Concern and Statutory Warning Notice categories.

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.