

Agenda – Children, Young People and Education Committee

Meeting Venue:	For further information contact:
Hybrid – Committee room 5 Tŷ Hywel	Naomi Stocks
and video conference via Zoom	Committee Clerk
Meeting date: 15 December 2022	0300 200 6565
Meeting time: 09.45	SeneddChildren@senedd.wales

1 Introductions, apologies, substitutions and declarations of interest

(09.45)

2 Motion under Standing Order 17.42(ix) to resolve to exclude the public from items 3, 6 and 9 of the meeting

(09.45)

3 Committee activities – oral update

(09.45 – 10.00)

4 Scrutiny session with Deputy Minister for Mental Health and Wellbeing

(10.00 – 11.00)

(Pages 1 – 13)

Lynne Neagle MS, Deputy Minister for Mental Health and Wellbeing

Dr Dave Williams, Consultant Child Psychiatrist Aneurin Bevan University

Health Board and Adviser to Chief Medical Officer and Welsh Government for Child & Adolescent Mental Health

Tracey Breheny, Deputy Director Mental Health and Vulnerable Groups, Welsh Government



Attached Documents:

Research Brief

Questions from Mind

5 Papers to note

(11.00)

5.1 Curriculum for Wales

(Pages 14 – 17)

Attached Documents:

Letter from Ymgyrch Hanes Cymru to the Minister for Education and Welsh Language – CYPE(6)–26 –22 – Paper to note 1

5.2 Prioritising Committee Business

(Pages 18 – 19)

Attached Documents:

Letter from the Llywydd to all Senedd Members – CYPE(6)–26–22 – Paper to note 2

5.3 Welsh Government Draft Budget 2023–24

(Pages 20 – 29)

Attached Documents:

Letter from Institute of Physics to the Chair of Children, Young People and Education Committee and the Chair of Economy, Trade, and Rural Affairs Committee – CYPE(6)–26–22 – Paper to note 3

5.4 Information from Stakeholder

(Pages 30 – 32)

Attached Documents:

Letter from Obesity Alliance Cymru – CYPE(6)–26–22 – Paper to note 4

5.5 Tertiary Education and Research (Wales) Act 2022

(Pages 33 – 34)

Attached Documents:

Letter from the Minister for Education and Welsh Language – CYPE(6)–26–22
– Paper to note 5

[A revised Explanatory Memorandum was published on 5 December 2022](#)

5.6 Public Accounts and Public Administration Committee Inquiry into Public Appointments

(Pages 35 – 36)

Attached Documents:

Letter for the Chair of the Public Accounts and Public Administration
Committee to the Chair of the Children, Young People and Education
Committee – CYPE(6)–26–22 – Paper to note 6

5.7 Welsh Government Draft Budget 2022–23

(Pages 37 – 49)

Attached Documents:

Letter from the Minister for Education and Welsh Language – CYPE(6)–26–22
– Paper to note 7

5.8 Scrutiny of the financial implications of Bills

(Pages 50 – 51)

Attached Documents:

Letter from the First Minister of Wales to the Chair of the Finance Committees
– CYPE(6)–26–22 – Paper to note 8

5.9 Food Supplement and Food for Specific Groups (Miscellaneous Amendments) Regulations 2022

(Pages 52 – 54)

Attached Documents:

Letter from the Chair of the Legislation, Justice and Constitution Committee to the Deputy Minister for Health and Wellbeing – CYPE(6)–26–22 – Paper to note 9

5.10 Welsh Government Draft Budget 2023–24

(Page 55)

Attached Documents:

Letter from the Culture, Communications, Welsh Language, Sport, and International Relations Committee – CYPE(6)–26–22 – Paper to note 10

6 Scrutiny session with Deputy Minister for Mental Health and Wellbeing – consideration of the evidence

(11.00 – 11.10)

Break

(11.10 – 11.15)

7 Chair of the Commission for Tertiary Education and Research pre-appointment hearing

(11.15 – 12.00)

(Pages 56 – 86)

Professor Dame Julie Lydon

Attached Documents:

Research Brief – Pre appointment hearing

Chair – Welsh Government Report – Private paper 1

Chair – CV – Private paper 2

Chair – Personal Statement – Private paper 3

Chair – Written response – Private paper 4

Chair – Pre-appointment hearing report – Private paper 5

Break

(12.00 – 12.15)

8 Deputy Chair of the Commission for Tertiary Education and Research pre-appointment hearing

(12.15 – 13.00)

(Pages 87 – 107)

Professor David Sweeney

Attached Documents:

Deputy Chair – Welsh Government Report – Private paper 6

Deputy Chair – CV – Private paper 7

Deputy Chair – Personal Statement – Private paper 8

Deputy Chair – Written response – Private paper 9

Deputy Chair – Pre-appointment hearing report – Private paper 10

9 Chair and Deputy Chair of the Commission for Tertiary Education and Research pre-appointment hearings – Committee discussion

(13.00 – 13.15)

Document is Restricted

By virtue of paragraph(s) vi of Standing Order 17.42

Document is Restricted

Agenda Item 5.1

CYPE(6)-26-22 – Paper to note 1

History of Wales and the Curriculum for Wales

Curriculum for Wales and the exciting opportunities it offers is now being implemented in Welsh schools. We very much welcome that the History of Wales in all its rich diversity should be central to every school's curriculum within the Humanities Area of Learning and Experience

Nevertheless, previous experience of the lack of attention historically given to Welsh History in a number of schools is cause for concern. Schools have faced very significant challenges over the past few years which may have had an impact on their ability to plan and prepare for such fundamental changes. Furthermore, lack of expertise and lack of experience in delivering Welsh History in some schools together with a lack of resources has been problematic.

We call on you to establish an independent chaired Working Group similar to the Black, Asian and minority ethnic communities and experiences Working Group in order to be able to review the way Welsh history is presented.

Among the functions of this Working Group would be to

- identify a common body of basic knowledge that schools should include in their curriculum
- draw up a timeline to go along with this
- monitor the teaching of Welsh history in the schools to ensure that it is taught consistently across the country
- identify gaps in the resources available and advise on what resources would be needed
- offer advice on the nature of the training that schools would need

We realize that one of the basic principles of Curriculum for Wales is to allow schools to design their own curriculum to meet the needs of their pupils and local priorities. Designating a common body of knowledge would not limit the freedom of schools to do so but would give them a clear guide to ensure that the national history of

Wales is delivered. As valuable as learning about local history is, focusing on that alone is not the same as learning about Welsh History.

We look forward to receiving your response.

All members

Via email

1 Rhagfyr 2022

Dear Member,

Prioritising Committee Business

At recent meetings of the Chairs' Forum some concerns have been raised that a minority of committee members are prioritising other commitments over committee business, at times.

Guidance on Virtual and Hybrid Proceedings, including Committee proceedings was issued recently. I would like to remind members also of the importance of making time for committee business.

Whilst occasional absence from committee meetings is anticipated in our procedures, it is expected that a substitute will be sent in place of an absent member to avoid disruption to committee business.

One issue, described by Chairs, is that some committee members routinely leave at the end of the public part of a meeting. This means they are not present for private agenda items that might be scheduled at the end of a meeting. This is disrupting the work of some committees.

The Chairs' Forum has endorsed the report by Professor Diana Stirbu: *Power, Influence and Impact of Senedd Committees: Developing a framework for measuring committees' effectiveness*.

As part of her work, Professor Stirbu considered the features of committee effectiveness. One feature arising from her research is:

Effective committees have Members who are fully engaged and interested in their work. Members are prepared, are listening, and supporting each other in committee sessions.

Committee Chairs expect members of their committees to be fully engaged with all aspects of a committee's work, and to prioritise committee work over other commitments for the full duration of committee meetings (including any private items scheduled). This is essential if committees are to be effective in the delivery of their objectives.

Of course, there are legitimate reasons why a member might not be able to engage fully with the work of a committee. In such circumstances, a Member should discuss this with the relevant committee Chair. The committee Chair can take account of this, from the perspective of supporting the Member, and delivering the committee's objectives.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Elin Jones'.

Rt. Hon. Elin Jones MS

Llywydd

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English

Agenda Item 5.3

CYPE(6)-26-22 – Paper to note 3

IOP Institute of Physics | Sefydliad Ffiseg

Jayne Bryant MS and Paul Davies MS
Senedd Cymru
Cardiff
CF99 1NA

6 December 2022

RE: Welsh Government draft budget 2023–24

Annwyl Jayne a Paul,

I am writing to you regarding the Finance Committee's scrutiny of the Welsh Government's draft budget 2023–24. We have submitted evidence directly to the Finance Committee, but the contents are likely to be of interest to you and your committees for budget scrutiny.

Our submission covers concerns over research funding, incentives for recruiting physics teachers and the need to ensure adequate budgets for the Curriculum for Wales.

I note that the Children, Young People and Education Committee has written to the relevant ministers about its areas of interest, and our evidence should support the committee's scrutiny of those matters.

The submission is attached, and please note that the Institute of Physics would be keen to provide oral evidence on these matters to your committees.

Yn gywir,



Eluned Parrott

Head of Wales, Institute of Physics

Response to the Senedd Finance Committee's inquiry into the Welsh Government draft budget 2023–24 (18 November 2022)

Overview

- i. The Institute of Physics (IOP) is the professional body and learned society for physics in the UK and Ireland. It seeks to raise public awareness and understanding of physics, inspire people to develop their knowledge, understanding and enjoyment of physics and support the development of a diverse and inclusive physics community. As a charity, it has a mission to ensure that physics delivers on its exceptional potential to benefit society.
- ii. The IOP believes it is imperative the draft budget for 2023–24 includes substantial increases to funding for research, development and innovation (RDI). The IOP previously made this case to the committee for its inquiry into post-EU funding.¹
- iii. The IOP acknowledges the problems created by the replacements for EU structural funds and the on-going uncertainty regarding Horizon Europe. However, there are actions within the Welsh Government's power that should be taken. Many of these actions were included in the IOP's response to the consultation on the draft innovation strategy for Wales.² With regards to funding and the budget, the Welsh Government should push further in implementing recommendations of Professor Graeme Reid's review of government-funded research and innovation:³
 - Funding for the Higher Education Funding Council for Wales (HEFCW):
 - Uplifts to quality-related research (QR) funding.
 - £30m Future of Wales Fund to reward institutions that attract funding into Wales.
 - £25m Research Wales Innovation Fund.
 - Funding for the Welsh Government:
 - £25m St David's Fund for innovation hubs, competitions and within government.
 - Research and innovation office in London.
- iv. The IOP also believes the draft budget should continue to increase funding for the professional learning required to deliver the new Curriculum for Wales (CfW). This would include on-going support for training the physics education workforce, uplifts to teacher training incentives and wider increases for implementation of the working group on Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum.⁴ In particular, clarity would be welcome on funding availability for the Stimulating Physics Network Wales and associated whole-school equity and inclusion project, as well as the Physics Mentoring Project.
- v. The IOP is keen to present and discuss these matters in person with the committee.

1. Research, development and innovation (RDI)

- 1.1 Physics is of substantial benefit to Wales; the Centre for Economics and Business Research found it is worth £7.3bn GVA to the Welsh economy and supports 113,138 jobs—this is equivalent to 10% of both GDP and full-time employment in Wales.⁵ These physics-based businesses increased turnover by 36% and employee pay by 41% in a decade—the fastest rises of the four UK nations and well above the UK average. Despite this success, Wales has had low levels of R&D for

¹ Institute of Physics. 2022. [Response to the Senedd Finance Committee's inquiry into post-EU funding \(13 May 2022\)](#). London: Institute of Physics.

² Institute of Physics. 2022. [IOP response to the Welsh Government's consultation on the draft innovation strategy \(28 September 2022\)](#). London: Institute of Physics.

³ Reid, G. 2018. [Review of Government Funded Research and Innovation in Wales](#). Cardiff: Welsh Government.

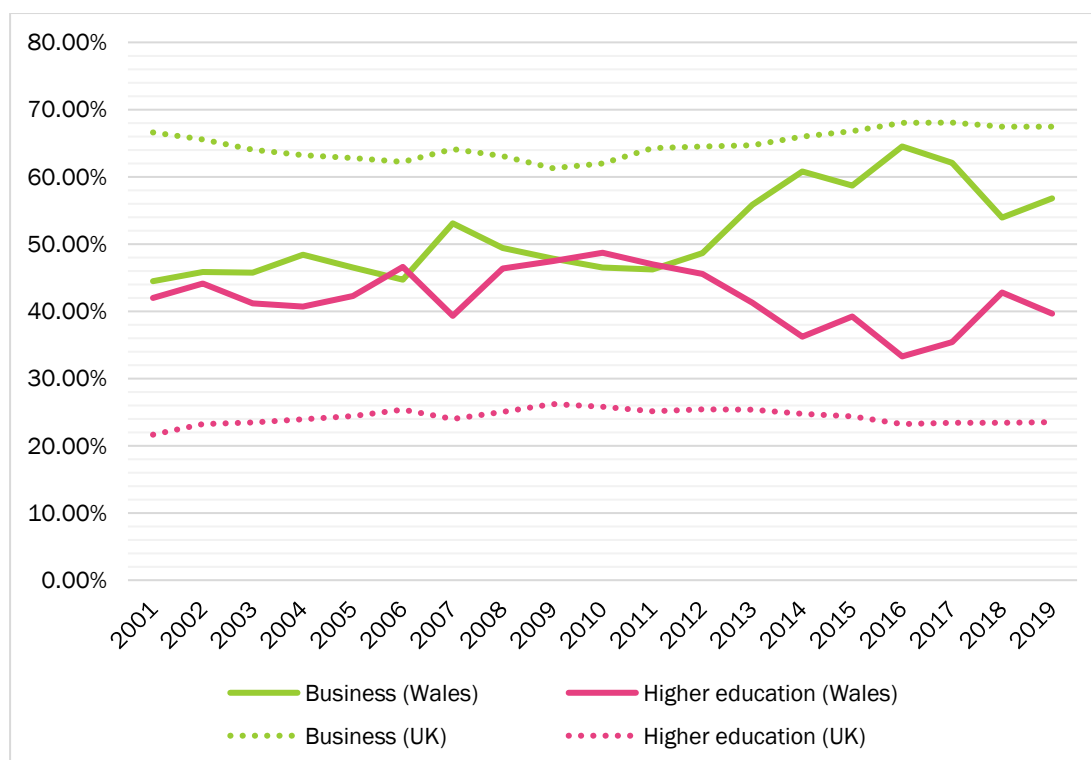
⁴ Welsh Government. 2021. [Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: final report](#). Cardiff: Welsh Government.

⁵ Centre for Economic and Business Research. 2021. [Physics and the Economy: Measuring the value of physics-based industries in Wales](#). London: Centre for Economic and Business Research.

decades, has the lowest R&D spending per head of the UK nations and regions of England and is consistently at the bottom of productivity tables.^{6 7 8 9}

- 1.2 According to research from CBI Economics, physics innovators in Wales collaborate more regularly with universities, business partners and peer networks/associations compared to UK colleagues.¹⁰ Similarly, higher education performs a larger share of R&D in Wales compared to higher education's share for the UK.¹¹ Across the last 20 years, universities have on occasion overtaken the private sector in Wales (a situation unthinkable for the UK as a whole). Clearly, Wales requires more private sector R&D; until this happens, higher education needs to be protected—Wales's overall levels need to increase, rather than a zero-sum shift.

Graph 1: Higher education and private sector share of R&D, 2001–2019



- 1.3 CBI Economics also found physics innovators in Wales feel direct costs are the most substantial challenge to RDI, a finding more pronounced in Wales compared to UK. The innovators were, compared to UK counterparts, more dependent on financial support from the Welsh and UK governments and the EU. Even though the COVID-19 pandemic had a more disruptive impact on physics RDI in Wales, innovators were optimistic RDI spending would increase in the next five years *if conditions were right*.
- 1.4 Despite higher education doing more of the 'heavy lifting', HEFCW's allocations for research have, at best, flatlined; when adjusted for inflation, Wales is failing to keep pace with other nations. Considering CBI Economics' findings, the current situation does not augur well. Stagnant allocations for university research, coupled with the with current 10.1% rate of the consumer prices index, will create significant pressure in Wales.¹²

⁶ Henley, A. 2021. [Wales' Productivity Challenge: Exploring the issues](#). Manchester: Productivity Institute.

⁷ Hutton, G. 2021. [Research Briefing: Research and development spending](#). London: UK Parliament.

⁸ Office for National Statistics. 2021. [Gross domestic expenditure on research and development, by region, UK](#). Newport: Office for National Statistics.

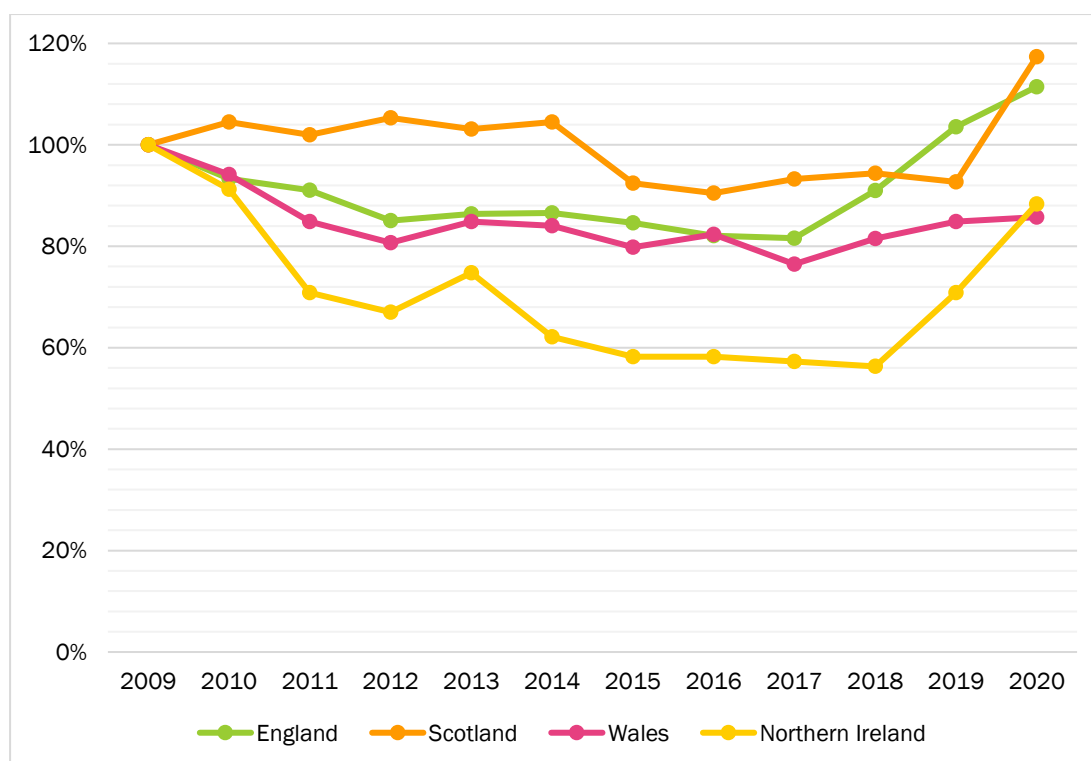
⁹ Office for National Statistics. 2021. [Annual regional labour productivity](#). Newport: Office for National Statistics.

¹⁰ CBI Economics. 2022. [Paradigm shift: Unlocking the power of physics innovation for a new industrial era](#). London: Institute of Physics.

¹¹ StatsWales. 2021. [Research and development expenditure in Wales by expenditure type and year](#). Cardiff: Welsh Government.

¹² Office for National Statistics. 2022. [Consumer price inflation, UK: September 2022](#). Newport: Office for National Statistics.

Graph 2: R&D allocations from core funder, 2009–20 (constant prices, where 2009=100%)



- 1.5 HEFCW will soon be folded into the new Commission for Tertiary Education and Research (CTER). The Tertiary Education & Research (Wales) Act included the provision that CTER should safeguard “continuous improvement in the quality of research and innovation carried out by relevant persons, and the competitiveness of that research and innovation compared to research and innovation carried out by other persons”.¹³ Funding increases, which will help make that provision a reality, should not be postponed until CTER is in full operation; the situation needs to be addressed now.
- 1.6 The IOP acknowledges the Welsh Government does not control all public funding for RDI, with UKRI, the Advanced Research and Invention Agency and replacements for EU funding reserved to Westminster.^{14 15} The IOP has put on record its criticisms of replacements for EU regional development funding as a *de facto* cut to science and innovation in Wales, also calling for greater involvement from Wales in the running and structures of UKRI (this was rejected most recently in Sir David Grant’s review of UKRI).^{16 17 18}
- 1.7 But this inquiry relates to the powers directly within the Welsh Government’s remit. The last public review of Welsh Government-funded RDI, led by Professor Graeme Reid, proposed uplifts to existing streams and the creation of new funding pots. Reid proposed two set of funding allocations: one if the Welsh Government controlled replacement funds and one if it did not. As stands, the Welsh Government has still fallen short of the latter.
- 1.8 The Centre for Innovation Policy Research produced a report on the state of the RDI landscape in Wales, with the report being presented to the Welsh Government’s Innovation Advisory Council for

¹³ [Tertiary Education and Research \(Wales\) Act 2022](#). asc. 1.

¹⁴ [Government of Wales Act 2006](#). c. 32.

¹⁵ [United Kingdom Internal Market Act 2020](#). c. 27.

¹⁶ Institute of Physics. 2022. [Response to the Senedd Finance Committee’s inquiry into post-EU funding \(13 May 2022\)](#). London: Institute of Physics.

¹⁷ Institute of Physics. 2022. [IOP Response to the Nurse Review](#). London: Institute of Physics.

¹⁸ UK Government. 2022. [Independent review of UK Research and Innovation \(UKRI\): final report and recommendations](#). London: UK Government.

Wales in 2021.¹⁹ It noted the problems with the current quasi-implementation of Reid. The Welsh Government's position is that it will only implement all of Reid with uplifts to its budget as part of a post-EU settlement.²⁰ ***This is not consistent with the recommendations from Reid, and the IOP believes Reid's original proposals should be implemented in full and at pace.***

- 1.9 The Welsh Government's draft innovation strategy has been issued for consultation and responses are now being reviewed.²¹ The strategy did not appear to include any new funding commitments, which would be a serious flaw. The draft budget should include funding to allow for several clear actions that are required:

- Full implementation of the Reid review recommendations.
- Further uplift to QR to compensate for the below inflation allocations in the last decade.²²
- Welsh Government recognizing the impact of full economic costs (FEC) not being recovered on all publicly funded research grants (an absence of FEC is known to create additional pressures in places, like Wales, already lagging for RDI activity).^{23 24}

- 1.10 The strategy lists what the Welsh Government wants from innovation and what it would like to see UKRI recipients to do with grant funding. But, if the money is from UKRI, then UKRI and the UK Government will decide what happens with it. ***For the Welsh Government to have an innovation strategy with deliverables, it will need to institute its own funding, increase existing streams and incentivise UKRI grant capture.***

- 1.11 As it stands, the UK Government has a target of increasing public R&D spend by 40% outside England's greater southeast by 2030, pivoting investment zones towards universities, maintaining its aim of R&D spending reaching 2.4% of GDP and protecting R&D budgets until 2025 (albeit in cash rather than real terms).^{25 26} Similarly, the Irish government has reaffirmed its own target of 2.5% GNP.²⁷ The Welsh Government cannot set an equivalent target, as it does not have the same fiscal powers as the other governments. However, one of its five priorities for RDI vowed to:

“Ensure Wales has a fair share of available research, development and innovation funding and we will work to secure funding levels at least equivalent to those we received historically, via the European Union. We will also work to address historic underfunding from both competitive and non-competitive UK investment sources.”²⁸

- 1.12 Wales was insufficiently RDI-active before Brexit; returning to those levels is unlikely to meet the challenges we face. Indeed, Welsh universities warned publicly this summer about the pressures that are arising from flatlined QR budgets.²⁹ Like the IOP, they also warned about the shortfall that will be incurred via the design of EU replacement funds.³⁰

2. Education and Welsh language

- 2.1 The IOP is working closely with the Welsh Government on a range of government-funded projects intended to increase the number of physics teachers and ensure current physics teachers have the best possible support. This includes the Stimulating Physics Network Wales and associated

¹⁹ Delbridge, R., Henderson, D. and Morgan, K. 2021. [Scoping the future of Innovation Policy in Wales](#). Cardiff: Centre for Innovation Policy Research.

²⁰ Welsh Government. 2019. [Wales: Protecting research and innovation after EU exit](#). Cardiff: Welsh Government.

²¹ Welsh Government. 2022. [Innovation strategy for Wales](#). Cardiff: Welsh Government.

²² Institute of Physics. 2022. [Physics: investing in our future](#). London: Institute of Physics.

²³ Institute of Physics. 2022. [IOP Response to the Nurse Review](#). London: Institute of Physics.

²⁴ Chaytor, S., Gottlieb, G. and Reid, G. 2021. [Regional policy and R&D: evidence, experiments and expectations](#). Oxford: Higher Education Policy Institute.

²⁵ UK Government. 2022. [Levelling Up the United Kingdom](#). London: UK Government.

²⁶ UK Government. 2022. [Autumn Statement 2022: documents](#). London: UK Government.

²⁷ Government of Ireland. 2022. [Impact 2030: Ireland's Research and Innovation Strategy](#). Dublin: Government of Ireland.

²⁸ Drakeford, M. 2021. [Written Statement: Five priorities for research, development and innovation](#). Cardiff: Welsh Government.

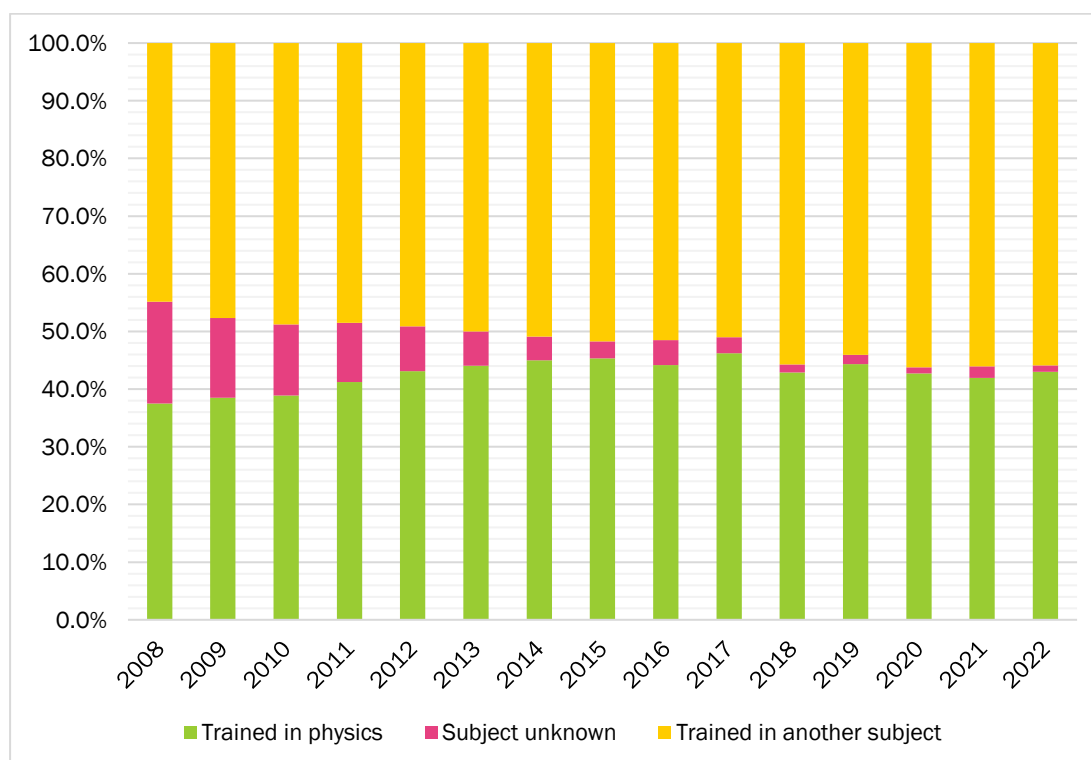
²⁹ McIntyre, F. 2022. [Flatlined QR funding in Wales prompts concern](#). London: Research Professional.

³⁰ Inge, S. 2022. [Shared Prosperity Fund guidance omits R&D and universities](#). London: Research Professional.

whole-school equity and inclusion project, as well as the Physics Mentoring Project.³¹ Audit Wales has pointed to the need to maintain sufficient investment in professional learning to deliver CfW.³² This is consistent with lessons to be learned from Scotland's Curriculum for Excellence.³³

- 2.2 IOP's projects are funded on an annual basis and face regular funding cliff-edges. Such projects are what the physics teaching community needs and wants, as clarified by a 2020 study from the IOP (for which the Welsh Government was an observer).³⁴ ***The IOP would welcome the draft budget clarifying projects' potential continuation and, preferably, multi-annual funding.***
- 2.3 Such projects are, in part, a response to the known shortage of physics-trained teachers, a problem Wales shares with the rest of the UK. In 2022, only 43% of those teaching physics in secondary schools were trained in the subject.³⁵ Available data indicates no majority trained in the subject since 2013, with potentially no majority since records started.³⁶

Graph 3: Percentage of physics teachers in Wales trained in physics, 2008–22



- 2.4 The upshot is that Wales has fewer physics-trained teachers (178) than secondary schools (182). For the latest year, there were 837 secondary school pupils in Wales per teacher trained in physics (note, this is not teachers of physics).³⁷ ³⁸ The gap has narrowed in the last decade, but *the number trained in physics has risen as the proportion of 'subject known' has fallen; one cannot be conclusive as to whether there are more physics-trained teachers in the system.*

³¹ Physics Mentoring Project. 2022. [Our Aims](#). Cardiff: Physics Mentoring Project.

³² Auditor General for Wales. 2022. [The new Curriculum for Wales](#). Cardiff: Audit Wales.

³³ Muir, K. 2021. [Putting Learners at the Centre: Towards a Future Vision for Scottish Education](#). Edinburgh: Scottish Government.

³⁴ Institute of Physics. 2020. [Subjects Matter](#). London: Institute of Physics.

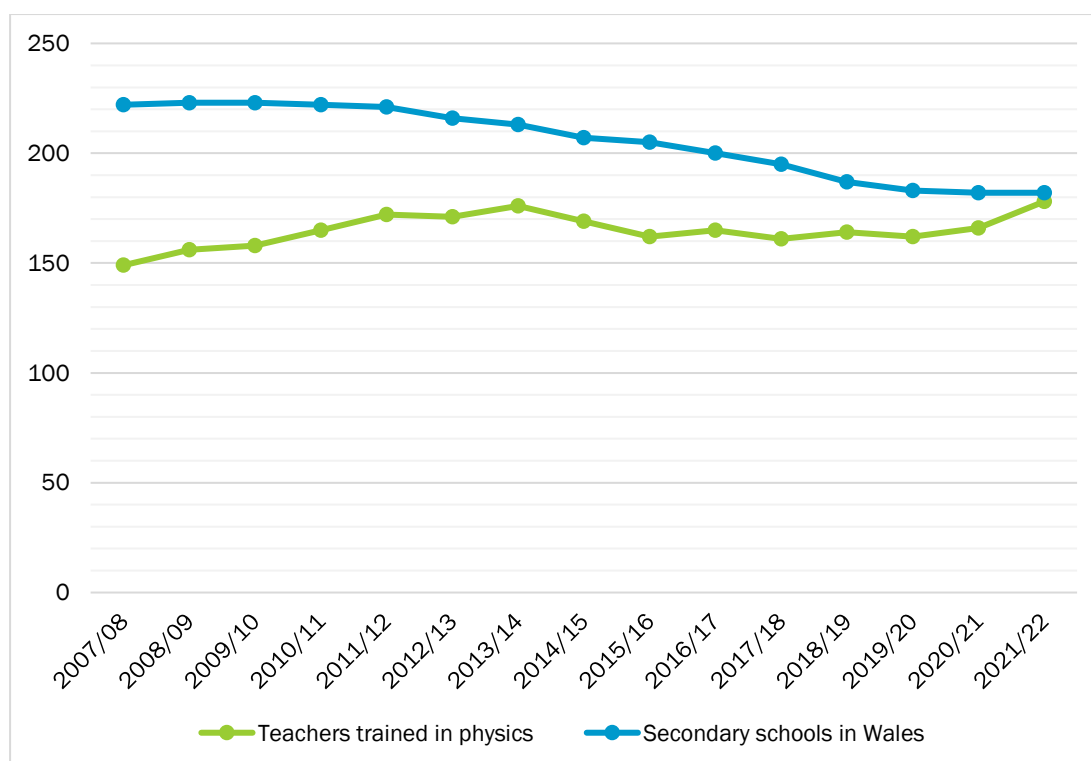
³⁵ Education Workforce Council. 2022. [Annual Education Workforce Statistics for Wales 2022](#). Cardiff: Education Workforce Council.

³⁶ Education Workforce Council. 2022. [Education workforce statistics](#). Cardiff: Education Workforce Council.

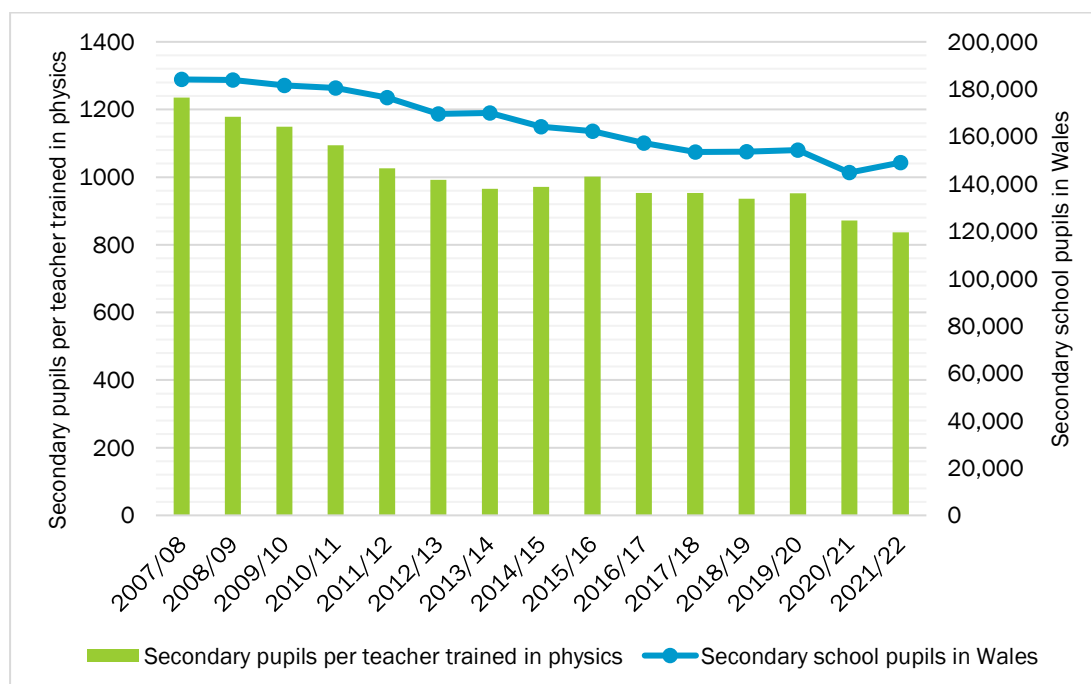
³⁷ StatsWales. 2022. [Schools by local authority, region and type of school](#). Cardiff: Welsh Government.

³⁸ StatsWales. 2022. [Pupils present on census day by local authority and sector](#). Cardiff: Welsh Government.

Graph 4: Teachers trained in physics and secondary schools in Wales, 2008–22



Graph 5: Secondary school pupils per teacher trained in physics in Wales, 2008–22



2.5 The evidence is that the shortage is more pronounced in Welsh-medium education. Welsh Government-commissioned research found science as one of the most difficult subjects for recruitment.³⁹ Research from Bangor University noted, among many key findings, that “student

³⁹ Bryer, N. and Duggan, B. 2019. [Evaluation of Welsh-Medium Provision in Initial Teacher Education](#). Cardiff: Welsh Government.

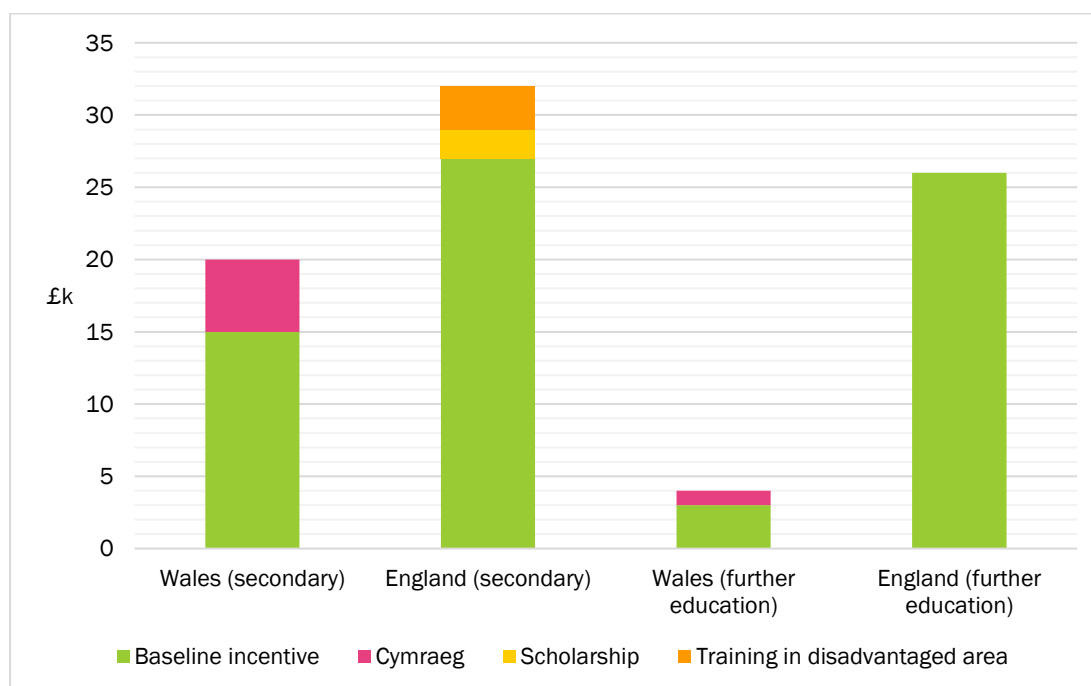
preference is often influenced by teacher bias and this can influence future engagement with Welsh in relation to STEM-related study/work".⁴⁰

Table 1: ITE physics students and language route (rounded to nearest 5), 2010/11 to 2020/21⁴¹

Language	Year										
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
Welsh	5	5	5	5	*	5	*	*	5	*	5
English	35	35	30	25	25	20	15	15	15	10	35

- 2.6 In line with Cymraeg 2050, the Welsh Government recently issued a 10-year plan for the Welsh-medium education workforce.⁴² ⁴³ The plan and associated data analysis acknowledged the shortage and the difficulty Welsh-medium schools face when recruiting science teachers.⁴⁴ The IOP supports the plan and its actions and welcomes the emphasis on longer-term planning. **Any such planning will require consistent funding to offer the best chance of success.**
- 2.6 The discrepancy between Wales and England for initial teacher education (ITE) incentives is pronounced. The financial incentive to train as a secondary physics teacher in Wales is £15,000, extended to £20,000 for those opting for Welsh-medium.⁴⁵ ⁴⁶ In England, the offer is soon to become £27,000, rising to £29,000 for 'high-calibre' applicants, with a 3,000 incentive for those choosing to train in the most disadvantaged areas (a separate veterans offer is worth £40,000).⁴⁷ For those opting for further education teaching, the incentive is £3,000 in Wales, extended by £1,000 for those opting for Welsh-medium.⁴⁸ In England, the offer is £26,000.⁴⁹

Graph 6: ITE incentives for physics in Wales and England



⁴⁰ Thomas, E. and Parry, N. M. 2021. [Provision for Welsh-medium STEM subjects: an exploratory study](#). Bangor: Bangor University.

⁴¹ StatsWales. 2022. [First years on ITE courses in Wales by subject and year](#). Cardiff: Welsh Government.

⁴² Welsh Government. 2021. [Cymraeg 2050: work programme 2021 to 2026](#). Cardiff: Welsh Government.

⁴³ Welsh Government. 2022. [Welsh in education workforce plan](#). Cardiff: Welsh Government.

⁴⁴ Welsh Government. 2022. [Welsh in education workforce plan: data analysis](#). Cardiff: Welsh Government.

⁴⁵ Welsh Government. 2022. [Initial Teacher Education \(ITE\) Priority Subject Incentive: guidance for students 2022 to 2023](#). Cardiff: Welsh Government.

⁴⁶ Welsh Government. 2022. [Iaith Athrawon Yfory Incentive Scheme: guidance for students](#). Cardiff: Welsh Government.

⁴⁷ UK Government. 2022. [Boost for teacher training bursaries by up to £10,000 a year](#). London: UK Government.

⁴⁸ Welsh Government. 2022. [Teacher training incentives: PGCE \(FE\) students](#). Cardiff: Welsh Government.

⁴⁹ UK Government. 2022. [FE ITE bursaries funding manual: 2022 to 2023 academic year](#). London: UK Government.

- 2.7 Research for the Welsh Government was inconclusive as to whether funding incentives drive recruitment substantially, stating “further research is required to develop an understanding of this issue”.⁵⁰ But it did note “cases where young people were attracted to teach in England because of the incentive difference with Wales [which] raises the question of how prevalent this intention is and how likely it is that those who move to England intend to do so for a fixed period (with a longer-term intention to return to Wales)”.⁵¹ Welsh Government’s aforementioned Welsh-medium research advocated replacing the £5,000 language incentive with £10,000 delivered in instalments across five years (thereby incentivising retention).⁵²
- 2.8 Despite the recommendation to Welsh Government, the IOP is not aware of any further research taking place. However, the IOP can point to findings from England that cash incentives play a role as part of a wider package.⁵³ Concerningly, that research warned “physics is highly unlikely to meet its recruitment target under any package of measures [which] should prompt debate about how the education system can realistically and sustainably staff science departments in schools with a range of specialists”.⁵⁴ Also citing to a Gatsby paper, proposals included:⁵⁵
- Considering the range of training courses offered.
 - Extra subject specialism training for physics (both trainees and existing teachers).
 - Ensuring physics-trained teachers are teaching physics rather than other subjects.
 - Addressing relatively low numbers of students studying physics post-16.
- 2.9 Further studies on cross-border pulls for teacher trainees would be welcome. In lieu of the research, data is available on first year ITE physics students from Wales and location of study.⁵⁶ Between 2010/11 and 2020/21, there were 355 first year ITE physics students from Wales; of that total cohort, 120 (33.8%) went to train in England. *A third of potential physics teachers in Wales have gone to train in England and, with increasing curricular divergence, returning will be difficult.*
- 2.10 It is also worth noting the funding that England’s Department for Education has instituted for teaching internships in chemistry, computing, languages, maths and physics.⁵⁷ The funding is available for school-led partnerships to provide teaching internships for undergraduates studying for a degree in STEM-related subjects and languages. Such schemes already exist in Wales, with Swansea University running an undergraduate module to the same effect. However, schemes in Wales are not in receipt of dedicated funding from the Welsh Government.
- 2.11 ***Not all the above are Welsh Government budgetary matters. However, bursaries, specialist training (see section 2.1 and 2.2) and post-16 participation (see section 2.13 onwards) are. One alone is unlikely to close the teaching gap, which will take many years to close, so should be funded together on a multi-annual basis.***
- 2.13 More broadly, physics suffers from underrepresentation, with a range of communities underserved. Accordingly, the IOP has four policy asks for pre-16 education:
- Revising teachers’ professional standards with an expectation teachers will address injustice in professional practice and actively dismantle discrimination.
 - Ensuring teachers are trained to teach inclusively and tackle injustice, both via initial teacher education and continuing professional learning and development.
 - Directing Estyn to emphasise inclusive teaching and efforts to address injustice.

⁵⁰ Beaufort Research and National Foundation for Educational Research. 2019. [Research Study on the Attractiveness of Teaching and Retention of Teachers](#). Cardiff: Welsh Government.

⁵¹ Ibid.

⁵² Bryer, N. and Duggan, B. 2019. [Evaluation of Welsh-Medium Provision in Initial Teacher Education](#). Cardiff: Welsh Government.

⁵³ Worth, J., Tang, S. and Galvis, M. A. 2022. [Assessing the impact of pay and financial incentives in improving shortage subject teacher supply](#). Slough: National Foundation for Educational Research.

⁵⁴ Ibid.

⁵⁵ Sims, S. 2019. [Increasing the quantity and quality of science teachers in schools: Eight evidence-based principles](#). London: Gatsby.

⁵⁶ StatsWales. 2022. [First Years from Wales on ITE courses in the UK by subject and country of study](#). Cardiff: Welsh Government.

⁵⁷ UK Government. 2022. [Teaching internships programme](#). London: UK Government.

- Mandating whole-school approaches that are informed by ongoing data and evidence collection including students' choices.

2.14 The Welsh Government is making good progress on the above, with many issues acknowledged via the working group on Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum. The Welsh Government accepted all the group's recommendations, which the IOP welcomes.⁵⁸ ***With regards to training, the working group advocated "ringfenced funding within annual professional learning allocations" and it would be positive to see an amount in the draft budget.***⁵⁹

2.15 In light of the above, the IOP would welcome uplifts to the following budget lines (or uplifts indicated previously).

Table 2: Relevant budget lines from 2022–23 budget documents⁶⁰

Ministry	Budget expenditure line	2021–22 (£m)	2022–23 (£m)	2023–24 indicative (£m)	2024–25 indicative (£m)
Education and the Welsh Language	Additional learning needs	9.7	21.1	21.1	21.1
	Curriculum and assessment	7.8	11.0	11.0	11.0
	Curriculum reform	14.1	19.4	19.1	15.7
	Pupil development grant	113.5	133.5	133.5	133.5
	School improvement grant	134.2	171.2	163.2	154.2
	School standards support	1.5	2.8	4.1	5.2
	Teacher development and support	38.9	54.7	55.2	57.2
	Vulnerable groups	1.2	1.2	1.2	1.2
	Welsh in education	13.5	17.8	20.1	24.3
	Welsh language	21.1	22.4	22.4	22.4
	Whole-school approach	2.0	5.2	7.4	9.6
		357.5	460.3	458.3	433

⁵⁸ Institute of Physics. 2022. [IOP Wales welcomes progress on race equality recommendations](#). London: Institute of Physics.

⁵⁹ Welsh Government. 2021. [Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group](#). Cardiff: Welsh Government.

⁶⁰ Welsh Government. 2022. [Welsh Government budgets](#). Cardiff: Welsh Government.

Agenda Item 5.4

CYPE(6)-26-22 – Paper to note 4

Obesity Alliance Cymru

Obesity Alliance Cymru

The Obesity Alliance Cymru is a forum for organisations to collaborate, and influence policy on preventing and reducing obesity in Wales. Obesity Alliance Cymru is composed of leading national charities, medical royal colleges, campaign groups and membership bodies with an interest in obesity, health, and public health. We work together to influence policy on obesity.

Obesity Alliance Cymru can provide a unified, influential, and independent voice for action on obesity. We have over twenty members with a strong and comprehensive evidence base.

Current OAC members are: Cancer Research UK, Royal College of Paediatrics and Child Health, Diabetes UK, British Dietetic Association and dietitians from LHB's, British Medical Association, British Heart Foundation, Royal College of Physicians, Bowel Cancer UK, Tenovus Cancer Care, Welsh NHS Confederation, Chartered Society of Physiotherapy, Royal College of Surgeons of England, Nesta, Royal College of Nursing, Royal College of Occupational Therapists, Royal College of Podiatry, British Psychological Society, Royal College of Psychiatrists.

Statistics on Obesity in Wales

Today the majority of adults in Wales – 66% of men and 56% of women – are above a healthy weight, and over a quarter have obesity (22% of men and 26% of women).¹ The problem extends to children too with 27% of children above a healthy weight.² The already high average figures hide pervasive socioeconomic inequalities: obesity among adults in the most deprived groups in Wales, for example, is 32% compared with 20% in the least deprived groups.³ Even more concerning, although childhood obesity may appear at first glance to have levelled off and even reduced in the more affluent subsections of society, prevalence has increased in deprived populations and in some minority ethnic groups. For example, in Wales, 17.2% of children aged 4-5 in the Merthyr Tydfil had obesity in 2018/19 compared to 7.8% in the Vale of Glamorgan.

At a population level, overweight and obesity are powerful risk factors for devastating diseases – including type 2 diabetes, cardiovascular disease, dementia, liver disease and many common cancers – and put strain on joints, increasing the risk

of musculoskeletal conditions Adverse consequences are also seen in children living with obesity, who have a higher risk of obesity, ill health and early death in adulthood,⁴ as well as experiencing poor psychological and social effects during childhood.⁵

The costs of obesity are experienced not only in the health, wellbeing and life chances of individuals and families, but also by the economy. It has been projected that obesity and excess weight will cost the NHS in Wales £465 million per year by 2050, with a cost to the wider economy of £2.4 billion per year.⁶

Healthy Weight: Healthy Wales

In 2019, the Welsh Government launched Healthy Weight: Healthy Wales, its first ever strategy to tackle obesity. This ten-year plan included commitments to improve the food environment, support children, schools and families, and develop a new obesity treatment pathway. Whilst we welcomed the publication of the recent Healthy Weight: Healthy Wales 2022 to 2024 delivery plan, we do have some concerns that implementation is not as far ahead as we would like. We acknowledge that the pandemic has disrupted/ had an impact on the pace of progress but given the above statistics tackling obesity now needs to be a priority.

We would be grateful if we could arrange to meet with you to discuss our thoughts on where the strategy is, and priorities for tackling obesity in Wales.

Kind regards,

Clare Williams,

Officer,

Obesity Alliance Cymru.

References

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<https://gov.wales/national-survey-wales-population-health>

2. Public Health Wales. Child Measurement Programme for Wales.

<https://publichealthwales.nhs.wales/services-and-teams/child-measurement-programme/>

3. Public Health Wales 2020 'National Survey for Wales 2019-20'

<https://gov.wales/sites/default/files/statistics-and-research/2020-07/adult-lifestyle-national-survey-wales-april-2019-march-2020-390.pdf>

4. J.J. Reilly and J. Kelly 2011 'Long-term impact of overweight and obesity in childhood and adolescence on morbidity and premature mortality in adulthood: systematic review' *International Journal of Obesity* 35(7): 891–8
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5. J. Rankin et al. 2016 'Psychological consequences of childhood obesity: psychiatric comorbidity and prevention' *Adolescent Health, Medicine and Therapeutics* 7: 125
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6. Public Health Wales (2016) *Making a Difference: investing in Sustainable Health and Well-being for the People of Wales* (pdf)



Llywodraeth Cymru
Welsh Government

CYPE(6)-26-22 - Paper to note 5

Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Jayne Bryant MS
Chair
Children, Young People and Education
Committee Senedd Cymru
Ty Hywel
Cardiff Bay
Cardiff
CF99 1NA

5 December 2022

Dear Jayne

Tertiary Education and Research (Wales) Act 2022 – Revised Explanatory Memorandum

Following the Tertiary Education and Research (Wales) Act 2022 receiving Royal Assent, and in light of the nature of some of the amendments made to the Act at Stage 3, I have today published a revised Explanatory Memorandum incorporating further explanation in respect of the purpose and intended effect of those amendments. I attach a copy for the Committee's information.

Whilst it is not a requirement to produce a revised Explanatory Memorandum after a Bill has been passed, I believe that it would be helpful for stakeholders to understand the policy intention of the amendments made at Stage 3. It also helps provide a pre-implementation baseline for review and will facilitate post-legislative scrutiny.

No changes have been made to the Regulatory Impact Assessment as a result of these amendments and the RIA remains as laid following Stage 2.

I have copied this letter to the Finance Committee and Legislation, Justice and Constitution Committee.

Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

CYPE(6)-26-22 - Paper to note 6

Y Pwyllgor Cyfrifon Cyhoeddus a Gweinyddiaeth Cyhoeddus

Public Accounts and Public Administration Committee

7 December 2022

Dear Chair

Public Accounts and Public Administration Committee Inquiry into Public Appointments


The Public Accounts and Public Administration Committee is undertaking an Inquiry into Public Appointments. Evidence received from the Committee's consultation on the scrutiny of public administration in autumn 2021 recommended that an inquiry be conducted in this area. It was considered to be an issue that had been 'under-examined' since the establishment of the Senedd.

Our agreed Terms of the Reference for the inquiry are detailed in Annex A. However, we are aware that concerns regarding the public appointments process may extend beyond those terms of reference. We therefore welcome the views and experiences of your committees on the matters listed and any other issues that you feel are relevant to our work.

I look forward to hearing from you and kindly ask for responses by Friday 27 January 2023.

Thank You.

Kind Regards,



Mark Isherwood MS
Committee Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.
We welcome correspondence in Welsh or English.

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Annex A

The Committee is undertaking an inquiry into the Welsh Government's approach to the public appointments process, including where this could be improved to increase the diversity of candidates for public appointments made by Welsh Ministers. Issues to be considered include the following:

- The role of the Public Bodies Unit and the effectiveness of its relationship with Public Bodies' Boards in terms of ensuring good governance and effective public appointment arrangements. This includes any ongoing support for board members.
- The views of those corporate bodies that receive public appointments on the public appointments process;
- The role the Commissioner for Public Appointments.
- What are the main barriers to increasing the diversity of candidates for public appointments in Wales? How do these vary by factors including:
 - Age
 - Sex
 - Ethnicity
 - Disability
- How effective are current approaches being taken by the Welsh Government to encourage and increase the diversity of candidates?
- How can the public appointments process be improved to achieve this?
- How can the Welsh Government create a more transparent and open public appointments process?
- Are there examples of best practice elsewhere in the UK and internationally that Wales should learn from?

CYPE(6)-26-22 - Paper to note 7

Jeremy Miles AS/MS

**Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language**



**Llywodraeth Cymru
Welsh Government**

Jayne Bryant MS
Chair of the Children, Young People and Education Committee
Welsh Parliament
Cardiff Bay
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CF99 1SN

8 December 2022

Dear Jayne,

Update on COVID-19 recovery as it relates to children and young people.

In response to the recommendations from the Children, Young People and Education Committee report: the 2022-23 Welsh Government Draft Budget I've committed to providing 6-monthly updates on COVID-19 recovery and how we're supporting our children and young people to recover from the impact of the pandemic on their education progress. This letter summarises some of the key developments over the last academic year, which not only aim to develop our learners, but also the practitioners who are working tirelessly to support them.

Early intervention and prevention

We know that the pandemic had a disproportionate effect on children and families living in disadvantaged communities and put added strain on services providing vital support for families in Wales. This was both because of the direct impact of the lockdown and pandemic on economic, social, mental and physical well-being, and because services provided by programmes like Flying Start and the Healthy Child Wales Programme, had been paused, scaled back or moved to virtual means of delivery to meet COVID-19 regulations, including social distancing.

The purpose of the **Early Help Fund** was to address the adverse effects of the disruption caused by the pandemic on children and young people 0-25, including those who were newly vulnerable. £14 million of additional funding has been made available within the Children and Communities Grant between 2021-23 to ease the pressure on, and reduce waiting times for, vital early help and support services in support of children, young people and parents in response to the pandemic.

Progress reports have been received from local authorities detailing their Early Help expenditure, reports show that the additional funding has been spent on a range of activities including:

- additional investment in existing contract and services delivered under the banner of early intervention programmes;
- investment in different/complementary services that has eased the pressure on others;
- investment in training and upskilling the workforce to be more responsive to the needs of families, and
- investment in increasing the capacity of the existing workforce.

Alongside this, the **Child Development Fund (CDF)** has been established. Funding of up to £18.5m has been allocated to all 22 local authorities in Wales between October 2020 and March 2023 to help them to provide additional support to children and families who have been impacted most by lockdown as a result of COVID-19, to address concerns around developmental delay, in areas such as speech, language and communication, fine and gross motor skills and personal and social development.

The fund is targeted at children aged 0-5 years of age and has enabled local authorities to boost the delivery of services and ensure needs are identified as soon as possible before they escalate to a point of crisis. Since being established, the CDF has enabled a range of interventions to be supported, which include enhanced screening, assessment and development tools to address speech language and communication delay; activities and resources to promote play and physical literacy; parenting support to promote social development; and increased funded childcare provision to support child development.

Renew and reform in maintained settings

The [Renew and Reform](#) plan, published in June 2021 and updated in September 2021, outlined our commitment to supporting learners' wellbeing and progression in response to the COVID-19 pandemic. The plan supported a revitalised, reform-focused and resilient educational system that puts learners' physical and mental health and wellbeing at the heart of its approach.

We committed a comprehensive package of over £270m in the financial year 2021-22 to support education renewal. This is on top of around £220m in 2020-21. The Education Policy Institute's October 2021 report comparing education catch-up spending across the UK found that **Wales spent the highest per-pupil in the UK (£400 per pupil)**, followed by England (**£310 per pupil**) and Scotland and Northern Ireland (**£230 per pupil**).

This year we have continued to support learners and schools to deal with the impacts of the pandemic. Funding continues to be aligned to our priorities of supporting learners' well-being and progression. This includes:

Recruit, Recover and Raise Standards (RRRS)

The RRRS programme has recruited and retained 1,800 full-time equivalent staff to build capacity and capability to support learners in the wake of the pandemic, in line with our Programme for Government commitment. £37.5m has been allocated in 2022-23.

Funding is distributed to schools and non-maintained settings to enable them to use the funding flexibly in tailored approaches to support their learners' particular needs. The funding formula has been driven by a focus on the most vulnerable learners and based

on a number of weightings linked to specific characteristics with overall funding capped at £150K per school. Priorities for schools to consider targeting the funding were:

- a) Pupils preparing for examinations in the forthcoming academic years 11, 12 and 13
- b) Vulnerable and disadvantaged children, as defined by a range of approaches, but including the poorest children and families, learners with special educational needs, learners from BAME communities and learners in Welsh-medium schools who live in non-Welsh speaking households
- c) Year 7, because of the disruption to the transition from primary to secondary schools.

We have issued guidance to schools enable leaders to determine the right approach to support the needs of their learners, particularly those most disadvantaged and impacted upon by the pandemic, and those potentially disengaged learners. The support packages could include extra coaching support, personalised learning programmes and additional time and resources for exam year pupils.

Funding provided to non-maintained nursery settings delivering early education was aimed at supporting our youngest learners to help mitigate the impact of the pandemic through provision of staff resources, training and support materials with a focus on supporting well-being, physical and learning needs.

An independent evaluation has been commissioned on the effectiveness and early impacts of this funding. The overarching aim of the research is to provide evidence to inform decisions about the ongoing response of the Welsh Government to supporting schools and early years childcare settings to recover from the disruptive impacts that COVID-19 is having on learning. The report is expected for publication in January 2023

Community Focused Schools and attendance

We have allocated £3.84m for Family Engagement Officers this financial year and part of their role is to prevent attendance issues by building better partnerships with families and carers. This is part of our work on Community Focused Schools and tackling the impact of poverty on educational attainment. On 18 November we published [guidance](#) setting out how schools can help embed this approach across Wales.

Mental health and wellbeing of learners and practitioners

Welsh Government have appointed Public Health Wales to support schools to implement and embed the [Framework on embedding a whole school approach to emotional and mental wellbeing](#) through recruitment of a team of implementation co-ordinators to work directly with schools to evaluate their current wellbeing provision, identifying what works well, any gaps in provision and where improvement is required. At the end of quarter 2 (end of September 2022) 340 schools are engaging with the implementation co-ordinators which equates to 23% of all schools in Wales.

Counselling is a key part of ensuring children and young people who require support with their emotional and mental health have access to the assistance they need. Welsh Government has allocated £2.3m in 2022-23, £3.35m in 23-24, and £4.5m in 2024-25

(2023-24 and 2024-25 figures indicative) to fund counselling through the local authorities. Funding is being used to support improvements in counselling and extending provision below the current year 6 threshold in line with the recommendations of the Statutory School and Community Based Counselling Services review undertaken by Cardiff University. The report, published in March 2022, gives recommendations to aid service improvements, extending entitlement to younger children and improve monitoring and evaluation.

In addition, we are providing in excess of £16.4m over the next three years to ensure national provision of the CAMHS school in-reach service. This sees dedicated mental health practitioners in schools providing consultation, liaison, advice and training. This service provision is now confirmed across all seven health boards and we have received mid-year proforma's demonstrating activity to date. This is currently being analysed however, initial findings demonstrate, most offer a similar service although there is some flexibility in their delivery methods, which is being monitored. Public Health Wales held an initial national co-ordinator meeting on 20 September 2022 and a progress meeting on 8 November.

We have commissioned Public Health Wales to develop a "what works" toolkit that will support schools to identify appropriate universal and targeted interventions for use in their school community. It will form an independent, evidence-based sources of advice on a range of interventions, programmes and training that is currently available and marketed to schools. The approach has been co-produced through work with teachers, parents and supported by the Steering Group. Information has been gathered on the information schools require when considering introducing resources to help promote mental health and wellbeing, and considerable work is being done to ensure that the language used is appropriate to the intended audience.

An initial group of six interventions were identified to test the methodology and approach with the support of the Expert Panel, convened from academic experts in the field and professionals working within psychology or mental health or child health. The interventions are a mixture of:

- universal approaches for all children or the whole school
- interventions for children who may be vulnerable to emotional or mental health problems
- interventions for children who may be showing signs of mental or emotional health problems

The Welsh Government has also created an online resource which promotes the numerous digital tools designed specifically to support young people with their own mental health and emotional wellbeing. [The Young person's mental health Toolkit](#) links young people, aged 11 to 25, to websites, apps, helplines, and more to build resilience and support them.

We have also allocated £1.45m in 2022-23, £1.5m in 2023-24, and £1.6m in 2024-25 to support the delivery of universal and targeted wellbeing interventions, and training for teachers and other school staff.

Additional Learning Needs (ALN)

Many disabled children and young people, including learners with ALN, have experienced a negative impact on their mental health and difficulties accessing education as a result of the COVID-19 pandemic. In January 2022 I announced an additional £10 million to provide targeted support to children and young people with ALN further disadvantaged by the pandemic. The funding could be used to add to existing support for learners with ALN and / or provide extra resources to target the impacts of the pandemic, such as mental health support and tailored support to help with attendance.

Food in Schools

Free School Meals

Our Programme for Government commits us to continue to meet the rise in demand for Free School Meals resulting from the pandemic and review the eligibility criteria as far as budgets allow. This work is underway with our immediate focus on the roll-out of Universal Primary Free Schools Meals.

According to data provided in February 2022 for the 2022 Pupil Level Annual School Census (PLASC):

- In primary schools, 42,084 out of 57,609 (73%) traditionally means tested eligible pupils took a free school meal.
- In secondary schools, 25,842 out of 35,464 (73%) traditionally means tested eligible pupils took a free school meal.

Free Breakfast in Primary Schools

With COVID-19 restrictions now lifted, we are keen to see primary breakfast services and clubs reopening across Wales, providing primary school pupils with the opportunity to access the primary free school breakfast offer.

According to 2022 PLASC data, 1,106 or 86.1% of maintained schools in Wales containing primary aged pupils provided free breakfasts and 43,857 children received a free breakfast on the day of the PLASC survey in February 2022. At the time of the 2022 PLASC survey, some schools were still in the process of re-establishing their breakfast provision.

School Holiday Provision

Since the start of the pandemic, we have made available over £100 million to support those eligible for free school meals. This included funding to provide free school meals during school holidays, being the first in the UK to do so.

In partnership with Plaid Cymru, we have committed £11 million to extending holiday food provision for pupils traditionally eligible for a free school meal until the end of the February half term next year.

Post-16 and transition plan

The [Renew and Reform: post-16 and transition plan](#), published in March 2022, outlines how the Welsh Government would work with providers of post-16 education to support learners and practitioners across Wales to progress from the COVID-19 pandemic. There was a delay in the publishing date due to the Omicron wave of COVID-19 cases and it was deemed appropriate to wait until the immediate crisis had abated.

Evidence on the impacts and harms of COVID-19 is emerging continuously and a further review of the published literature was conducted in June 2022 to understand how these harms have evolved. An updated version of The Wales Covid Evidence Centre's report '[A rapid review of strategies to support learning and wellbeing among 16-19 year old learners who have experienced significant disruption in their education as a result of the COVID-19 pandemic](#)' was published in September 2022.

Evaluation of post-16 COVID-19 recovery funding

In April 2022, we commissioned an evaluation of the effectiveness of previously allocated COVID-19 related funding for post-16 education and training. The evaluation will provide evidence to inform the Welsh Government's strategic and operational approaches to ongoing support for post-16 education and training as the sector recovers from the disruptive impacts of the pandemic.

The evaluation will provide evidence on:

- How funding has supported the sector.
- How the post-16 recovery fund has been used in practice.
- Effective approaches to teaching and learning.
- Sector concerns.
- Collaboration across the sector.
- How the funding can support with existing and future challenges so learners can reach their full potential.

It will also explore options for a future impact evaluation and value for money framework. All data will be analysed and synthesised and published in a final report in April 2023.

Current activity to support post-16 learners

The following projects are continuing to support post-16 learners that have been impacted by the pandemic and the transition process:

- a) **Mentoring** – HEFCW have been awarded £600K to deliver a mentoring programme to benefit learners in sixth forms and colleges across Wales during the academic year 2022/23. This programme will be delivered by existing university students.
- b) **Alumni** – Many schools are already benefitting from a network of alumni who can share their own experiences of education, employment and training in a relatable way, with current learners. It also gives learners the chance to develop their confidence and resilience through peer support. Careers Wales has received

funding to deliver support to schools and colleges in establishing and maintaining an alumni community.

- c) **Tailored work experience** – Following a successful pilot in the 2021/22 academic year, Careers Wales has received further funding to engage with employers and provide 500 targeted work experience placements. These work experience placements will support learners who have struggled to re-engage with their education following the disruption caused by the pandemic. Between April and July 2022 Careers Wales implement a targeted work experience pilot, to support learners in year 10 who have struggled to re-engage with their education following the disruption caused by the pandemic. Over 200 young people were referred by schools with nearly 100 learners across 5 local authorities being offered placements.
- d) **University Ready** – The Open University and all universities in Wales have received funding for the next 3 years to work collaboratively to develop [The University Ready hub](#). The hub is hosted on the Open University's OpenLearn platform and contains hundreds of unique resources created and compiled by Wales' universities. Resources include videos, podcasts, articles, short interactives and online courses. These resources provide guidance for post-16 learners, their parents and teachers on making the transition into Higher Education.
- e) **Welsh Vocational Seminars** – During the course of the pandemic, learners from non-Welsh speaking households who attended Welsh-medium secondary school had reduced opportunities to learn and interact socially through the medium of Welsh. Many of these learners have now progressed to post-16 vocational programmes at college where they may be among a small minority of fluent Welsh speakers. During 2022/23 academic year the Coleg Cymraeg Cenedlaethol will develop and pilot a series of subject seminars for 16–19-year-old learners undertaking vocational courses to provide learners with an opportunity to learn about, and discuss, their vocational subjects in Welsh and is a small step towards working collaboratively to ensure the workforce is able to help Wales meet its ambition to increase the proportion of apprenticeships and further education programmes that are available in Welsh.
- f) **Attendance** - In 2021/22 attendance and enrolment data indicated that learner progression choices into post-16 provision had been less well informed due to the effects of the pandemic. Early indications from stakeholders including the Children's Commissioner suggested that a higher proportion of learners than usual were experiencing anxiety over their abilities to successfully engage with their learning. Learners who appeared to be struggling with their chosen year 12 or first-year college courses were offered increased 1-2-1 advice and guidance support to explore alternative pathways including vocational and hybrid programmes. An approach of 'swap don't drop' was emphasised across the post-16 sectors. In March 2022 local authorities were awarded £300k to recognise the costs incurred by schools in supporting learners who subsequently transferred to another provider within the first 8 weeks of enrolment.

- g) **Learner Recovery and Progression Funding** - In 2021/22 £33m Learner Recovery and Progression funding was allocated to FE colleges and school sixth forms to support learners who experienced disruption as a result of the pandemic. This funding has enabled FE colleges and school sixth forms to provide additional learning hours for learners in years 12, 13, and above. Learners were able to undertake group-based learning, learning on a 1:1 basis or a mixture of both. Learners had the opportunity to revisit previous learning and deepen their knowledge in order to meet the demands of their course, access specific pastoral support, including resilience and confidence building and develop their practical skills.
- h) **Transition Funding** - In 2021/22 FE colleges and school sixth forms received £12m to provide dedicated transition support for learners who were moving to the next stage of full-time learning, or into apprenticeships, training, or directly into work. A significant proportion of the transition funding allocated to post-16 providers has been used by schools and colleges to support year 11 learners who applied or were considering applying to FE colleges. FE colleges have delivered a range of events and activities including skills workshops, masterclasses and additional wellbeing, counselling and student services.

Post-16 mental health and wellbeing of staff and learners

Throughout the duration of the pandemic concern about the impact on learners and staff continued to grow and feedback from the sector highlighted the significant effect this was having on the mental health and wellbeing of learners and staff. Almost all young people experienced some degree of anxiety, depression and frustration related to the long period of disruption to their education, missed exams, their progression into university and/or employment prospects.

The impacts of the pandemic have been wide reaching and based on feedback from the sector, the main impacts on learners and staff include:

- **Academic pressures** – deadlines, exams, lack of understanding and changes to expectations, pressure of coping, confusion, parental pressure, returning to college and face to face learning, fear of failure, thinking about the future, retention.
- **Social and personal difficulties** – relationships, social lives, home life, family, personal problems, homesickness/loneliness/isolation, bullying, peer pressure, feeling like can't talk to others, relocation, death of family/partner/friend, impact of social media, work life balance, childcare, home-schooling, increase in self-harm and substance misuse.
- **Stress, depression and anxiety** – lack of stress management skills
- **Finances** – loss of family income
- **Digital support and access** –lack of training or access to equipment

An initial investment of £2m was allocated to the FE sector in 2020-21 with a further £2.5m allocated in January 2021 to support the impact of the COVID-19 pandemic on FE learners and staff. £500,000 of this was ring-fenced for work-based learning.

This £2.5m supplementary funding provided additional resource to enable institutions to invest further in providing support to staff and learners. The majority of this funding was

used to recruit additional counselling and wellbeing staff and mentors and, in some institutions, to buy in an out of hours counselling service. Funding was also used to provide staff with COVID-19 specific resilience training.

The impacts of COVID-19 continue to be a priority and investment continues to strengthen support for learner and staff mental health and wellbeing in FE. An increased allocation of £6m has been approved for the FE sector for the 2022/23 academic year which is made up of £2m core funding plus an additional £4m to help combat the mental health and wellbeing impacts of the pandemic.

The investment this year will help provide the additional support required to increase the size of wellbeing/welfare teams to respond to growing numbers of referrals, counselling provision for learners, and to fund activities for resilience building and to support learners social and emotional wellbeing.

The effect of the pandemic on mental health and wellbeing of staff and learners forms part of the evaluation of post-16 COVID-19 recovery funding and is being explored through interviews, survey and focus groups with learners in the sector.

Speech, language and communication

The Talk with Me speech, language and communication (SLC) [delivery plan](#) was published in November 2020. Elements of the plan were prioritised and / or developed to mitigate the impact of the pandemic. In response to emerging evidence about the impact of lockdowns on children's SLC development, additional funding is being provided to Speech and Language Therapy (SLT) services in all health boards and specialist centres each year from 2020-21 to 2023-24.

Evidence based Hanen 'It Takes Two to Talk' training was funded for 105 SLTs across Wales (out of a total workforce of 650 SLTs in Wales, many of whom work with adults and therefore would not require this training) and course handbooks for parents provided to 22 main libraries. Funding for the training increased from £200k in 2020-21 to £750k in 2022-23 and will reduce to £400k in 2023-24.

Feedback from activity undertaken in 2021-22 included:

- reduced waiting times
- positively impacted on continuous service delivery
- impact of delivering additional quality interventions in a timely way and in line with evidence base
- better outcomes for patients
- increased staff well-being
- early intervention will reduce the potential need for further or prolonged SLT support in the future
- empowered parents to support their own child's speech, language and communication needs
- increased productivity, and reduced waste within the system

Support for wellbeing and development

Building on the success of the Summer of Fun, which was held during the summer of 2021, in October 2021 we announced £20m for the Winter of Wellbeing programme to further support the commitments set out in Renew and Reform and to provide more opportunities for children and young people aged 0-25 to develop their social, emotional and physical well-being. The programme was delivered through five strands of activity, with the following organisations receiving funding to deliver Winter of Wellbeing activities:

- £6m to local authorities: delivered activities mostly through Play lead officers and by continuing the work of the Summer of Fun; partners included the third and private sector.
- £3m to National organisations: delivered by Sport Wales, the Society of Chief Librarians, the National Music Service, Urdd Gobaith Cymru and Amgueddfa Cymru, and the Federation of Museums and Art Galleries of Wales.
- £10.7m funding allocated to education settings and providers including:
 - primary and secondary schools
 - further education colleges
 - £1.3m allocated to HEFCW to ensure institutions worked collaboratively with Student Unions in delivering the activities.
- £300k to support a multi-faceted evaluation.

In addition, as part of the Winter of Wellbeing, up to £2m was made available to support the delivery of a trial of Additional Enrichment Sessions across volunteer schools during the 2021/22 academic year. The trial guaranteed participating learners with five hours a week (for 10 weeks) of additional sporting, cultural, creative, recreational and leisure enrichment activities before and / or after normal school hours. At least 20% of the time (1 hour a week) was required to align with academic support by tailoring sport or enrichment activities to include some core academic skills. Thirteen schools (8 primary and three secondary and two through-schools (for ages 4-16)) and one college were supported by Welsh Government to set up and deliver Additional Enrichment Sessions.

An evaluation of the Winter of Wellbeing is underway. Activities ended on 31 March 2022. The evaluation will be published at the end of December 2022.

Research and evidence

Wellbeing

The Welsh Government funded, Schools Health Research Network (SHRN) carry out a biennial survey of secondary schools and provide data on the health and wellbeing of 11–16-year-olds in Wales. Between September 2021 and January 2022, 123,204 11–16-year-olds from 202 (95%) secondary and middle schools across Wales participated in SHRN's Student Health and Wellbeing (SHW) survey.

A recent [briefing from the SHRN](#) published in August 2022 examines change over time in three key mental health and wellbeing measures collected through the survey and provides a snapshot of youth mental health and wellbeing immediately before and 18-months after the start of the pandemic.

The results showed a small but statistically significant fall in 2021 (23.0%) compared to 2019 (23.7%). Declines in mental wellbeing were observed across all genders and year groups.

The overall percentage of 11–16-year-olds indicating clinically significant depressive symptoms, increased from 24% in 2019 to 28% in 2021. Girls and students self-identifying as neither a boy nor a girl, were around two and four times more likely than boys, respectively, to reach this threshold in 2019. This disparity had widened further by 2021, following no observed change in the proportion of boys reporting depressive symptoms compared to statistically significant growth for girls and students identifying as neither a boy nor a girl.

In 2021, 14% of 11-16 year-olds in Wales reported that they often felt alone, up from 12% in 2019. Loneliness increased with age, with students in Year 11 around twice as likely as those in Year 7 to report often feeling alone. Breakdown by family affluence showed higher reported loneliness among students of lower affluence compared to higher affluence, with small increases among both groups between 2019 and 2021

Collaborative Evidence Network (CEN)

In 2021, the Welsh Government invited expressions of interest for collaborative research to be undertaken by academics across our universities into various aspects of education that related to the needs of the National Strategy for Educational Research and Enquiry (NSERE). Underpinning this was a focus on the impacts of the pandemic and the ways in which these can be mitigated. Following a bidding process, a total of 18 projects across five lead institutions received funding.

A review of the reports is ongoing. Final reports are to be uploaded onto Hwb and findings disseminated via a series of themed online forums scheduled for early 2023.

Estyn Annual Report 2021-22 interim messages

To maximise impact and share the annual report's findings as early as possible, Estyn published interim messages on 28 September ahead of publication of a full report in the new year.

The interim messages provide an early insight of what's working well and what needs strengthening across education and training sectors in Wales. The findings also offer an insight into a number of themes such as the Curriculum for Wales; the Additional Learning Needs reform; the impact of poverty on attainment; improvements in providers that have made rapid improvements; and recovery from the COVID-19 pandemic.

The report notes that across all sectors, the impact of the COVID-19 pandemic continued to be felt throughout the academic year 2021/22. As the year progressed and providers returned to a more 'normal' way of operating, the full impact of the previous year and a half on learners, staff and the general work of providers became more apparent. The report notes a number of positive aspects alongside some issues and concerns to be addressed.

The report can be found here: [Recovery from COVID-19 – Estyn Annual Report 2022](#)

Forward planning

In order to ensure that schools are in a strong position to address any further disruptions to learning, particularly over the winter period, and to ensure that a clear focus on learning and wellbeing is maintained during these periods of disruption, all schools in Wales will be expected to develop a Learning Continuity Plan in the Autumn Term 2022.

The Learning Continuity Plan will be supported by guidance and additional resources, as well as a programme of professional learning for practitioners which will be delivered by the Regional Consortia. The guidance and resources are being developed in four stages:

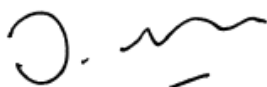
- Stage 1 – [Learning continuity guidance](#) for schools published outlining the overarching principles for learning continuity, types of disruption and roles and responsibilities.
- Stage 2 – [Maintaining learning continuity planning template](#) published to support schools.
- Stage 3 – Additional [guidance for learning continuity in exam years](#), led by WJEC published, with full package of support in place by the end of term.
- Stage 4 – Additional supporting resources delivered from December 2022 onwards.

In order to build on the success of the Renew and Reform programme, a Learning Continuity Board has been established which will co-ordinate this work across the Communities and Tackling Poverty Department, the Education and Welsh Language Department and the Skills, Higher Education and Lifelong Learning Department.

This work will be underpinned by a range of data, research and evidence. This will include the tracking of children and young people to understand the long-term impacts of the pandemic on their learning and well-being outcomes; and establishing the pattern of the geographical impact of the pandemic on learners to understand where there has been disproportionate impact and where additional mitigating actions might be required.

Learning continuity will continue to be supported by the RRRS grant and through the development of our approach to digital and blended learning. A range of mitigating actions will also be put in place to support learning continuity in line with the emerging evidence.

Yours sincerely



Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Agenda Item 5.8

CYPE(6)-26-22 - Paper to note 8

Y Gwir Anrh/Rt Hon Mark Drakeford AS/MS
Prif Weinidog Cymru/First Minister of Wales

Eich cyf/Your ref
Ein cyf/Our ref

Peredur Owen Griffiths MS
Chair of the Finance Committee



Llywodraeth Cymru
Welsh Government

7 December 2022

Dear Peredur,

Scrutiny of the financial implications of Bills

I am writing in response to your letter of 16 November 2022 regarding the scrutiny of the financial implications of Government Bills.

Your letter highlights concern that the Welsh Government has moved away from practice in the Fifth Senedd where Welsh Ministers provided written responses to Stage 1 reports in advance of the General Principles debate and Financial Resolution.

It is during the Stage 1 debate that Ministers provide an explanation of the Government's response to the recommendations in each Committee report and in most, but not all, circumstances have provided further detail through a formal letter.

While there were occasions during the Fifth Senedd where the Government responses were issued before or on the date of the General Principles debate, this was not routine practice for all Bills. In fact, over half of responses were issued in writing after the debate or provided verbally during the debate.

Ministers endeavour to respond to the Committees as soon as reasonably possible but it is not always practical for Welsh Ministers to do this prior to the Stage 1 debate for every Bill, so in practice these written responses may be provided after the debate has taken place.

There may be circumstances where more time is required to consider the implications of the recommendations or where the detail needed to provide an informed response is not available in advance of the Stage 1 debate. In addition, the legislation may be novel and while we aim to provide best estimates of the likely costs, there are situations where multiple varying factors mean precise costings are not achievable until the provision is

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

tested and assessed. Nonetheless, we will continue to inform the Finance Committee of the financial information relating to each Bill as they go through the various Senedd scrutiny stages.

In addition, Welsh Ministers will continue the practice established during the Fifth Senedd of writing to the subject and Finance Committees in advance of Stage 3 proceedings of a Bill if significant changes have been made to the Regulatory Impact Assessment post Stage 2.

Your letter along with this reply has been copied to all Welsh Ministers. This reply is also issued to the Business Committee and the Chairs of Policy Committees.

A handwritten signature in dark ink, reading "Mark Drakeford". The signature is written in a cursive, slightly slanted style.

MARK DRAKEFORD

Agenda Item 5.9

CYPE(6)-26-22 - Paper to note 9

**Y Pwyllgor Deddfwriaeth,
Cyfiawnder a'r Cyfansoddiad**

**—
Legislation, Justice and
Constitution Committee**

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Lynne Neagle MS
Deputy Minister for Health and Wellbeing

7 December 2022

Dear Lynne

Food Supplement and Food for Specific Groups (Miscellaneous Amendments) Regulations 2022

Thank you for your letter of ~~21 November~~ regarding the above proposed UK Government Regulations.

In your letter you state:

"There is no divergence between the Welsh Government and the UK Government (Department of Health and Social Care) on the policy for the corrections. Therefore, making separate SIs in Wales and England would lead to duplication, and unnecessary complication of the statute book. Consenting to a UK wide SI ensures that there is a single legislative framework across the UK which promotes clarity and accessibility. In this circumstance, the Welsh Government considers it appropriate that the UK Government legislates on our behalf in this instance."

We would welcome clarification on the following issues:

1. Please can you explain why you believe separate Wales only, bilingual regulations, made in parallel with the UK Government, would lead to "unnecessary complication of the statute book"?
2. Please can you confirm that the Regulations are a Great Britain-wide (GB-wide) statutory instrument and that they are intended, from your perspective, to form part of a single GB legislative framework rather than a Welsh or, as your letter suggests, a UK framework?



3. Is all legislation in this policy area GB-wide or do divergences exist?
4. Your letter refers to amendments being made. Please can you provide more specific detail about each of these amendments (as the terms “update” and “standardise” are relatively vague)?
5. What is the rationale for making the amendments set out in the Regulations? For example, are they for the purpose of keeping pace with changes to EU legislation, or do they reflect developments in the scientific evidence?
6. What is your view on whether these Regulations will lead to divergence with EU standards for similar products?
7. What is your view on whether the Regulations improve pre-Brexit food standards?
8. Can you confirm if these regulations were considered through the relevant Common Framework or Frameworks and, if so, which ones?
9. What action are you taking to promote accessibility of this legislation to those affected by it, including Welsh-speaking citizens given that the Regulations are in English only?
10. Can you confirm what consultation has been undertaken with Welsh stakeholders on these Regulations?
11. How will this legislation be affected in the future should the UK Government’s Retained EU Law (Revocation and Reform) Bill become law, particularly if there is any policy divergence between the Welsh and UK Governments?
12. When agreeing to GB-wide regulations, what discussions did you have about the impact of the Retained EU Law (Revocation and Reform) Bill (the REUL Bill) and what was the outcome?
13. Given that retained direct EU legislation is subject to the sunset in the Retained EU Law (Revocation and Reform) Bill, did you consider making separate Welsh legislation outside the framework of REUL?
14. Does the Welsh Government intend to revisit these Regulations if the REUL Bill becomes law?

I would be grateful to receive a response by 5 January 2022.

I am copying this letter to Russell George MS, Chair of the Health and Social Care Committee and Jane Bryant MS, Chair, Children, Young People and Education Committee.

Yours sincerely,

Huw Irranca-Davies

Huw Irranca-Davies

Chair



CYPE(6)-26-22 - Paper to note 10

**Pwyllgor Diwylliant, Cyfathrebu, y Gymraeg,
Chwaraeon, a Chysylltiadau Rhyngwladol**

**Culture, Communications, Welsh Language, Sport, and
International Relations Committee**

Jayne Bryant MS
Chair
Children, Young People, and Education
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09 December 2022

Coordinating draft budget scrutiny on Welsh-medium education

Dear Jayne,

This week's census results were bitterly disappointing. As you will know, the data suggests that the drop in the number of Welsh speakers was driven mainly by a reduction in the number of children 3-15 years old who are able to speak Welsh. Given this, I would like to suggest that our Committees seek to work together during the forthcoming draft budget process in relation to the census figures and Welsh-medium education.

If this is agreeable to you, I will ask our officials to coordinate this work with your Committee's officials.

Yours sincerely,



Delyth Jewell MS

Chair of the Culture, Communication, Welsh Language, Sport, and International Relations Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

Agenda Item 7

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