

## Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

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Lleoliad: I gael rhagor o wybodaeth cysylltwch a:  
Ystafell Bwyllgora 1 – y Senedd Marc Wyn Jones  
Dyddiad: Dydd Iau, 8 Rhagfyr 2016 Clerc y Pwyllgor  
Amser: 09.15 0300 200 6565  
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### 09.15 – 09.30 – Cyfarfod anffurfiol

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau  
(09.30)

2 Ymchwiliad i'r Grant Gwella Addysg: Plant Sipsiwn, Roma a  
Theithwyr, a phlant o leiafrifoedd ethnig – sesiwn dystiolaeth 3  
(09.30 – 10.25) (Tudalennau 1 – 34)

Trudy Aspinwall, Uwch Swyddog Rhaglen – Prosiect 'Teithio Ymlaen' Achub y Plant

#### Dogfennau atodol:

Papur Ymchwil

CYPE(5)-14-16 – Papur | Paper 1



### **3 Ymchwiliad i'r Grant Gwella Addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd ethnig – sesiwn dystiolaeth 4**

(10.25 – 11.20)

(Tudalennau 35 – 93)

Y Consortia Rhanbarthol

Rhys Howard Hughes, Cyfarwyddwr Cynorthwyol (Cefnogaeth a Broceru) – GwE, Gogledd Cymru

Gill James, Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De

Helen Morgan Rees, Pennaeth Canolfan y Dwyrain – Ein Rhanbarth ar Waith (ERW)

Martin Dacey, Pennaeth Gwasanaeth Aml-Ethnig Addysg Gwent (GEMS) –

Gwasanaeth Cyflawni Addysg De-ddwyrain Cymru (EAS)

#### **Dogfennau atodol:**

CYPE(5)-14-16 – Papur | Paper 2 – GwE

CYPE(5)-14-16 – Papur | Paper 3 – CSC

CYPE(5)-14-16 – Papur | Paper 4 – EAS

CYPE(5)-14-16 – Papur | Paper 5 – ERW

#### **Egwyl – 10.25 – 10.35**

### **4 Ymchwiliad i'r Grant Gwella Addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd ethnig – sesiwn dystiolaeth 5**

(11.30 – 12.15)

(Tudalennau 94 – 97)

Cymdeithas Cyfarwyddwyr Addysg Cymru a Chymdeithas Llywodraeth Leol Cymru

Dr Chris Llewelyn, Dirprwy Brif Weithredwr a Chyfarwyddwr Dysgu Gydol Oes, Hamdden a Gwybodaeth – Cymdeithas Llywodraeth Leol Cymru

Nick Batchelar, Cyfarwyddwr Cymdeithas y Cyfarwyddwyr Addysg yng Nghymru

#### **Dogfennau atodol:**

CYPE(5)-14-16 – Papur | Paper 6

## **5 Papurau i'w nodi**

(12.15)

**Llythyr oddi wrth Ysgrifennydd y Cabinet dros Gymunedau a Phlant – cyllideb ddrafft Llywodraeth Cymru**

(Tudalennau 98 – 105)

**Dogfennau atodol:**

CYPE(15)-14-16 – Papur | Paper 7 – i'w nodi | to note

**Llythyr oddi wrth Ysgrifennydd y Cabinet dros Addysg–cyllideb ddrafft**

**Llywodraeth Cymru**

(Tudalennau 106 – 112)

**Dogfennau atodol:**

CYPE(15)-14-16 – Papur | Paper 8 – i'w nodi | to note

**Llythyr oddi wrth Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon a'r Gweinidog Iechyd y Cyhoedd a Gwasanaethau Cymdeithasol at y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon – cyllideb ddrafft Llywodraeth Cymru**

(Tudalennau 113 – 119)

**Dogfennau atodol:**

CYPE(15)-14-16 – Papur | Paper 9 – i'w nodi | to note

## **6 Cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o weddill y cyfarfod.**

(12.15)

## **7 Blaenraglen waith y Pwyllgor**

(12.15 – 12.30)

(Tudalennau 120 – 125)

**Dogfennau atodol:**

CYPE(5)-14-16 – Papur | Paper 10 – preifat | private

## **8 Sesiwn Friffio ar Faterion Technegol ynghylch y Bil Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru)**

(12.30 – 13.15)

Emma Williams, Dirprwy Cyfarwyddwr Isadran Cefnogaeth i Ddysgwyr ac Uwch Swyddog Cyfrifol y Bil

Tania Nicholson, Pennaeth Rhaglen Ddeddfwriaethol Anghenion Dysgu Ychwanegol a Rheolwr y Bil

Paul Williams, Rheolwr Rhaglen Ddeddfwriaethol Anghenion Dysgu Ychwanegol

Mae cyfyngiadau ar y ddogfen hon



## Travelling Ahead: Evidence Submission to Inquiry on the Education Improvement Grant and Gypsy, Roma and Traveller children and young people for the Children, Young Peoples and Education Committee November 2016

### 1. Introduction

Travelling Ahead has worked across Wales since 2009 with young people from Romany Gypsy, Irish Traveller and more recently Roma young people from the EU. The project works to support young people's rights and participation; offering opportunities to build their confidence and skills and to influence decision-makers, policy and practice that have an effect on their lives. We generally work with 11 – 19 year olds and run Regional Forums in three areas in Wales, hold an annual National Forum and we have a Youth Advisory Group made up of a dozen young people who work with us to plan project activities and respond to key policy areas that they would like to see changed. For further information on our project activities please have a look around our website [www.travellingahead.org.uk](http://www.travellingahead.org.uk)

We are very pleased that the Children and Young People Committee are undertaking this inquiry into the education of Gypsy, Roma and Traveller children and the Education Improvement Grant and welcome the opportunity to provide evidence

### 2. Background and context

The Committee on the Rights of the Child has consistently commented on the right to education for Gypsy, Roma and Traveller children in the UK and in 2016 noted '*Substantial inequalities persist in educational attainment particularly for..... Roma, Gypsy and Traveller children*' and that '*Among children subject to permanent or temporary school exclusions, there is a disproportionate number of boys, Roma, Gypsy and Traveller children...*' (CRC Concluding Observations UK 2016)

Welsh figures show Gypsy and Traveller pupils remain the lowest achieving group<sup>1</sup> according to Welsh Government benchmarks and that they have the highest rates of absenteeism from primary and secondary schools (this includes authorised absences<sup>2</sup>).

High levels of absence and low levels of attainment are of course linked and it's been recognised in Welsh Government guidance that poor levels of attendance correspond to a 'distinct set of barriers that Gypsy and Traveller pupils encounter while at school' (Moving Forward 2008). The guidance goes on to say:

*Gypsy and Traveller groups have specific cultural and life-style characteristics which may not be generally understood and which can contribute to the prejudice that they many experience from the non-Traveller population. Their long-held culture is not static, however, and a feature of Gypsy and Traveller communities is their ability to adapt to changing economic and social circumstances whilst*

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<sup>1</sup> Table 8: Key Stage 4 by ethnic background, 2013-2015 (aggregated) (a) Stats Wales, aggregated data for 2013-15 showed only 15.5% of Gypsy/Gypsy Roma pupils achieved the Level 2 threshold (including a GCSE grade A\*-C in English or Welsh First Language and Mathematics) – no data recorded for Irish Traveller children

<sup>2</sup> Wales National Attendance Codes: Code 'T' is used by schools to record authorised 'Traveller absence' i.e. absence for travelling for work purposes and for significant cultural or family events notified to schools may be regarded as authorised absence. Gypsy and Traveller parents will not be prosecuted for poor attendance where a pupil has attended for 200 sessions in the preceding year and absence has been authorised for work or cultural events. (Moving Forward Guidance)

*retaining their cultural identity.....Recognition, understanding, and acceptance of these cultural differences are key to effective educational support for Gypsy and Traveller pupils. (pages 9-10 moving forward)*

The formal data that is collected by Welsh Government of course doesn't either monitor or reflect all the outcomes and the achievements and progress made by many Gypsy, Roma and Traveller pupils across Wales; including those who might for example be the first in their family to transition to and remain at secondary school; achieve qualifications despite not attending formal education until the age of 12 and those who have gone on to further and higher education, training and employment with success in a variety of areas.

The statistics also don't reflect where the work of some local authorities and Traveller Education Services, who together with families, have over time been able to buck the trend of low achievement and supported a generational change that has resulted in increased engagement with mainstream secondary school education in their area, excellent GCSE and A level results and unprecedented numbers of Gypsy and Traveller children going on to further education. In one area over a nine year period the numbers of Gypsy and Traveller children transitioning and completing their secondary school education has increased from one to thirty, in another last year every secondary school pupil has gone to further education. This kind of progress just isn't captured by solely measuring how many A-C Grades are achieved at GCSE.

But similarly the formal outcomes framework doesn't monitor how many children struggle to access mainstream education, drop out of school or are excluded and are then registered as Electively Home Educated; this is a significant minority of Gypsy and Traveller children, who then don't have opportunities to re-engage with formal education and whose outcomes are never monitored at all.

### **Young people's views**

Education is a consistent theme brought up by the young people that we work with; in our peer education research report young people identified from their experiences a number of issues that they feel affect their education:

- A lack of understanding and low levels of awareness of schools and teaching staff about their culture and experiences;
- Discrimination and bullying that can result from this,
- Lack of a culturally relevant or flexible curriculum,
- Their own and parental anxieties about their safety and exposure to teachings and practices that conflict with their cultural values ( drug taking, sexual activity, PSE) ;
- Tensions that can exist between 'formal education' and a sense that mainstream school doesn't either respect or prepare them for life with their families and communities

The improvements they recommended included:

- Teachers in school need to try and understand our culture and how we work with our families
- They should have training on understanding Gypsies, Roma and Travellers to help us achieve our best.
- Find a way to build relationships between our families and schools to break down barriers and increase our participation in education
- If we are being bullied or experiencing a hate crime, there must be a teacher or adult who we can talk to and who can help us report things if we need to.

- Make sure we have access to up-to-date equipment and access to computers and the internet if we don't have it at home to help with our homework.
- Access to more hands on courses, like Building and Hair and Beauty, and not just academic courses.
- Extra funding put in place to support us in school and for trained tutors to help us learn if we want home tutoring.<sup>3</sup>

Recognition of all the issues above are what led to the establishment and continuation of Welsh Government's specific grant for the education of Gypsy and Traveller learners<sup>4</sup> to 'improve educational opportunities and/or improve standards of educational achievement for this group of learners'.

**In 2014-15 the grant stood at 1.1 million and supported 2,447 Gypsy and Traveller children across 19 local authorities in Wales.**

The majority of these monies supported the work of Traveller Education Services (TES) across 19 local authorities who typically worked flexibly, across schools and local authorities, who had built up trust, relationships and knowledge of the families in their area, including those who regularly travelled away, or through, their area. They not only acted as links between families and schools, offered additional academic and pastoral support that helped children engage and re-engage with education but also acted as champions, advocates and raised awareness with their education colleagues through offering training and by holding culturally relevant resources that could be used throughout the county by schools and others as needed.

Gypsy, Roma and Traveller children then are probably the most 'vulnerable' in the education system in the sense that they are more at risk of not fulfilling their potential without a distinct approach that helps them access the education system and takes account of their lives, their views and experiences.

It's this 'vulnerability' that has led to us being so concerned about the decision of the Welsh Government to remove dedicated funding that has resourced dedicated services to work with these children, young people and their families over more than 40 years. Our concerns have been raised in writing with the Minister and Welsh Government officials at the time of the decision and since that time throughout this period of implementation of the Education Improvement Grant.

In responding to this call for evidence we have a number of key points we would like to make:

- The decision making process
- Consequences of removing the ring fenced grant
- Impact on educational support and outcomes
- Effectiveness of other Welsh Government policies and strategies

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<sup>3</sup> Good Practice in Education Report 2015 Travelling Ahead  
<http://www.travellingahead.org.uk/projects/education/>

<sup>4</sup> The relevant legal powers are in Section 14 of the Education Act 2002. Section 14 sets out that the National Assembly for Wales may give, or make arrangements for the giving of, financial assistance to any person for, or in connection with, the provision, or proposed provision of education or of educational services. Those powers are powers of the Welsh Ministers by virtue of paragraph 30 of Schedule 11 of the Government of Wales Act 2006.



#### 4. The decision making process

Whilst we appreciate that the decision to amalgamate the ring-fenced Gypsy and Traveller Grant in to the Education Improvement Grant was taken some time ago now we believe that there are some lessons to be learnt from the decision - making process that could address any negative impact going forward. We believe the following issues should be addressed:

- The failure of Welsh Government to carry out adequate Equality Impact Assessments and Children's Right Impact Assessments even when they had identified that a negative impact on Gypsy, Roma and Traveller children was highly likely
- The lack of effective engagement and consultation with stakeholders i.e. children, young people, parents and professionals who work with the Gypsy Roma and Traveller community
- The need to properly review the evidence 'what works' in supporting Gypsy, Roma and Traveller children in education and update legislation, guidance, policy accordingly

**4.1 Impact assessment process** Under the Equality Act 2010 the Welsh Government have a duty to ensure that their actions will not affect any of the 'protected characteristic' groups disproportionality and do all they can to promote equality; under the Rights of Children and Young Persons Measure 2011 Ministers have to give 'due regard' to the rights under the UNCRC in any decision affecting children.

Impact assessments are the main tools for ensuring these duties have been considered and for reviewing the evidence as to the likely impact a decision or change of policy or practice will have on a particular group; stakeholders have also to be consulted as impact assessments are intended to *inform* decisions as well as to assist with *ongoing monitoring* of the impact of decisions.

We were therefore concerned from the start at an apparent lack of openness and transparency about the decision to amalgamate the grants; the draft budget document in Autumn 2014<sup>5</sup> contained no reference to the detail of the proposed changes to the Gypsy and Traveller Grant; this was only to be found in the accompanying Strategic Integrated Impact Assessment (SIIA) <http://wales.gov.uk/funding/budget/draft-budget-2015-16/?lang=en> which stated:

*The grant for the education of Traveller's children and the minority ethnic achievement grant will merge together and then into the larger grant for school improvement. There will be a **decrease to the overall quantum of funding in this area, this could reduce the positive impact on the protected characteristic of race and those below 16**, however there is not expected to be any impact on any other protected characteristic. There is a strong correlation between socio-economic background and attainment, for example Gypsy and Traveller children are three times more likely to receive free school meals than the national average. (Page 21 our bold)*

At this point there were no further actions set out as to how any negative impact would be militated against or how the Minister or Welsh Government should seek to promote or safeguard the rights of this group of young people that they had themselves identified were likely to be negatively affected.

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<sup>5</sup> (<http://wales.gov.uk/docs/caecd/publications/141001-narrative-en.pdf>)

The later DfES Grants Rationalisation 2015-16 Impact on the Specific Grant for the Education of Gypsy and Traveller Children<sup>6</sup> (prepared August 2014, revised April 2015 and likely written retrospectively) then offered us these worryingly general assurances against a negative impact on children and young people:

*However, new funding arrangements are being put in place to replace the discrete grant. **Arrangements will mitigate** against any negative impact.*

And against a negative impact on race:

*However, the impact **should be negligible** as these learners **should continue** to be supported through the new grant arrangements. (our bold)*

In our view Welsh Government have a duty to offer concrete actions which will ensure negative impact does not take place and also to continuously monitor the effect on protected groups – to our knowledge neither of these actions have happened.

We also believe that the government failed in its duty to promote children's rights and have due regard to the UNCRC; they have not demonstrated any evidence that the amalgamation of the grants was in the *best interests* (Article 3) of Gypsy, Roma and Traveller children (or any other ethnic minority children); there was a failure to assess the impact on the Right to Education under Articles 28 and 29 and indeed the document was quite open in saying that it was primarily an administrative and money saving exercise that motivated the changes<sup>7</sup>. Given that and their own admission that a negative impact was likely they then failed to take or propose steps to either promote equality or to protect the rights of Gypsy, Roma and Traveller children

**4.2 Engagement with stakeholders** There was a failure to engage with stakeholders throughout this process (by which we mean pupils and parents as well as professionals working with Gypsy, Roma or Traveller communities). Not only is there a legal duty under the Equality Act to engage with people with 'protected characteristics', this is also a core part of the children's rights assessment process.

Effective consultation gives young people and others a voice in policy making and helps inform law and policy makers of the likely impact of the changes they propose on any affected groups. Welsh Government stated in their SIIA that there was no need to engage with stakeholders as '*the changes introduced are to the structure of funding arrangements previously administered to local authorities*' rather than a change of education policy per se

We requested face to face meetings with the then Minister for Education and Skills in writing twice and also asked for reassurance that consultation would take place; neither our or other organisations' requests were agreed to and no offers to facilitate consultation were taken up. Numerous letters were in fact sent from a variety of other projects and individual professionals yet none of the issues we raised have been addressed.

We were however concerned to see that two meetings were cited as consultations under Section 2 in the later Impact Assessment document; the first was the scheduled meeting of the GT and MEALEA Education Professionals Forum in November 2015 at which the plans were presented to members of the group. It is noted in the record of that meeting that many concerns were expressed

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<sup>6</sup> <http://gov.wales/docs/dcells/publications/150519-incorporation-of-the-specific-grant-for-the-education-of-gypsy-and-traveller-children-in-the-education-improvement-grant-2015-16-en.pdf>

<sup>7</sup> "The rationale for the change to these grant arrangements is to enable local authorities and regional consortia to reduce the bureaucracy of administering several smaller grants and offering greater flexibility around targeting resources at local priorities. Section 1 Equality Impact Assessment Template

however none of this was offered as evidence of impact by the Welsh Government. Of interest is that Travelling Ahead is a member of this forum in order to represent the views and interests of young people but we were specifically 'uninvited' by Welsh Government officials from this particular meeting.

Similar representations were made by attendees at the second meeting, in January 2015, of the annually scheduled meeting between the Minister and EALAW and again their concerns about the potential for impact on services and pupils have not been reflected in the impact assessment documents or acted upon

**4.3 Reviewing the evidence** When asked what evidence the decision to amalgamate the grants was taken on the Welsh Government stated that:

*Despite the resources directed at the educational achievement of gypsy and traveller children, the rate of progress for some has not demonstrated sufficient improvement ( Section 3 SIIA ) and went on to say*

*The Welsh Government believes that based on the evidence a different approach is required and that local authorities need to take greater responsibility for improving the life chances for certain cohorts of these children, supported by a robust delivery framework. Within the new funding regime, local authorities will decide the level of financial investment they wish to make in this area from the Education Improvement Grant and explore other means of ensuring that their needs are met. (SIIA)*

We are not sure how the Government has assessed the 'rate of progress' and believe there hasn't been enough attention to the evidence of 'what works' in supporting Gypsy, Roma and Traveller children into and through school - much of this has been encapsulated in reports from Estyn; in the Moving Forward Guidance, and in Welsh Governments own 2014 research on Engaging Families.<sup>8</sup>

What we do know is that much of the best practice, policy and guidance had consistently **not** been embedded into mainstream education services; schools were still failing to implement recommendations from successive Estyn reports (2005 and 2011), and mainstream services schools were not always providing the essential mix of 'academic and pastoral' support' and family engagement that is needed leaving Traveller Education Services continuing to be relied upon to provide core support to many children who struggled to access mainstream provision in a consistent way.

Our work with young people, and what they tell us<sup>9</sup>, supports this position; whilst many children are now successfully attending and achieving in mainstream education there are a significant number either not accessing school at all or who feel that schools and teachers lack any understanding of their families' lives and their culture, who experience bullying, who feel that the curriculum isn't flexible or appropriate to their aspirations or who have dropped out of formal education and find it impossible to find a way back in.

The learning from those local authorities whose services **are** making a real difference to the attendance and achievement of young Gypsies, Roma and Travellers is not consistently applied across Wales leading to a very different level of support and approach depending on where you live.

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<sup>8</sup> Gypsy and Traveller Education: Engaging Gypsy and Traveller Families - A Research Report  
Amber Fensham-Smith Welsh Government 2014

<sup>9</sup> Report on Good Practice in Education Project. Travelling Ahead 2015

Given that, we are not at all convinced that a move towards a non-ring-fenced, non-directed grant which primarily goes to schools is the best way forward in supporting young people from Gypsy, Roma and Traveller families and would like to see a proper evaluation of what work is going on, best practice, and a more creative view of 'progress' that measures the distance travelled for many of these young people rather than solely their achievements at GCSE level

## 5. Consequences of removing the ring fenced grant

We believe that there are a number of consequences to removing the previously ring-fenced grant and replacing it with the general EIG without direction to local authorities on how to spend it. The following are our key concerns:

- That the majority of the grant is intended to go directly to schools
- The invisibility of an outcomes framework that *specifically encompass* Gypsy, Roma and Traveller pupils
- The loss of a central monitoring system that ensures adequate resources are allocated

**5.1 Allocation to schools** A particular aspect of this decision that worried us was the intention for the EIG to be allocated directly to schools. We note a percentage is now at the discretion of regional consortia but that the Cabinet Secretary stated again in November 10<sup>th</sup>'s Committee scrutiny session of her intention to ensure that the majority, at least 80%, of the EIG should go to schools. The emphasis on 'all learners' in the EIG can lead to the needs of Gypsy, Roma and Traveller pupils being less recognised by schools with an accompanying lack of resources

The previous per-pupil grant generally supported centralised, flexible and local authority-wide services (usually the Traveller Education Service) that had knowledge, experience and relationships built up over many years with the GRT families in their areas and supported them to access schools or maintain educational links wherever they were living in the county or indeed in the country.

Schools just aren't in a position to undertake this sort of support with pupils who are 'travelling' as they may well be moving from one school to another or indeed not be in school at all. Whilst there are of course many Gypsy, Roma and Traveller children who live in permanent accommodation and are fully engaged in mainstream education, a significant proportion of children and families are mobile, either by choice or through necessity; many still have no access to secure accommodation, either in housing or on a local authority or private site; they may be living on unauthorised or short term tolerated sites and moving frequently (being evicted) or be travelling for some or all of the year. School based support is really important – but if pupils move away from the catchment area then it's crucial that there is also support that can keep in touch and respond to families' changing circumstances. In one area where there is no official site available one family were moved several times a week for months a time – the TES link is crucial

Schools will of course generally only be working with pupils on school roll; many Traveller Education Services will also be working with children who are waiting for school places (timescales vary between local authorities) or who may have disengaged with education but with whom a link is kept to work towards re-engagement, a significant minority are registered as Electively Home Educated (EHE) and of course some young people are over school leaving age but wanting to access further education.

We don't see this work being resourced by individual schools and would argue that the additional support for Gypsy, Roma and Traveller pupils should not go into school budgets as much of the support needed isn't or can't be done by schools.

**5.2 Outcomes framework** We raised a number of concerns in writing about the removal of the ring-fenced grant with the then Minister for Education and Skills in November 2014 and again in March 2015; we asked for reassurances that the new EIG would specifically retain a focus on the support for Gypsy, Roma and Traveller children. We were told by officials that an 'outcomes framework' was being developed and the Minister confirmed in writing that

*For the first year of the grant, local authorities and consortia will be required to develop a series of outcome measures and headline activity to be agreed by Welsh Government.....*

*.....we will be scrutinising business plans for 2015-16 to ensure that consortia and authorities are considering carefully the needs of those children we know are not performing to their full potential in education*

*We will be scrutinising the outcome measures and alongside that will be working for a more robust, agreed and jointly developed outcomes framework to accompany the second and subsequent years of the grant.*

*We expect these outcome measure to **explicitly encompass both minority ethnic and Gypsy Traveller learners**. While we have not ring fenced specific amounts within the overall grant, we will continue to be very clear that the needs of these learners must be addressed discretely. (our bold)*

In July 2015 officials in the Diverse Learners and Safeguarding team had confirmed to us that no Outcomes Framework had been published; that Regional Consortia were responsible for leading on developing these outcomes and we were being directed to local authorities if we had concerns about specific impact on services. In February 2016 an update from the Schools Management and Effectiveness Division stated:

*I am unable to provide you with further information at the moment; however I trust you are engaged with Local Authorities, either directly or indirectly through the ADEW group which represents the interests of these learners. The EIG provides additional grant funding to improve outcomes for all learners and local authorities and their regional consortia are responsible, through their governance arrangements articulated in the National Body for Regional Working, for determining the appropriate resource (grants, core or other) to support delivery of their local, regional and national priorities for school improvement. Our national priorities will continue to focus on improvements for all learners, including those young people from Gypsy, Roma and Traveller communities*

Since that date we have sought to unpick where in the Regional Consortia Business Plans lie the targets, monitoring and outcomes framework which would guarantee that support for Gypsy, Roma and Traveller pupils remain a focus. We have been unable to find mention of this group of pupils in any publically available document and cannot help but draw the conclusion that focus on services, support and monitoring outcomes for Gypsy, Roma and Traveller children has simply disappeared from regional and national view.

**5.3 Monitoring numbers** With the introduction of the EIG the Welsh Government have now lost a centrally collated system that gave an overview of numbers of Gypsy, Roma and Traveller children in Wales.

Collecting disaggregated data of this kind is a requirement of the UNCRC precisely because it enables government to monitor enjoyment of rights and to *effectively allocate resources*.

The numbers collected through the administration of the previous per-pupil grant consistently exceeded the data collected by PLASC (Pupil Level Annual School Census) - and were considered to be the most accurate – Welsh Government themselves noted a discrepancy of 1,770 between the two sets of figures in 2011<sup>10</sup> and this disparity continues. Ethnic monitoring by schools is recognised as needing to be improved and in addition many parents/ pupils don't wish to self-identify. Traveller Education Services were able to supply the larger figure to Welsh Government in the past due to their knowledge and links with local families who would identify to TES staff but not state their ethnicity on a school form. As already noted TES often work with children not on school roll and of course PLASC doesn't count these numbers either.

The numbers of Electively Home Educated children show a similar discrepancy - official data collated by Statistics Wales are recorded in just single figures for each year between 2011 – 2016<sup>11</sup>; whilst a survey of local authority TES put the number of children registered as EHE (including alternative provision) at 77 across Wales<sup>12</sup>

Estyn also noted in 2011<sup>13</sup> that the data is not generally accurate and has the potential to lead to inequalities in funding; we remain concerned that without more accurate figures then the regional consortia, local authorities and schools will not be in a position to accurately allocate resources to all the Gypsy, Roma and Traveller children and young people in need of education support in their areas.

## **6. Impact on the levels of educational support available to Gypsy, Roma and Traveller and Minority Ethnic children and their educational outcomes**

**6.1 Impact on resources** Taking into consideration all the points raised above then we believe it is difficult for the 'lay person' to accurately assess the impact of merging the grants into the EIG precisely because the new grant is **not** ring- fenced and in the words of the Cabinet Secretary for Education *"The EIG, then, in a number of areas, looks to support a whole variety of work, because we're not dictating to people how they use it. So, it would be quite difficult to be able to pinpoint the exact impact. It's felt, Lynne, in whether we are reaching our targets at GCSE level. That's where we can ultimately see the success and the impact of that programme."*<sup>14</sup>

Independent research<sup>15</sup> presented to the Welsh Government's BAGE Group in 2016 stated though that *'By the end of August 2015, the impact of these policy changes and funding reductions had resulted in a combined reduction of FTE specialist EMA and GT staff of -17.7%.'*

**6.2 Impact on services** Prior to the change in funding the old grant contributed to varying levels of support and approaches across different local authorities; some but not all through TES. So for

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<sup>10</sup> Travelling to a Better Future page 37 Welsh Government 2011

<sup>11</sup> Pupils Educated other than at School Statistics Wales 2015

<sup>12</sup> Gypsy and Traveller Education: Engaging Families. A survey of LA provision 2014

<sup>13</sup> The education of Gypsy Traveller pupils: An update on provision in secondary schools - June 2011

<https://www.estyn.gov.wales/thematic-reports/education-gypsy-traveller-pupils-update-provision-secondary-schools-june-2011>

<sup>14</sup> Transcript CYPE Committee Session with Cabinet Secretary for Education on Budget Scrutiny Senedd November 10 2016

<sup>15</sup> Paper by Jonathan Brentall for the Budget Advisory Group on Equalities Spring 2016

example in one area children not attending school or who are EHE would be offered support but not in others. Some schools have a dedicated Gypsy and Traveller link teacher, others do not. Some local authorities offer a 'safe space' in school settings, alternatives to formal education, homework clubs on sites or dedicated support within mainstream school settings and others have no such provision. There are Traveller Education Services supported young peoples' participation in youth forums, Travelling Ahead events and citizenship activities whilst others played a key role in providing training and awareness raising or 'expert' advice for colleagues across the local authority and of course Traveller education services often play a crucial role in ensuring access to the universal services that families are entitled to but may struggle to engage with – health, youth provision, play, employment, family support

All of this work contributes to the support and educational outcomes of Gypsy, Roma and Traveller pupils but without dedicated funding some local authorities may not prioritise or protect these services because they are not seen to directly link to the school improvement agenda – these services have a wider remit and impact.

Funding cuts are being felt across the education sector, anecdotally we are aware that cuts have impacted on the level of support in some local authorities i.e. in one area a staff of three working with families, primary school pupils and secondary/FE pupils respectively are now down to at one full time staff member – a consultation (not concluded by the LA) was carried out with parents and pupils to the effect that one of the posts had to be cut - it's not been made at all clear if the cuts required were a direct result of the amalgamation of the grants but fundamentally the resources previously allocated to the Traveller Education Service have **not** been safeguarded.

In another local authority the small TES team have in fact had a slight increase in staffing following a complaint from a school that they needed additional resources to support a Gypsy or Traveller pupil – whilst this is obviously positive it does make one wonder if a parent or pupil had asked for more support if the same result would have been achieved?

**6.3 Impact on outcomes** There are also problems with evaluating the impact on educational outcomes at this relatively early stage –many of the outcomes achieved by pupils in this last academic year will have been the result of many years of work and varying levels of support; any impact on 'outcomes' will become more obvious in subsequent years. As previously noted in order to get a clearer picture of the effectiveness of services and different models of support then there is a need to broaden out the formal outcomes that are recorded to reflect distance travelled and progress made by pupils.

During a consultation meeting at a local level parents and pupils (current and former) made their views clear to council officers that the existing relationships, trust and support over many years from that TES had been the crucial factor in supporting their access to education, attendance **and** achievement - without that crucial mix there is a risk that many pupils simply won't go to school.

This would of course result in those children not being on school roll, registered as Electively Home Educated and subsequently no outcomes will be recorded for them at all.

## **7. The effectiveness of other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children**

We believe that overall there is now a lack of relevant policy, guidance or a strategic approach that focusses on supporting the education of Gypsy, Roma and Traveller learners in the ways that we know have been most successful.

We have concerns that the new emphasis in school improvement on 'all learners' can mean that Gypsy, Roma and Traveller children's needs are overlooked and we know that schools who receive the majority of the EIG (and all of the Pupil Deprivation Grant) are not always in the best position, able, or willing, to engage and deliver the most appropriate support to Gypsy and Traveller children and their families. Welsh Government's statement that 'its time for a change of approach' and wanting local authorities to 'take more responsibility' for some groups doesn't in itself make it happen!

We also believe that of the education programmes and strategies that exist there is a lack of evidence to show that they consistently benefit these learners and we suspect that Gypsy, Roma and Traveller children and young people are often 'missed' from these programmes and don't benefit from many universal services as they should

**7.1 Guidance and policy** In 2011 Estyn published 'The Education of Gypsy Traveller pupils: An update on provision in secondary schools'; a summary of their findings included that:

*'Although traveller education staff often provide high-quality support to schools and the traveller community, the attendance rates of Gypsy Traveller pupils and their attainment levels still remain low. This is often because of the negative attitudes of many Gypsy Traveller parents to formal secondary education. Few schools have policies or practices that specifically address the needs or views of these pupils and their parents, and nor do they offer a curriculum that actively promotes Gypsy Traveller culture.'*

*'Too few local authorities and schools use attendance, exclusions or attainment data to measure the impact of their support for Gypsy Traveller pupils. National data collected on Gypsy Traveller pupils is not always accurate and this can lead to inequalities in funding. Most local authorities use aspects of the Welsh Assembly Government's circular 'Moving Forward – Gypsy Traveller Education' to inform their policy and provision, but its overall impact has been limited.'*

Estyn also noted that only **one of the five** recommendations made in their report of six years earlier in 2005<sup>16</sup> on '

Five years later we are unsure that many more of those 2005 recommendations would have been addressed particularly those around school policy, curriculum and data collection. We remain concerned that the Welsh Government guidance for schools and local authorities Moving Forward - Gypsy Traveller Education (March 2008) is now so out of date that schools and local authorities no longer use it to guide them in their practice with Gypsy and Traveller pupils and that it should be reviewed and updated to provide better guidance to schools and education providers

The move seems very much to be towards 'all pupils' rather than acknowledging that there are particular experiences and barriers that may exist for Gypsy and Traveller pupils. Schools have stated that they are unwilling for example to offer flexible timetables or curriculum (both contained in the guidance) to Gypsy or Traveller pupils as this would result in a perceived difference of treatment of

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<sup>16</sup> Estyn (2005) The education of gypsy traveller learners: a survey of provision made by schools and local authorities to meet the needs of gypsy traveller learners. <http://dera.ioe.ac.uk/6026/>



one group. This ignores the evidence that bespoke, flexible approaches not only work but are part and parcel of overcoming barriers so that people can enjoy equal access to services – ‘inclusion’ seems to have come to mean treating everyone ‘the same’

**7.2 Pupil Deprivation Grant** In his correspondence to us the Minister for Education and Skills referenced the Pupil Deprivation Grant (PDG) as a resource, due to be increased, that would benefit Gypsy and Traveller learners in mitigation of any losses from the old grant. There is evidence that around 73% of Gypsy/ Roma / Traveller learners are eligible for Free School Meals<sup>17</sup> which would make the PDG a very relevant programme for improving their outcomes.

All schools must publish online their PDG allocation and an outline of their plans to use the funding to improve outcomes for deprived children. A mapping report 2015-16 carried out for Travelling Ahead<sup>18</sup> examined a selection of school plans setting out their PDG expenditure and found no mention in any of additional support for Gypsy and Traveller learners per se. At the time Ipsos MORI and the WISERD team at Cardiff University were undertaking an evaluation of the Pupil Deprivation Grant over the period April 2013 to July 2015 which did not intend to include any information on the experiences of, or benefits for, any particular sub-groups within the e-FSM cohort.

As part of our mapping exercise we looked for examples of actual spend and examples of good practice that benefitted Gypsy and Traveller pupils; Welsh Government officials were not aware of particular projects funded under the PDG benefiting Gypsies and Traveller learners although they reiterated the position that if a Gypsy and Traveller pupil was e-FSM or LAC they could get extra support from the PDG. In talking to practitioners we found just one really good example of a Communities First team using some of their allocation of the match funded PDG to provide additional support for Gypsies and Travellers to improve basic skills, parental engagement and re-integration to mainstream schools.

**7.3 14- 19 Learning Pathways** The 14-18 Learning Pathways monies were amongst those subsumed into the new Education Improvement grant. We don’t have particular evidence as to how that previously ring-fenced spend was or is now allocated but we wanted to make the point that many Gypsy and Traveller pupils who haven’t made the transition to secondary school do look to re-engage at around the age of 14 years. This is the stage when they are often seeking opportunities for a more vocational education that they feel is more appropriate for their aspirations for the future.

These young people are likely to be registered as Electively Home Educated by their parents - the EIG grant is primarily held by schools and fundamentally this makes it problematic for young people not on school roll to access this funding.

Anecdotally then, in one area the Traveller Education staff have supported 4 young people to access and attend college placements but the funding for this doesn’t come from their local school but from the ( already limited) traveller education budget. In another area where young people have requested that they attend college now that they have turned 14 they are unable to access financial support for this unless they register with the local school, something they, and their families, are not happy to do as there is no guarantee that the school will either accept them or support their attendance at vocational education.

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<sup>17</sup> <https://www.gov.uk/government/publications/deprivation-and-education-the-evidence-on-pupils-in-england-foundation-stage-to-key-stage-4>

<sup>18</sup> A mapping report from Travelling Ahead: To what extent are the Welsh Government tackling poverty and attainment programmes reaching and benefiting Gypsy and Traveller communities in Wales? Unpublished 2015

Re-engaging at 14 is a key opportunity for these young people and one that local education authorities should look to seek a positive and creative response to – we are not sure that the way in which the new EIG is allocated promotes this approach

**7.4 Rewriting the Future** Back in September 2014 the Welsh Government launched Re-writing the Future: raising ambition and attainment in Welsh Schools. While the strategy makes no specific mention of Gypsy and Traveller learners the accompanying Equality Impact Assessment (EIA) notes that: *'the proportion of pupil's eligible for free school meals varies by ethnic group. Compared to the average, high proportions of Gypsies and Traveller pupils are e-FSM'*. The assessment continues: *Re-write the future will help to promote equality of opportunities for a number of groups including Gypsies and Travellers'* but neither the EIA or Rewriting the Future itself, gave an indication of how this might happen.

We note that Re-write the Future is to be updated this year and would recommend that specific consideration is given to Gypsy, Roma and Traveller learners in this strategy

**For further information please contact: Trudy Aspinwall Senior Programme Officer Travelling Ahead**

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Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Grant gwella addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd ethnig | Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children

CYPE(5)-14-16 – Papur | Paper 2

Ymateb gan : Awdurdodau Addysg Lleol Gogledd Cymru (GwE)

Response from : North Wales Local Education Authorities (GwE)

## Wrexham County Borough Council

### EAL

- Numbers of EAL pupils is continuing to increase, 63.05% (2015 against 2011)
- Allocation of funding from GWE now shared between services is based on historical data.
- There has been a reduction of funding of £30,000 from 2015/16 to 2016/17 for the EAL service.
- Only a limited number of EAL learners are eFSM therefore PDG funding is not available to support the majority of this cohort of pupils. (112 pupils, PLASC 2016)
- The changes in funding arrangements have resulted in the criteria levels for support being raised and the levels of direct support from the service being reduced.
- This has had an impact not only in terms of the reduced support for language development, but also in terms of the broader aspects and issues that impact on pupil attainment.
- There has been an increased focus on capacity building with schools as a more sustainable long term approach to providing for the needs of the pupils.
- This work requires a commitment of secure and sustained funding, for development, implementation and evaluation of impact on pupil attainment.

- Collaborative work sharing good practice and examples of capacity building cross LA North Wales EAL services has been shared with Jacqui Sharples (WG)
- Reporting framework for identified groups of learners

## GRT

The decrease in funding, towards the Traveller Education Service in Wrexham, has had considerable impact on our capacity and service delivery. Furthermore this has impacted negatively on the engagement of Gypsy and Travellers in education. Staff ratios per child have doubled, meaning that less direct support to individual children. This, in turn has affected attendance and achievement.

## Denbighshire

### **How the Welsh Government monitors the way local authorities use the Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;**

With MEAG and G&T Education Grant, there used to be annual reporting that was fairly in-depth. These reports were completed by individual services in each LA. Strengths were that services had better information about EAL learners than was reported through SIMS/ PLASC/ DEWI and so the information the WG received was more accurate. Nationally collected information about EAL learners is not always correctly recorded due to a range of issues:

- EAL learners – no box ticked and no EAL stage ascribed.
- NEWBES – not recorded accurately
- EAL Stage not updated
- Admitted to a different NC Year – now this is not an issue with out-of-year students taking GCSEs, whereas it had been, with students' results being totally invisible to systems.
- Admitted to a different NC Year – as DoB had not been properly matched to NC Year on admission to school.

I am unsure how the WG is currently monitoring the use of the EIG for this group of learners. I have asked colleagues in the two LAs (DCC and CCBC) many times since the EIG has been introduced, about a new reporting FW, but none has been produced to date. It would seem that this has left a gap in reporting since 31.03.15. I understand that GwE will be producing a report. It is important that any regional reporting involves EMAS/MEAS/ EAL Service managers to capture the full context and information.

**the effectiveness of other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children;**

Please see below

**any key issues arising from amalgamating the other previously separate grants into the Education Improvement Grant.**

Minority ethnic achievement is no longer ring-fenced and therefore no longer guaranteed. Unpredictable level of funding – may have slight increase/decrease year on year. Funding now is not related to need i.e. number of learners at different stages of English language acquisition. It is not clear how the EIG is being allocated. LA services are now dealing with this uncertainty as well as working to meet increasing demand to meet the needs of schools and learners.

**Question 1: From 2015-16, the Gypsy Children and Traveller Children Grant and the Minority Ethnic Achievement Grant were merged into the new Education Improvement Grant. What impact has this had on the levels of educational support available to Gypsy, Roma and Traveller and Minority Ethnic children, and their educational outcomes? If this is a concern to you, how should this be addressed?**

It is important to recognise that changes to MEAG/EIG funding are not taking place in isolation, but in conjunction with LA budget pressures and real or potential cuts, creating a further level of risk to provision for minority ethnic achievement/ EAL/ WAL.

In Denbighshire, support for minority ethnic achievement/ EAL/ WAL is through a central service team of qualified, expert EAL teachers. Aspects of the service are shared with Conwy. Since the introduction of the EIG, there has been a reduction of one EAL teacher (0.4FTE) on the service team. This is a reduction of 7.7% from 5.2 to 4.8 FTE teachers/coordinator posts.

Numbers of schools with identified EAL learners are gradually increasing and numbers of EAL learners in schools continue to increase, with a 10% increase in numbers between PLASC 2014 and 2016.

The service received an uplift in funding following the end of the MEAG in 2015/16. There was no increase or reduction in EIG funding for minority ethnic achievement in 2016/17.

The remainder of the EAL Service budget is made up of Revenue Budget and income from a Service Level Agreement with schools, whereby the majority of schools with EAL learners are part-funding the service. For 2016/17, the SLA contributes nearly 8% of the total service budget. Schools do not have to buy into the SLA and may financially be unable to do so in the future. This

leaves provision to support minority ethnic achievement/ EAL/ WAL at risk.

Already the service is stretched to cover DCC schools with EAL learners and we need to scope the need for WAL learners with DCC Welsh medium schools. This will increase the demand on EAL Service expertise and support.

Concerns are for the future funding for minority ethnic achievement. It may be too soon to see the full implications of the amalgamation of what was the MEAG into the EIG. With the EIG covering 11 different previously separately funded areas, and the possibility or even likelihood that the EIG 'pot' will be reduced, it will become an increasing challenge to meet needs. Many EAL learners new into DCC schools are in the early stages of learning EAL and therefore have more significant needs. It is also too soon to see trends in outcomes for EAL learners as there have only been the summer 2016 results since the EIG was introduced.

As a central service, we are working with schools to train school staff to support EAL learners. We are working on collaborative capacity building projects to up-skill school teachers and TAs in the use of EAL strategies in the classroom. We are on the way, but there is a danger that funding to support minority ethnic achievement may be cut before real progress has been achieved for schools.

**Question 2: How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveler, and Minority Ethnic children? If this is a concern to you, how should this be addressed?**

Talking with Head teachers, there is a widespread lack of awareness of any policy or guidance published by the WG to support minority ethnic pupils. There has been more in the way of research than policy. WG has commissioned several research reports in recent years, but schools are largely unaware of them and the intended opportunities to move practice forward in schools in Wales are in most cases, missed. It would seem that the most effective way for schools to learn about WG minority ethnic and EAL publications is through central services. This is ok, but this 'bottom-up' approach misses giving the priority this area of education needs. A WG report noted that schools, even those with larger numbers of EAL learners, rarely prioritise this area of education.

As an example of a missed opportunity to promote a higher profile with schools, WG published *Minority ethnic achievement in education in Wales* (2014) in addition to the minister's policy statement on Minority Ethnic Achievement in Education (2014) which stated that it was '*clearly situating minority ethnic achievement under the wider school improvement and education reform agenda in Wales*'. However, it is found on the website under Inclusion and SEN. In the document again it states '*We see minority ethnic achievement as being inherent in our wider School Improvement*

*Programme.* This would indicate that WG is still unclear as to where it sees minority ethnic achievement for children and young people in Wales. A clear strategic lead from WG would clarify and define the direction for schools, local authorities and regional school improvement consortia.

In addition, labelling the document as: 'Action required – None – for information only' does not seek to drive anything forward.

Staying with the above publication, there were some potentially very useful statements and aspirations which remain un-actioned by WG.

*'Working with Ethnic Minority Achievement Services, the Welsh Government has introduced a stronger outcome-focused service delivery system.'* Where is this improved delivery system to be seen? Who is responsible for its delivery and who is monitoring the outcomes?

*'To support the services in their endeavours to achieve better outcomes for their learners, the Welsh Government has committed to take forward:*

- the compilation of a 'toolkit' of capacity-building strategies to equip class teachers with the resources to support minority ethnic achievement; and*
- the development of a new, fit-for-purpose assessment tool to review pupils' EAL and/or WAL needs as appropriate.*

*We will continue to facilitate the sharing of good practice and professional support through all relevant Welsh education forums.'*

Again, these are good aspirations. However to date, neither a 'toolkit' to equip class teachers nor a 'fit-for-purpose assessment tool' have been forthcoming from WG.

WG needs to decide the direction and engage schools. Without a doubt, WG has the buy-in from LA services throughout Wales who are dedicated to improving outcomes for minority ethnic pupils. Wales needs an overall strategic lead and direction from WG.

Make it a requirement for LAs to use core funding to part-fund services.

Another WG publication is ***Welsh as an additional language (WAL) (2014)***. Again this is found under 'Social research' and so there is presumably also no requirement for action.

There are some really valuable recommendations coming out of this research, of relevance to the wider agenda of EAL and minority ethnic achievement. Some areas included a more sophisticated model for tracking EAL and WAL progress (\*better than the 5 Stage model); targeted use of good quality data; collaboration in approaches to support WAL learners. Little appears to have moved forward on a national level to support minority ethnic learners in Welsh medium schools – this is an area that really needs addressing by WG.

\*as England has now adopted the 5 Stage model, NASSEA (Northern Association of Support Services for Equality & Achievement) have aligned the recently revised NASSEA Assessment Framework with Stages A – E for learners at different Key Stages. WG could look at this approach for a well-researched approach to assessing EAL.

At the last MEALA group meeting, it had been suggested that the 5 Stage model could be aligned to the LNF, which could be a useful approach.

The ***Evaluation report on capacity building approaches and good practice to support the delivery of English as an additional language (EAL)*** (2015) is again, found under Part of: Inclusion and SEN and again with, 'Action required None – for information only.'

WG will be able to move forward on recommendations and aspirations by engaging schools, Head teachers, teachers and teaching assistants. ***Minority ethnic achievement in education in Wales*** (2014) and the ***Evaluation report on capacity building approaches*** (2015) were both officially launched in Cardiff, but I can't help wondering if the invite lists are always the best and so really miss engaging key players in securing progress in minority ethnic achievement - schools. Schools need to feel engaged in the conversation. I cannot recall if schools were invited to the Minister's policy statement on Minority Ethnic Achievement in 2014.

In 2015, selected schools were invited to the feedback event in Cardiff for the ***Evaluation report on capacity building approaches***, based on their numbers of learners. I feel a few points are relevant here: isolated learners matter. Each individual matters and they matter nationally when you add up all the numbers. Schools with isolated learners need to be engaged equally with schools with much larger numbers of learners.

In addition, having another launch in Cardiff means it is again difficult to encourage attendance and buy-in from schools in other areas of Wales. None of the schools from the GwE area sent any representatives, not even those who were invited. I tried, even offering to pay supply cover and transport costs from our budget.

Who sends the invites also matters – they were not sent directly to the schools from WG. EMAS/ MEAS/ EAL services were asked to invite schools on WG's behalf. This fails to make it sound like it is important or a priority in any way.



**What more could be done to support the educational attainment of Gypsy, Roma and Traveller and Minority Ethnic children: in schools; by Local Authorities; by regional consortia; and by the Welsh Government.? Do you know of examples of good practice or successful policies? If so, what are they?**

Raise the profile of EAL, WAL and minority ethnic achievement with schools and local consortia. Really engage school Heads, SLTs, teachers and teaching assistants.

Estyn use their inspection guidance for EAL, minority ethnic achievement and equalities in inspecting each school with EAL, WAL and minority ethnic learners and give feedback.

Ensure that ITT and CPD, including the new master's course, include quality content for EAL, WAL and minority ethnic achievement.

Ensure that WG standards are clear about expectations for Heads, teachers and teaching assistants e.g. HLTA standards, practicing teacher standards. Ensure that the LNF reflects the needs of these groups of learners. It could be really valuable to use data WG is already collecting to produce expected progress for EAL/ WAL learners. There are very few tests, possibly only the British Picture Vocabulary Scale (BPVS), which are specifically linked to progress in EAL acquisition.

Swansea EMLAS team have produced a useful tracker graph with Key Stage outcome table which helps in looking at expected progress for EAL learners. A number of years ago, Birmingham LA Advisory & Support Service produced NC level progress graphs based on data from their schools for EAL learners starting in different NC years. WG would be in a very good position to produce similar progress graphs for EAL Stage/ NC level or LNF. Head teachers would be very interested in predicted progress models for EAL acquisition.

Ensure that national curriculum revisions reflect the needs of these groups of learners.

Have a named member of staff in each school with responsibility for minority ethnic achievement/ EAL/ WAL/ GRT. The current SEN revision in Wales was initially going to include these groups of learners in its scope, but this is now no longer planned. This is of course to be welcomed in that SEN is not to be confused with EAL/ WAL. However, it would have meant that there would definitely be a member of staff in each school with responsibility for outcomes for these learners. There is currently no requirement for this, although in carrying out an audit with our schools based on Estyn guidance, it is the first point our service audit form (DCC & CCBC) raises with schools to ensure there is a named member of the teaching staff or ALNCo or the head teacher or SLT member.

If minority ethnic achievement/ EAL/ WAL is to become part of regional school improvement, local consortia need to liaise with LA services which is where the expertise lies. WG funding has built the expertise within LA services over a number of years. It has taken a long time, with many EAL teachers studying to gain Masters level qualifications. There is a danger that cuts to funding and changes to delivery Wales will lose this resource. This is the singular most useful resource that WG has to support the minority ethnic achievement agenda.

Late notification to local consortia and LAs does not help planning for minority ethnic achievement/ EAL/ WAL. It is now November and again, the picture for the EIG from 1<sup>st</sup> April 2017 is not clear. Earlier notification would assist this. Erratic and unclear funding arrangements for the EIG are difficult to work around. A three year plan for the EIG would help.

**If you could recommend to the Welsh Government one thing it could do to improve the educational attainment of Gypsy, Roma and Traveller, and Minority Ethnic children, what would it be?**

Take a definite strategic policy lead, based on good practice research, including that already commissioned by WG and alongside this, ensure the funding to deliver on it.

**Do you have any other concerns about the amalgamation of the other previously separate grants into the Education Improvement Grant? If so, please provide details.**

Minority ethnic achievement is no longer ring-fenced and therefore no longer guaranteed. Unpredictable level of funding – may have slight increase/ decrease year on year. Funding now is not related to need i.e. number of learners at different stages of English language acquisition. It is not clear how the EIG is being allocated. LA services are now dealing with this uncertainty as well as working to meet increasing demand to meet the needs of schools and learners.

## Conwy

### **How the Welsh Government monitors the way local authorities use the Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;**

With MEAG and G&T Education Grant, there used to be annual reporting that was fairly in-depth. These reports were completed by individual services in each LA. Strengths were that services had better information about EAL learners than was reported through SIMS/ PLASC/ DEWI and so the information the WG received was more accurate. Nationally collected information about EAL learners is not always correctly recorded due to a range of issues:

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### **the effectiveness of other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children;**

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of schools and learners.

**Question 1: From 2015-16, the Gypsy Children and Traveller Children Grant and the Minority Ethnic Achievement Grant were merged into the new Education Improvement Grant. What impact has this had on the levels of educational support available to Gypsy, Roma and Traveller and Minority Ethnic children, and their educational outcomes? If this is a concern to you, how should this be addressed?**

It is important to recognise that changes to MEAG/EIG funding are not taking place in isolation, but in conjunction with LA budget pressures and real or potential cuts, creating a further level of risk to provision for minority ethnic achievement/ EAL/ WAL.

In Conwy, support for minority ethnic achievement/ EAL/ WAL is through a central service team of qualified, expert EAL teachers. Aspects of the service are shared with Denbighshire. Since the introduction of the EIG, there has been an overall reduction of one EAL teacher (1.0FTE) and 0.4 FTE EAL HLTA to the service team. This is a reduction of 20.8% from 4.8 to 3.8 FTE teachers/coordinator posts and 100% for the EAL HLTA post.

Numbers of schools with identified EAL learners are gradually increasing and numbers of EAL learners in schools continue to increase, with a 25% increase in numbers between PLASC 2014 and 2016.

The service received slightly decreased funding following the end of the MEAG in 2015/16 and then a slight uplift again in 2016/17. The remainder of the EAL Service budget is made up of Revenue Budget and a Service Level Agreement with schools. During the period since the EIG was introduced, CCBC Revenue Budget for has been cut by 21.5%

Income from a Service Level Agreement with schools, whereby the majority of schools with EAL learners are part-funding the service. For 2016/17, the SLA contributes just over 4% of the total service budget. Schools do not have to buy into the SLA and may financially be unable to do so in the future. This leaves provision to support minority ethnic achievement/ EAL/ WAL at risk. It has taken a fair amount of time and effort introducing the SLA with schools, some of which has been valuable discussion involving moving the minority ethnic achievement/ EAL/ WAL agenda forward. Time has also been spent over an added level of paperwork, which has not been so valuable.

Overall, there has been a cut of 10.4% in the total budget for minority ethnic achievement/ EAL/ WAL in Conwy since the introduction of the EIG.

Already the service is stretched to cover CCBC schools with EAL learners and we need to scope the need for WAL learners with CCBC Welsh medium

schools. This will increase the demand on EAL Service expertise and support.

Concerns are for the future funding for minority ethnic achievement. It may be too soon to see the full implications of the amalgamation of what was the MEAG into the EIG. With the EIG covering 11 different previously separately funded areas, and the possibility or even likelihood that the EIG 'pot' will be reduced, it will become an increasing challenge to meet needs. Many EAL learners new into CCBC schools are in the early stages of learning EAL and therefore have more significant needs. It is also too soon to see trends in outcomes for EAL learners as there have only been the summer 2016 results since the EIG was introduced.

As a central service, we are working with schools to train school staff to support EAL learners. We are working on collaborative capacity building projects to up-skill school teachers and TAs in the use of EAL strategies in the classroom. We are on the way, but there is a danger that funding to support minority ethnic achievement may be cut before real progress has been achieved for schools.

**Question 2: How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveler, and Minority Ethnic children? If this is a concern to you, how should this be addressed?**

Talking with Head teachers, there is a widespread lack of awareness of any policy or guidance published by the WG to support minority ethnic pupils. There has been more in the way of research than policy. WG has commissioned several research reports in recent years, but schools are largely unaware of them and the intended opportunities to move practice forward in schools in Wales are in most cases, missed. It would seem that the most effective way for schools to learn about WG minority ethnic and EAL publications is through central services. This is ok, but this 'bottom-up' approach misses giving the priority this area of education needs. A WG report noted that schools, even those with larger numbers of EAL learners, rarely prioritise this area of education.

As an example of a missed opportunity to promote a higher profile with schools, WG published *Minority ethnic achievement in education in Wales* (2014) in addition to the minister's policy statement on Minority Ethnic Achievement in Education (2014) which stated that it was '*clearly situating minority ethnic achievement under the wider school improvement and education reform agenda in Wales*'. However, it is found on the website under Inclusion and SEN. In the document again it states '*We see minority ethnic achievement as being inherent in our wider School Improvement Programme.*' This would indicate that WG is still unclear as to where it sees minority ethnic achievement for children and young people in Wales. A clear strategic lead from WG would clarify and define the direction for schools, local authorities and regional school improvement consortia.

In addition, labelling the document as: 'Action required - None - for information only' does not seek to drive anything forward.

Staying with the above publication, there were some potentially very useful statements and aspirations which remain un-actioned by WG.

*'Working with Ethnic Minority Achievement Services, the Welsh Government has introduced a stronger outcome-focused service delivery system.'* Where is this improved delivery system to be seen? Who is responsible for its delivery and who is monitoring the outcomes?

*'To support the services in their endeavours to achieve better outcomes for their learners, the Welsh Government has committed to take forward:*  
-the compilation of a 'toolkit' of capacity-building strategies to equip class teachers with the resources to support minority ethnic achievement; and  
- the development of a new, fit-for-purpose assessment tool to review pupils' EAL and/or WAL needs as appropriate.

*We will continue to facilitate the sharing of good practice and professional support through all relevant Welsh education forums.'*

Again, these are good aspirations. However to date, neither a 'toolkit' to equip class teachers nor a 'fit-for-purpose assessment tool' have been forthcoming from WG.

WG needs to decide the direction and engage schools. Without a doubt, WG has the buy-in from LA services throughout Wales who are dedicated to improving outcomes for minority ethnic pupils. Wales needs an overall strategic lead and direction from WG.

Make it a requirement for LAs to use core funding to part-fund services.

Another WG publication is ***Welsh as an additional language (WAL) (2014)***. Again this is found under 'Social research' and so there is presumably also no requirement for action.

There are some really valuable recommendations coming out of this research, of relevance to the wider agenda of EAL and minority ethnic achievement. Some areas included a more sophisticated model for tracking EAL and WAL progress (\*better than the 5 Stage model); targeted use of good quality data; collaboration in approaches to support WAL learners. Little appears to have moved forward on a national level to support minority ethnic learners in Welsh medium schools – this is an area that really needs addressing by WG.

\*as England has now adopted the 5 Stage model, NASSEA (Northern Association of Support Services for Equality & Achievement) have aligned the recently revised NASSEA Assessment Framework with Stages A – E for learners at different Key Stages. WG could look at this approach for a well-researched approach to assessing EAL.

At the last MEALA group meeting, it had been suggested that the 5 Stage model could be aligned to the LNF, which could be a useful approach.

The ***Evaluation report on capacity building approaches and good practice to support the delivery of English as an additional language (EAL) (2015)*** is again, found under Part of: Inclusion and SEN and again with, 'Action required None – for information only.'

WG will be able to move forward on recommendations and aspirations by engaging schools, Head teachers, teachers and teaching assistants. ***Minority ethnic achievement in education in Wales (2014)*** and the ***Evaluation report on capacity building approaches (2015)*** were both officially launched in Cardiff, but I can't help wondering if the invite lists are always the best and so really miss engaging key players in securing progress in minority ethnic achievement - schools. Schools need to feel engaged in the

conversation. I cannot recall if schools were invited to the Minister's policy statement on Minority Ethnic Achievement in 2014.

In 2015, selected schools were invited to the feedback event in Cardiff for the ***Evaluation report on capacity building approaches***, based on their numbers of learners. I feel a few points are relevant here: isolated learners matter. Each individual matters and they matter nationally when you add up all the numbers. Schools with isolated learners need to be engaged equally with schools with much larger numbers of learners.

In addition, having another launch in Cardiff means it is again difficult to encourage attendance and buy-in from schools in other areas of Wales. None of the schools from the GwE area sent any representatives, not even those who were invited. I tried, even offering to pay supply cover and transport costs from our budget.

Who sends the invites also matters – they were not sent directly to the schools from WG. EMAS/ MEAS/ EAL services were asked to invite schools on WG's behalf. This fails to make it sound like it is important or a priority in any way.



**What more could be done to support the educational attainment of Gypsy, Roma and Traveller and Minority Ethnic children: in schools; by Local Authorities; by regional consortia; and by the Welsh Government.? Do you know of examples of good practice or successful policies? If so, what are they?**

Raise the profile of EAL, WAL and minority ethnic achievement with schools and local consortia. Really engage school Heads, SLTs, teachers and teaching assistants.

Estyn use their inspection guidance for EAL, minority ethnic achievement and equalities in inspecting each school with EAL, WAL and minority ethnic learners and give feedback.

Ensure that ITT and CPD, including the new master's course, include quality content for EAL, WAL and minority ethnic achievement.

Ensure that WG standards are clear about expectations for Heads, teachers and teaching assistants e.g. HLTA standards, practicing teacher standards. Ensure that the LNF reflects the needs of these groups of learners. It could be really valuable to use data WG is already collecting to produce expected progress for EAL/ WAL learners. There are very few tests, possibly only the British Picture Vocabulary Scale (BPVS), which are specifically linked to progress in EAL acquisition.

Swansea EMLAS team have produced a useful tracker graph with Key Stage outcome table which helps in looking at expected progress for EAL learners. A number of years ago, Birmingham LA Advisory & Support Service produced NC level progress graphs based on data from their schools for EAL learners starting in different NC years. WG would be in a very good position to produce similar progress graphs for EAL Stage/ NC level or LNF. Head teachers would be very interested in predicted progress models for EAL acquisition.

Ensure that national curriculum revisions reflect the needs of these groups of learners.

Have a named member of staff in each school with responsibility for minority ethnic achievement/ EAL/ WAL/ GRT. The current SEN revision in Wales was initially going to include these groups of learners in its scope, but this is now no longer planned. This is of course to be welcomed in that SEN is not to be confused with EAL/ WAL. However, it would have meant that there would definitely be a member of staff in each school with responsibility for outcomes for these learners. There is currently no requirement for this, although in carrying out an audit with our schools based on Estyn guidance, it is the first point our service audit form (DCC & CCBC) raises with schools to ensure there is a named member of the teaching staff or ALNCo or the head teacher or SLT member.

If minority ethnic achievement/ EAL/ WAL is to become part of regional school improvement, local consortia need to liaise with LA services which is where the expertise lies. WG funding has built the expertise within LA services over a number of years. It has taken a long time, with many EAL teachers studying to gain Masters level qualifications. There is a danger that cuts to funding and changes to delivery Wales will lose this resource. This is the singular most useful resource that WG has to support the minority ethnic achievement agenda.

Late notification to local consortia and LAs does not help planning for minority ethnic achievement/ EAL/ WAL. It is now November and again, the picture for the EIG from 1<sup>st</sup> April 2017 is not clear. Earlier notification would assist this. Erratic and unclear funding arrangements for the EIG are difficult to work around. A three year plan for the EIG would help.

**If you could recommend to the Welsh Government one thing it could do to improve the educational attainment of Gypsy, Roma and Traveller, and Minority Ethnic children, what would it be?**

Take a definite strategic policy lead, based on good practice research, including that already commissioned by WG and alongside this, ensure the funding to deliver on it.

**Do you have any other concerns about the amalgamation of the other previously separate grants into the Education Improvement Grant? If so, please provide details.**

Minority ethnic achievement is no longer ring-fenced and therefore no longer guaranteed. Unpredictable level of funding – may have slight increase/ decrease year on year. Funding now is not related to need i.e. number of learners at different stages of English language acquisition. It is not clear how the EIG is being allocated. LA services are now dealing with this uncertainty as well as working to meet increasing demand to meet the needs of schools and learners.

## **Anglesey**

From 2015-16, the Gypsy Children and Traveller Children Grant and the Minority Ethnic Achievement Grant were merged into the new Education Improvement Grant. What impact has this had on the levels of educational support available to Gypsy, Roma and Traveller and Minority Ethnic children, and their educational outcomes?

**Anglesey County Council has maintained the same level of support in this area since the grants were merged into the EIG. This can be shown below;**

**2014/15 - £48,865.12**

**2015/16 - £50,055.40**

**2016/17 - £48,510 (planned).**

How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children?

What more could be done to support the educational attainment of Gypsy, Roma and Traveller and Minority Ethnic children:

1. in schools;
2. by Local Authorities;
3. by regional consortia; and
4. by the Welsh Government.

**Implement a single All-Wales Strategy that is fairly funded.**

Do you know of examples of good practice or successful policies? If so, what are they?

If you could recommend to the Welsh Government one thing it could do to improve the educational attainment of Gypsy, Roma and Traveller, and Minority Ethnic children, what would it be?

**Implement a single All-Wales Strategy that is fairly funded.**

**Cynulliad Cenedlaethol Cymru | National Assembly for Wales**

**Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee**

**Grant gwella addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd ethnig | Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children**

**Ymateb gan : Awdurdod Lleol Caerdydd | Consortiwm Canolbarth y De  
Response from : Cardiff Local Authority | Central South Consortium**

1. From 2015–16, the Gypsy Children and Traveller Children Grant and the Minority Ethnic Achievement Grant were merged into the new Education Improvement Grant. What impact has this had on the levels of educational support available to Gypsy, Roma and Traveller and Minority Ethnic children, and their educational outcomes?

(If this is a concern to you, how should this be addressed?)

Directors in Central South Consortium agreed to continue funding this element of the grant and that it would continue to be delegated to the Local Authorities. The delegation was in the same proportion for 2015/16 as in 2014/15 (historical grant funding), but with a 5% grant reduction in 2016/17. In Cardiff during the period 14/15 we undertook a considerable re-structure of the Ethnic Minority Achievement Service. We now delegate 73% of the grant to schools based on the NAS survey data and maintain a strong central team to support schools and monitor the outcomes for ME/EAL pupils. The central service is composed of 6 Closing the Gap officers (Role profile included in attached file) who work in the six areas of the city. They all have Masters degrees in EAL and support all the schools in their area. Their work has been informed by individual school audits. We have a New Arrivals team to add additional capacity to schools where they have significant numbers of new arrivals. We have IT support, EWO support and admissions support too. Outcomes continue to rise at each key stage and at each indicator. The Traveller Service grant has been retained by the LA to maintain a small central service. Only 16% of this grant is delegated to schools. The travellers continue to underachieve compared to their peers across the LA.

For Cardiff the system is working well in that we have still got a ring fenced pot of money for these two areas of work. In Cardiff we have over 30% of children from a minority ethnic background in our schools and over 20% with English as an Additional language. We have 344 travellers of statutory school age. We therefore need this stream of funding to continue so that we can maintain the additional support that schools need to meet the needs of these groups of pupils many of who are very vulnerable.

2. How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children?

(If this is a concern to you, how should this be addressed?)

We certainly need some reporting framework from Welsh Government. We need schools to individually report to us and then we report back to the consortium and WG. This does not need to be so onerous as before but does need to make us all accountable for this ever increasing group of pupils. WG needs to be focussing as we are in our LA on improving the capacity of all teachers in all schools to meet the needs of an ever increasing diverse school population across all schools. Engagement of schools like Fitzalan and Cathays in Cardiff to support the development of future policy and practice would be key. Schools like these are working daily with a very diverse community and have the expertise within their SLT to make informed decisions about future policy and practice.

3. What more could be done to support the educational attainment of Gypsy, Roma and Traveller and Minority Ethnic children:

- in schools;
- by Local Authorities;
- by regional consortia; and
- by the Welsh Government.

(Do you know of examples of good practice or successful policies? If so, what are they?)

We need to have more robust systems in place to share good practice between consortia, LAs and schools. In Cardiff we have EAL hub schools that

are offering training. Fitzalan is leading on a project funded by our consortia to develop a package for roll out to schools across the consortium on what leadership in a diverse school looks like. We have undertaken a project to look at Czech/Roma provision and engagement with parents in several Cardiff schools. This has been written up by a doctoral student and we are ready to share this across the consortia and other authorities. Schools are the ones who can make a difference with their pupils and we need to be empowering and supporting schools to feel confident that they can meet the needs of their school community. They need to be able to employ staff to meet the needs of their school.

4. If you could recommend to the Welsh Government one thing it could do to improve the educational attainment of Gypsy, Roma and Traveller, and Minority Ethnic children, what would it be?

1. Ensure that funding is maintained for these groups
2. Ensure that LAs like Cardiff that have a lot of expertise in these areas are used to support smaller LAs that are struggling with limited funding and capacity

5. Do you have any other concerns about the amalgamation of the other previously separate grants into the Education Improvement Grant? If so, please provide details.

These two grants really need to be kept separate from the EIG. We are lucky that they have been taken out in our consortium and effectively maintained. It would be better if that this was done at source (WG) and based on up to date figures from the current year Needs Assessment survey.

6. Finally, are there any other issues relating to the terms of reference that you would like to draw to the Committee's attention?

[Attached:](#)

[Minority Achievement Grant – Central South Action plans](#)

[Cardiff overview on expenditure 15/16, 16/17](#)

[Role profiles of Cardiff's Closing the Gap officers](#)

### Minority Ethnic Achievement Grant (MEAG)

Directors in Central South have agreed to continue funding this element of the grant and that it will continue to be delegated to local authorities in the same proportion for 2015/16 as in 2014/15 (historical LA grant funding), but with a 5% grant reduction in 2016/17.

Please find a summary of this allocation for 2015-16 and 2016-17 below:

<b>EDUCATION IMPROVEMENT GRANT</b>	<b>Amount 15/16 £</b>	<b>Amount 16/17 £</b>
Minority Ethnic Achievement Grant ( Bridgend)	116,995	111,145
Minority Ethnic Achievement Grant ( Cardiff)	4,003,954	3,803,756
Minority Ethnic Achievement Grant ( Merthyr)	101,658	96,575
Minority Ethnic Achievement Grant ( RCT)	134,950	128,203
Minority Ethnic Achievement Grant ( Vale of Glamorgan)	226,147	214,840
<b>Total</b>	<b>4,583,703</b>	<b>4,354,518</b>

In order to disclose how this grant was/will be spent and to enable us to monitor spend, in line with the terms and conditions, each LA completes an improvement plan template. (2015/16 below, still awaiting plans for 2016/17). Evaluations of expenditure are requested in order to inform the final CSC evaluation report.

**BRIDGEND : MINORITY ETHNIC ACHIEVEMENT GRANT**

**Budget 2015-16**

**£116,995**

**Targets / Outcomes**

Priority One	To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.
Priority Two	To work collaboratively both within Bridgend schools, neighbouring authorities and across CSC to facilitate and share good practice.
Priority Three	Deliver training and guidance to schools in line with equality objectives using Show Racism the Red Card
Priority Four	

**KEY ACTIONS**

**MILESTONES (DEC 15)**

**MILESTONES (APRIL 16)**

Provision of targeted additional Outreach Support to EAL pupils.	Pupils identified. Individual Learning Plans in place. Timetabled weekly Outreach support sessions in place. Bi-Annual Reading and Spelling tests' outcomes.	ILPs reviewed. Targets achieved collated. Good Individual progress to be made by all targeted pupils Improved attainment for targeted pupils by March 2016
Raise awareness in schools of Gypsy and Traveller heritage and culture. Promote positive home/school liaisons.	Key Workers/Liaison Officers to support all schools with Gypsy and Traveller pupils on roll.	All Bridgend schools to receive appropriate Specialist Teacher advice, support, guidance and recommendations as required.

**BRIDGEND MEAG PRIORITY ONE:**

**To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.**

<b>What - focus</b>	<b>Actions</b>	<b>Resources</b>	<b>When (Exact Dates)</b>	<b>Milestones</b>	<b>Monitoring</b>
To support and challenge schools and settings to improve the	Funding is partially devolved to schools in Bridgend CBC	£114,995	04/15-03/16	Improved attainment for targeted pupils	Evaluation of outcome data pre and post targeted intervention



<p>range and quality of teaching and learning in order to increase student achievement.</p>	<p>To build capacity of schools to ensure excellent teaching and learning. This will be achieved through:</p> <ul style="list-style-type: none"> <li>• Advice for Head teachers/ ALNCOs on the provision of required targeted EAL support</li> <li>• Advice to class teachers regarding target setting, teaching strategies, resources and classroom approaches for EAL provision</li> <li>• Outreach support from a Multi- Lingual LSO for Newly Arrived pupils and/or pupils who may have an Additional Need</li> <li>• Provision and/or the loan of resources</li> <li>• Attending meetings/reviews and providing Translators/Interpreters as required</li> </ul>			<p>by March 2016</p> <p>All schools with EAL families access translation services when necessary</p>	<p>On-going through tracking progress of identified groups of ME/EAL pupils</p>
<p><b>BRIGEND MEAG PRIORITY TWO:</b>          To work collaboratively both within Bridgend schools, neighbouring authorities and across CSC to facilitate and share good practice.</p>					
What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
<p>To work collaboratively both within Bridgend schools, neighbouring authorities and across CSC to facilitate and share good practice.</p>	<p>Facilitating training events and PLCs to showcase Good Practice in both Primary and Secondary sectors within and across local authorities and CSC.</p>	<p>£1,000</p>	<p>04/15-03/16</p>	<p>Schools to access specialist training.</p> <p>Improved attainment for targeted pupils by March 2016</p>	<p>Shared practice across the PLC on a termly basis</p>

BRIDGEND MEAG PRIORITY THREE: Deliver training and guidance to schools in line with equality objectives using Show Racism the Red Card					
What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
Deliver training and guidance to schools in line with equality objectives using Show Racism the Red Card	Show Racism the Red Card delivering workshops for schools and deliver a rolling programme in partnership with corporate equalities.	£1,000	04/15-03/16	Track schools accessing Show Racism the Red Card workshops	Track schools accessing Show Racism the Red Card workshops. Reports measuring the impact of the workshops delivered.

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**CARDIFF : MINORITY ETHNIC ACHIEVEMENT GRANT**

**Budget 2015-16**

**£4,003,954**

**Targets / Outcomes**

<b>Priority One</b>	1. Strong Leadership
<b>Priority Two</b>	2. High Expectations and Use of Data
<b>Priority Three</b>	3. Effective Teaching and Learning
<b>Priority Four</b>	4. Ethos of Respect
	5. Parental/Community Involvement

**KEY ACTIONS**

**MILESTONES (DEC 15)**

**MILESTONES (APRIL 16)**

<ul style="list-style-type: none"> <li>• Support and challenge governors, Head teachers, senior and middle leaders to achieve continuous improvement in the attainment of vulnerable groups e.g. ME pupils, EAL pupils</li> <li>• Support the development of strategic partnerships that improve the outcomes achieved by these groups</li> <li>• Promote inclusive practice and embed good EAL practice in all Cardiff schools</li> <li>• Work with the Head of Achievement and Inclusion, Senior Achievement leaders, and school challenge advisors to support schools through the development of agreed plans and</li> </ul>	<p>Delegation of resources (teachers and Bilingual Teaching Assistants (BTAs)) to schools complete with a smaller central structure established to challenge and support schools to raise the achievement and attainment of the ME/EAL population in Cardiff Schools. A small New arrivals team to remain centrally to respond to immediate need /issues</p>	<p>Every school has a clear, outcome driven action plan in place to raise the attainment and achievement of the EAL/ME population in their school</p> <p>Examples of good ME/EAL practice have been gathered and school to school support is starting to establish</p>
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challenge their effectiveness;		
<ul style="list-style-type: none"> <li>Identify and promote the sharing of good practice between schools</li> </ul>		

**CARDIFF MEAG PRIORITY ONE: STRONG LEADERSHIP**

What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
To lead the EMTAS Cardiff service through a period of change. To delegate teaching staff and support staff to schools and re-structure a smaller central team. This team will focus on challenge and support. The aim of all work will be to raise the achievement and attainment of all ME/EAL pupils at all Key stages	To delegate teaching staff and support staff to schools and re-structure a smaller central team. This team will focus on challenge and support		September 2015		Achievement Leader (Closing the Gaps)
	Establish the role of the Partnership Inclusion Officer (EMTAS) to undertake key functions: <ul style="list-style-type: none"> <li>Work with internal and external stakeholders to support and challenge effectiveness of schools' practice, provision and procedures</li> <li>Work with internal and external stakeholders to promote inclusive practices and drive out failure and build on successes.</li> <li>Support the development of partnerships to improve outcomes for all learners</li> <li>Use data effectively to inform where additional support is necessary</li> <li>Interpret and report on performance</li> <li>Produce reports on performance measures and associated information in accordance with agreed deadlines</li> <li>Research, identify and recommend the implementation of new developments, initiatives and best practice to improve</li> </ul>	2 PIOs Soulbury 10-13	September 2015	Evaluation of the effectiveness of the role in March 2016	SMT Cardiff LA

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	<p><b>performance</b></p> <ul style="list-style-type: none"> <li>• <b>Maintain an up to date knowledge of legislation, statutory frameworks and codes of practice to ensure statutory responsibilities are undertaken</b></li> <li>• <b>Carry out the secure handling of confidential data</b></li> </ul>				
	<p><b>Establish the role of the Closing the Gap Officers (EMTAS) to work within an area of schools to undertake the key functions:</b></p> <ul style="list-style-type: none"> <li>• <b>Work with internal and external stakeholders to support effectiveness of schools' practice, provision and procedures for ME/EAL pupils</b></li> <li>• <b>Work with internal and external stakeholders to promote inclusive practices and drive out failure and build on successes.</b></li> <li>• <b>Support the development of partnerships to improve outcomes for all learners</b></li> <li>• <b>Research, identify and recommend the implementation of new developments, initiatives and best practice to improve performance</b></li> <li>• <b>Maintain an up to date knowledge of legislation, statutory frameworks and codes of practice to ensure statutory responsibilities are undertaken</b></li> </ul>	6 posts	September 2015	Evaluation of the effectiveness of the role March 2016	SMT Cardiff LA

**CARDIFF MEAG PRIORITY TWO: USE OF DATA and raising achievement and attainment**

What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
<p><b>EMTAS will take a strategic lead on the use of data for raising achievement and narrowing the gap on outcomes</b></p>	<p><b>The Closing the Gap officers (EMTAS) and Partnership Inclusion Officers (PIOs) will ensure that all schools in their area are analysing their ME/EAL data and targeting support appropriately</b></p>	<p><b>CGOs (6) and PIOs (2)</b></p>	<p><b>September 2015 onwards</b></p>	<p><b>April 2016 all schools have analysed the</b></p>	<p><b>Achievement leader (Closing the Gap)</b></p>
<p><b>Learning mentors at KS4 to focus on borderline C/D pupils</b></p>	<p><b>To establish homework clubs / home school links to ensure improved outcomes</b></p>	<p><b>Learning Mentors (3)</b></p>	<p><b>September 2015 onwards</b></p>	<p><b>Evidence of impact Autumn 2015 (14/15) and ongoing monitoring evidence of pupils' progress</b></p>	<p><b>Achievement leader (Closing the Gap)</b></p>

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**CARDIFF MEAG PRIORITY THREE: Effective teaching and learning**

<b>What - focus</b>	<b>Actions</b>	<b>Resources</b>	<b>When (Exact Dates)</b>	<b>Milestones</b>	<b>Monitoring</b>
To support schools to identify their own training needs and areas where they need to develop	Closing the Gap officer to audit training needs in each of their schools especially the training needs of all mainstream staff and to produce an action plan with each school that clearly details the way forward.	CGOs with schools	Autumn term 2015	January 2016 – clear picture of training needs across all schools in the LA	Achievement leader (Closing the Gap)
Mainstream teachers and Subject teachers in high schools	All newly qualified teachers in primary and secondary schools in Cardiff to undertake ME/EAL friendly training	CGOs	Spring term 2016		Achievement leader (Closing the Gap)
Monitoring of ME/EAL practice	Closing the Gap Officers and PIOs to review practice in all their area schools to identify good practice and areas for improvement	CGOs and PIOs	Spring term 2016	March 31 <sup>st</sup> 2016 good practice identified and documented and areas for improvement feeding into individual schools development planning	Achievement leader (Closing the Gap)
School to school support	Identified good practice to be shared across schools in the LA and across the consortium	CGOs and PIOs	Spring 2016	School to school support plan in place with 'hubs' of excellence identified	Achievement leader (Closing the Gap)

<b>Training programme</b>	To develop a range of courses to be delivered as part of the LA's INSET programme and be available across the consortium	CGOs	Autumn 2015	Uptake on courses collated and linked to schools development plans	Achievement leader (Closing the Gap)
<b>Website</b>	To further develop a website to support teachers in schools with relevant resources, contacts, information etc.	CGOs	Summer term 2015	March 31 <sup>st</sup> website fully functional	Achievement leader (Closing the Gap)
<b>Talking Partners</b>	To expand the use of talking partners across schools in the LA	CGOs and schools	Summer term onwards	March 31 <sup>st</sup> – publish paper on the impact of the intervention across the city	Achievement leader (Closing the Gap)
<b>WRAP training</b>	To continue the roll out of WRAP training across Cardiff schools and the further roll out of GOT	CGOs in partnership with the Prevent team in Council	Summer term 2015 onwards	March 31 <sup>st</sup> – progress report written	Achievement leader (Closing the Gap)



**CARDIFF MEAG PRIORITY FOUR: ETHOS of RESPECT**

<b>What - focus</b>	<b>Actions</b>	<b>Resources</b>	<b>When (Exact Dates)</b>	<b>Milestones</b>	<b>Monitoring</b>
<b>To ensure all schools have a full working understanding of the Equalities Act 2010 and how it applies to their work with the ME/EAL population in their school</b>	<b>CGO to ensure that all schools are fully complying with Equalities legislation</b>	<b>CGOs</b>	<b>Summer term ongoing</b>	<b>Termly reporting</b>	<b>Achievement leader (Closing the Gap)</b>
	<b>CGO to ensure that all schools in their planning are celebrating the diversity of their school population</b>	<b>CGOs</b>	<b>Summer term ongoing</b>	<b>March 31<sup>st</sup> – good practice examples shared in a report to all schools in Cardiff and used in school to school support</b>	<b>Achievement leader (Closing the Gap)</b>
	<b>All schools undertake training on such areas as FGM, Trafficking, Private Fostering, Honour Based Violence, Forced Marriage and Prevent;</b>	<b>CGOs</b>	<b>Summer term 2015 on-going</b>	<b>Report on training delivered and examples of impact on practice</b>	<b>Achievement leader (Closing the Gap)</b>

**CARDIFF MEAG PRIORITY FIVE: PARENTAL COMMUNITY INVOLVEMENT**

What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
<p><b>To maintain and develop parental links and community involvement</b></p>	<p><b>To share good practice developed by schools e.g. parent –teacher drop in sessions School readiness programmes, Families First programmes</b></p>	<p><b>CGOs and schools</b></p>	<p><b>Summer term onwards</b></p>	<p><b>March 31<sup>st</sup> – examples of good practice shared in written format and plans to spread out across schools communicated</b></p>	<p><b>Achievement leader (Closing the Gap)</b></p>
	<p><b>To develop further links with the voluntary sector and communities to enhance provision</b></p>	<p><b>CGOs</b></p>	<p><b>Summer term onwards</b></p>	<p><b>Report 31<sup>st</sup> March on positive examples of engaging the community and the voluntary sector</b></p>	<p><b>Achievement leader (Closing the Gap)</b></p>

Tudalen y pecyn 66

**MERTHYR TYDFIL CBC : MINORITY ETHNIC ACHIEVEMENT GRANT**

**Budget 2015-16**

**£101,658**

**Targets / Outcomes**

<b>Priority One- Strong Leadership</b>	to work in line with the priorities of the Education Department to improve learner outcomes, wellbeing and inclusion in order to safeguard all pupils; track performance in order to provide effective coordination of staffing and resources; build capacity within the EAL team and schools
<b>Priority Two- High Expectations and Use of Data</b>	EAL team will take the strategic lead on the use of data for raising achievement and narrowing the gap on outcomes; effective use of data to monitor progress and provide support accordingly
<b>Priority Three- Effective Teaching and Learning</b>	build capacity within teaching and support staff to better address the specific needs for EAL pupils; embed IT "Nessy" programme to enhance English language; support pupils in taking examinations in their home language; deliver Read Write Inc in line with LA steer; deliver effective training programme to meet the ever increasing and complex needs of this cohort
<b>Priority Four-Ethos of Respect</b>	continue to develop a culture of inclusion and respect for diversity; support schools in the delivery of this with the anti-bullying Strategy; engagement in anti-bullying week; providing resources, training and workshops around diversity and inclusion; ensure that the resources available reflect the diverse nature of the borough
<b>Priority Five- Parental/Community Involvement</b>	Continue to foster a culture of parental engagement and support; provide translatory assistance; to work with colleagues in the community and across the Department to improve communication with families.

<b>KEY ACTIONS</b>	<b>MILESTONES (DEC 15)</b>	<b>MILESTONES (APRIL 16)</b>
Priority1 - Establish new delivery plan of timetabled support		
Priority2 - To monitor pupil progress using the WG 5 stage model and target support where needed most		
Priority3 - To establish a comprehensive training programme for schools and to provide bespoke training on moderation and assessment.		

Priority4 - To undertake an audit on anti-bullying procedures within schools and to monitor incidents of bullying; to provide schools with up to date resources in relation to bullying; Inclusion Manager to attend WG Anti-bullying meetings.			
Priority5 - to attend LA TAFG and to work with colleagues in the community to foster good lines of communication with families.			

**MERTHYR TYDFIL CBC - MEAG PRIORITY ONE: Strong Leadership**

What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
to work in line with the priorities of the Education Department to improve learner outcomes, wellbeing and inclusion in order to safeguard all pupils; track performance in order to provide effective coordination of staffing and resources; build capacity within the EAL team and schools	<ul style="list-style-type: none"> <li>Established new delivery plan of timetabled support</li> <li>Monitoring pupil progress using the WG 5 stage model and target support where needed most</li> <li>Established a comprehensive training programme for schools and to provide bespoke training on moderation and assessment.</li> <li>To undertake an audit on anti-bullying procedures within schools and to monitor incidents of bullying; to provide schools with up to date resources in relation to bullying; Inclusion Manager to attend WG Anti-bullying meetings.</li> </ul>	<p>Staff time &amp; in-house resources</p> <p>£101,658</p>	<ul style="list-style-type: none"> <li>April 2015</li> <li>Termly</li> <li>April 2015 &amp; new training programme as from Sept 2015</li> <li>Audit-Autumn term 2015</li> <li>Meetings with WG – March 2015</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly review of timetable</li> <li>Termly EAL returns</li> <li>Monitor training uptake</li> <li>Audits-Autumn Term</li> <li>Anti-bullying week</li> </ul>	<p>Termly monitoring of progress</p> <p>Half-termly monitoring of timetable</p> <p>Termly monitoring of bullying incidents</p>

Tudalen y pecyn 68

**RHONDDA CYNON TAFF CBC : MINORITY ETHNIC ACHIEVEMENT GRANT**

Budget 2015-16

£134,950

**Targets / Outcomes**

Priority One	<b>To support identified EAL learners within RCT schools.</b>	
Priority Two	<b>To provide support for targeted pupils at KS3/4 for Home Language GCSE/A level examinations.</b>	
Priority Three	<b>To challenge identified secondary schools on their inclusive practices of EAL learners.</b>	
Priority Four	<b>To provide training and resources for schools supporting EAL learners.</b>	
KEY ACTIONS	MILESTONES (DEC 15)	MILESTONES (APRIL 16)
To maintain register of EAL learners and provide support as identified.	Number of pupils identified.	Number of pupils identified.
Support identified pupils undertaking Home Language examinations.	Number of pupils achieving HL qualifications.	Number of pupils supported.
Identify schools requiring challenge.	Number of visits undertaken and agreed actions completed.	Progress against agreed targets.
Provide training and resources to schools supporting EAL learners.	Number of training events held.	Number of resources provided.

RHONDDA CYNON TAFF CBC

What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
Improved outcomes	To maintain register of EAL learners and provide support as identified.	2 teachers, 3 LSAs/pt admin. Post £125,950.00.	2015/16		Performance management /Team meetings
Improved outcomes	Support identified pupils undertaking Home Language examinations.	Staff time / Translators £3,800.00,	2015/16		Meetings with pupils/parents/translators/ school staff/ EAL team members
Improved outcomes and support and challenge to schools	Identify schools requiring challenge.	Staff time/Questionnaire – teacher time	2015/16		Meetings with schools
Improved outcomes and support and challenge to schools	Provide training and resources to schools supporting EAL learners.	Room hire/EMAS (uk)/Tribal/Stationery/Dictionaries/Home Language books £5,200	2015/16		Invoices

Tudalen y pecyn 70

**VALE OF GLAMORGAN CBC: MINORITY ETHNIC ACHIEVEMENT GRANT**

**Budget 2015-16**

**£226,147**

**Targets / Outcomes**

Priority One	To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.
Priority Two	To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.
Priority Three	To promote health and wellbeing and ensure the safety of learners.
Priority Four	

KEY ACTIONS	MILESTONES (DEC 15)	MILESTONES (APRIL 16)
Develop peer tuition and metacognition/self-regulation for ME pupils	Programme of support established	24% of ME pupils achieve FPOI outcome 6  40% of ME pupils achieve L5 at KS2  55% of ME pupils achieve L6 at KS3
Build capacity in schools to ensure excellent teaching and learning for ME pupils  Sharing good practice facilitating teachers to visit and observe teaching and learning re: EAL in other schools  Sharing EAL strategies with mainstream staff in schools with all teaching and support staff	Programme of support established	All Vale schools access specialist training  100% of ME to make good progress  Shared practice across CSC on a termly basis
Deliver home language qualifications in partnership with the schools' examinations officers	Targeted EAL pupils entered	All targeted pupils have taken practice papers in preparations for the exams in the Summer Term.

Tudalen y pecyn 71

<p><b>Prioritise ME support to target L1+ pupils</b></p>	<p><b>Programme of support established</b></p>	<p><b>24% of ME pupils achieve FPOI outcome 6</b></p> <p><b>40% of ME pupils achieve L5 at KS2</b></p> <p><b>55% of ME pupils achieve L6 at KS3</b></p>
<p><b>Deliver training and guidance to schools in line with equality objectives using Show Racism the Red Card.</b></p> <p><b>Deliver a rolling programme in partnership with corporate equalities.</b></p>	<p><b>15 schools receive workshops</b></p>	<p><b>40 schools receive workshops</b></p>
<p><b>Ensure schools have access to translation services for all home school liaisons.</b></p>		<p><b>All schools with EAL families accessed translation services.</b></p>

Tudalen y pecyn 72



VALE OF GLAMORGAN - MEAG PRIORITY ONE: To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.					
What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
Groups of Learners	Develop peer tuition and metacognition/self-regulation for ME pupils	Officer time Approx: 6 days £1,222 x 6 £7332  12 x days Grade E LSA £99.16 x 12 £1189.92	04/15-03/16	Improved attainment for targeted pupils by March 2016	Evaluation of outcome data pre and post intervention
Groups of Learners	Build capacity in schools to ensure excellent teaching and learning for ME pupils  Sharing good practice facilitating teachers to visit and observe teaching and learning re: EAL in other schools  Sharing EAL strategies with mainstream staff in schools with all teaching and support staff  'hubs of excellence' are established in three primary and two secondary schools to provide school to school support for EAL/ME practice	0.75 FTE Officer time £47,166  1 Grade G 0.5 £17635  3 x Grade E LSA FTE £24 449 x 3 £73347  Supply cover 5 schools, 6 in a year x £150 £4500	04/15-03/16	Programme of support established by March 2016	Evaluation of outcome data pre and post targeted support  Ongoing through tracking progress of identified groups of ME/EAL pupils

Groups of Learners  Teaching and Assessment	Deliver home language qualifications	<b>Translations costs</b> <b>£1,125</b>  <b>21 x days Grade F LSA</b> <b>£115.8 x 21</b> <b>£2431.8</b>  <b>8 x days Grade E LSA</b> <b>£137.78 x 8</b> <b>£1102.24</b>	04/15-03/16	Improve attainment of pupils targeted for home language qualifications	<b>Ongoing through tracking progress of identified groups of Year 9 and 10 ME/EAL pupils</b>  <b>Evaluation of outcome data pre and post intervention</b>
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**VALE OF GLAMORGAN - MEAG PRIORITY TWO: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.**

What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
Raise standards in schools, particularly in KS2 and 3	Prioritise ME support to target L1+ pupils	1 Grade LSA Grade F FTE £29702	04/15-03/16	Improved attainment for targeted pupils by March 2016	Half termly data analysis  Evaluation of outcome data pre and post intervention
To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.	Provide targeted support for L1+ pupils	3 x LSA FTE Grade E £25449	04/15-03/16	Improved attainment for targeted pupils by March 2016	Half termly data analysis  Evaluation of outcome data pre and post intervention

Tudalen y pecyn 74

**VALE OF GLAMORGAN - MEAG PRIORITY THREE: To promote health and wellbeing and ensure the safety of learners.**

<i>What - focus</i>	<i>Actions</i>	<i>Resources</i>	<i>When (Exact Dates)</i>	<i>Milestones</i>	<i>Monitoring</i>
<b>Safeguarding</b>	<p><b>Deliver training and guidance to schools in line with equality objectives using Show Racism the Red Card</b></p> <p><b>Deliver a rolling programme in partnership with corporate equalities</b></p>	<b>£8000</b>	<b>04/15-03/16</b>	<b>40 schools receive workshops by March 2016</b>	<b>Termly monitoring report sharing pre post and post workshop analysis</b>
<b>Parental Engagement</b>	<b>Ensure schools have access to translation services for all home school liaisons</b>	<p><b>6 x days</b></p> <p><b>Grade G</b></p> <p><b>£137.78 x 6</b></p> <p><b>£826.68</b></p> <p><b>Translation costs</b></p> <p><b>£8875</b></p>	<b>04/15-03/16</b>	<b>All schools with EAL families accessed translation services by March 2016</b>	<b>Termly feedback from schools on the impact of the translation service</b>

Materolion a gwybodaeth adwyddol	Llythrennau a rhifau	Llythrennau a rhifau	Llythrennau a rhifau
Materolion a gwybodaeth adwyddol	Llythrennau a rhifau	Llythrennau a rhifau	Llythrennau a rhifau
Materolion a gwybodaeth adwyddol	Llythrennau a rhifau	Llythrennau a rhifau	Llythrennau a rhifau
Materolion a gwybodaeth adwyddol	Llythrennau a rhifau	Llythrennau a rhifau	Llythrennau a rhifau
Materolion a gwybodaeth adwyddol	Llythrennau a rhifau	Llythrennau a rhifau	Llythrennau a rhifau

**For 2015/16:**

If your LA combined EMA/GT Service Provision, please assign an approximate proportion of funding and dedicated staff time/staff members to each area of provision.

(greyed-out boxes to be left blank)		
How much money did your LA get from the WG EIG? (The total WG EIG allocation covering all areas of provision, not just that for the EMA/EAL and GT services/provision areas.)	17,709,840	
How much of your LA's EIG was directed towards supporting Minority Ethnic Achievement/EAL Provision and Gypsy Traveller Provision? (The amount taken from the EIG only, directed to these areas of provision, either to maintain a service or delegated to schools)	EMA/EAL Provision	GT Education Provision
	4,003,960	232,200
How much <i>additional</i> money did your LA contribute towards supporting Minority Ethnic Achievement/EAL Provision and Gypsy Traveller Provision in your LA? (This is funding taken from other sources, not the EIG)	0	76,369
<b>Total Service/Area of Provision Budget:</b>	4,003,960	308,569
<b>Amount of the total budget figure above directed to <i>maintain central service provision</i>:</b>	2,033,792	238,335
<b>Amount of the total budget figure above <i>delegated to schools</i>:</b>	1,970,168	70,234
<b>How many staff members were employed to work for the Minority Ethnic Achievement/EAL Service and Gypsy Traveller Service/Areas of Provision in total:</b>		
a) f/t equivalent (the total of ALL f/t and p/t staff time to make a single FTE figure)	78.7	6.2
b) f/t equivalent administrative only (from within the total figure for a) e.g. 0.6fte)	0.5	0.5
c) on zero hours contracts (number of zero hours contract staff not included in a))	0	0
d) actual people (total number of workers a) - c) whatever amount of time they worked)	79.2	6.7
e) any unpaid volunteers in addition to those in a) to d) above	0	0
<b>How many of the paid staff (incl. zero hours contract but not volunteer) members were of:</b>		
a) White British/Welsh majority ethnic background?	60	7
b) Black, Asian, Minority ethnic/Gypsy Traveller background?	49	1
<b>How many pupils were on roll in your LA:</b>		
a) of minority ethnic background (The total number of all pupils of all minority ethnic backgrounds in your LA, i.e. those who are not recorded as White British)	16261	
b) i. of EU Roma/Gypsy background		
ii. of White British/Irish Traveller/Gypsy background		
c) at EAL Stages A-E	16261	
d) at EAL Stages A-C	8193	
e) who were asylum seekers	773	

Tudalen y pecyn 77

Monday 17<sup>th</sup> October 2016

Dear FOI Officer

**New request for information on funding, staffing and pupil numbers**

In May 2015, I submitted a request for information pertaining to the impact of changes made by the Welsh Government to the Minority Ethnic Achievement Grant and Gypsy Traveller Education Grant, for the period 2013-2015, with a follow-up request in August 2015 to clarify inconsistencies in the data returns.

You kindly responded to those requests.

An aggregated summary of information received from all Local Authorities in Wales was sent to all LA Directors of Education in December 2015.

I am now submitting a new request for finalised data pertaining to the past year 2015/16 and indicative data for 2016/17. I'd be grateful if the tables on the two pages below can be fully completed. The information provided will be used to complement and update the earlier information and will be submitted to the National Assembly for Wales' Children, Young People and Education Committee in response to their call for evidence enquiring into the Education Improvement Grant: Gypsy, Roma and Traveller and Minority Ethnic Children:

<http://www.senedd.assembly.wales/mgConsultationDisplay.aspx?ID=229>

I understand that some services in this area of work are shared between authorities but I would like a response based on each Local Authority's figures, disaggregated from any collective service agreements.

The closing date for the National Assembly committee's evidence is November 18<sup>th</sup> so please provide the returns within the obligatory 20 working day time limit.

Many thanks

Yours faithfully

Dr Jonathan Brentnall  
Education Consultant  
01654 712194

**For 2016/17:** (It is understood that some of these figures may be indicative and not yet validated)

If your LA combines EMA/GT Service Provision, please assign an appropriate proportion of funding and dedicated staff time/staff members to each area of provision.

(greyed-out boxes to be left blank)		
How much money is your LA getting from the WG EIG? (The total WG EIG allocation covering all areas of provision, not just that for the EMA/EAL and GT services/provision areas.)	?? Waiting of figures	
How much of your LA's EIG is being directed towards supporting Minority Ethnic Achievement/EAL Provision and Gypsy Traveller Provision? (The amount taken from the EIG only, directed to these areas of provision, either to maintain a service or delegated to schools)	EMA/EAL Provision	GT Education Provision
	3,803,756	220,593
How much <i>additional</i> money is your LA contributing towards supporting Minority Ethnic Achievement/EAL Provision and Gypsy Traveller Provision in your LA? (This is funding taken from other sources, not the EIG)	9,520	78,240
Total Service/Area of Provision Budget:	3,813,276	298,833
Amount of the total budget figure above directed to <i>maintain central service provision</i> :	1,048,190	263,243
Amount of the total budget figure above <i>delegated to schools</i> :	2,765,086	35,590
How many staff members are employed to work for the Minority Ethnic Achievement/EAL Service and Gypsy Traveller Service/Areas of Provision in total:		
a) f/t equivalent (the total of ALL f/t and p/t staff time to make a single FTE figure)	22.9	5.9
b) f/t equivalent administrative only (from within the total figure for a) e.g. 0.6fte)	0.5	0.5
c) on zero hours contracts (number of zero hours contract staff not included in a))	0	0
d) actual people (total number of workers a) - c) whatever amount of time they worked)	23.4	6.4
e) any unpaid volunteers in addition to those in a) to d) above	0	0
How many of the paid staff (incl. zero hours contract but not volunteer) members are of:		
a) White British/Welsh majority ethnic background?	19	7
b) Black, Asian, Minority ethnic/Gypsy Traveller background?	13	1
How many pupils are on roll in your LA: (indicative as of Sept 2016)		
a) of minority ethnic background (The total number of all pupils of all minority ethnic backgrounds in your LA, i.e. those who are not recorded as White British)	41364	
b) i. of EU Roma/Gypsy background	? don't always state if EU Roma. Having trouble locating information	
ii. of White British/Irish Traveller/Gypsy background	343	
c) at EAL Stages A-E	12301	
d) at EAL Stages A-C	9008	
e) who were asylum seekers	552	

**Additional Comments:**

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With appreciation  
Jonathan Brentnall  
Education Consultant  
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01654 712194

Tudalen y pecyn 80



<b>Closing the Gap Officer (Gypsy/Travellers)</b>	
<b>Service Area: Education</b>	<b>Division/Section: Achievement and Inclusion</b>
<b>Grade: Soulbury 7-10</b> rising to point 13 through structured professional assessment	<b>Job Family: Achievement and Inclusion</b>
<b>Purpose</b>	
<p>Work in partnership with schools and key stakeholders to contribute to the effective and efficient realisation of key objectives</p> <p>Promote efficient and effective practice in provision for pupils from Gypsy /Traveller communities</p>	
<b>Key Accountabilities</b>	
<ul style="list-style-type: none"> <li>• Manage the teachers and teaching assistants in the Gypsy/Traveller Education Team</li> <li>• Support the management in schools, teaching staff and teaching assistants to meet the needs of Gypsy/traveller pupils</li> <li>• Support the development of strategic partnerships that improve the outcomes achieved by these groups</li> <li>• Promote inclusive practice and embed good practice in all Cardiff schools</li> <li>• Work with other school improvement and inclusion professionals to ensure there is a cohesive and joined up approach to meeting additional learning needs of G/T pupils.</li> <li>• To develop, deliver and maintain a high quality training programme</li> <li>• Identify and promote the sharing of good practice between schools</li> </ul>	
<b>Key types of activity</b>	
<ul style="list-style-type: none"> <li>• Work with internal and external stakeholders to support effectiveness of schools' practice, provision and procedures</li> <li>• Work with internal and external stakeholders to promote inclusive practices and drive out failure and build on successes.</li> <li>• Support the development of partnerships to improve outcomes for all learners</li> <li>• Research, identify and recommend the implementation of new developments, initiatives and best practice to improve performance</li> <li>• Maintain an up to date knowledge of legislation, statutory frameworks and codes of practice to ensure statutory responsibilities are undertaken</li> <li>• Undertake training and development to enhance performance</li> </ul>	

<b>Types of measures of success</b>
<ul style="list-style-type: none"> <li>• Improved outcomes at all Key Stages for G/T pupils in Cardiff schools</li> <li>• Improved engagement of G/T pupils at KS3 and KS4</li> </ul>

<b>Behavioural Competencies</b>	
Please refer to the Behavioural Competency framework to enable you to address the competencies at the stated level required for the job	
<b>Competency</b>	<b>Level</b>
Putting our customers first	4
Getting things done	4
Taking personal responsibility	4
Seeking to understand others, and treating them with respect	3
Developing potential	3
Leading change	3
Initiating change and improvement	3
Organisational awareness	3
Partnering and corporate working	4
Communicating	3
Analysing, problem solving and decision making	3
Equality and diversity	4

<b>Essential skills and experience</b>
Worked as a teacher
Experience of teaching G/T pupils
Experience of working with the G/T community
Practical experience of addressing the links between educational attainment, well-being and socio-economic disadvantages
Proven experience of strategies that address associated issues that overcome barriers to learning
Experience of line management

<b>Essential professional/trade qualifications Membership of professional/trade body</b>	<b>Desirable professional/trade qualifications Membership of professional/trade body</b>
QTS	Diploma or higher degree e.g. M.A., MSc

<b>Closing the Gap Officer (EMAS)</b>	
<b>Service Area: Education</b>	<b>Division/Section: Achievement and Inclusion</b>
<b>Grade: Soulbury 7-10</b> rising to point 13 through structured professional assessment	<b>Job Family: Achievement and Inclusion</b>
<b>Purpose</b>	
<p>Work in partnership with schools and key stakeholders to contribute to the effective and efficient realisation of key objectives</p> <p>Promote efficient and effective practice in provision for pupils from a Minority Ethnic background and those with English as an additional language</p>	
<b>Key Accountabilities</b>	
<ul style="list-style-type: none"> <li>• Support management in schools, teaching staff and teaching assistants to meet the needs of Minority Ethnic (ME) pupils and pupils who have English as an additional language (EAL).</li> <li>• Support the development of strategic partnerships that improve the outcomes achieved by these groups</li> <li>• Promote inclusive practice and embed good EAL practice in all Cardiff schools</li> <li>• Work with other school improvement and inclusion professionals to ensure there is a cohesive and joined up approach to meeting additional learning needs of pupils.</li> <li>• To develop, deliver and maintain a high quality training programme</li> <li>• Identify and promote the sharing of good practice between schools</li> </ul>	
<b>Key types of activity</b>	
<ul style="list-style-type: none"> <li>• Work with internal and external stakeholders to support effectiveness of schools' practice, provision and procedures</li> <li>• Work with internal and external stakeholders to promote inclusive practices and drive out failure and build on successes.</li> <li>• Support the development of partnerships to improve outcomes for all learners</li> <li>• Research, identify and recommend the implementation of new developments, initiatives and best practice to improve performance</li> <li>• Maintain an up to date knowledge of legislation, statutory frameworks and codes of practice to ensure statutory responsibilities are undertaken</li> <li>• Undertake training and development to enhance performance</li> <li>• Developing and leading an area of work e.g. radicalisation, sexual exploitation etc.</li> </ul>	

<b>Types of measures of success</b>
<ul style="list-style-type: none"> <li>• In the ethnic minority achievement service, ensure that the achievement of groups of pupils exceeds that of the all Wales average for each group and evidence equality for all pupils irrespective of their cultural background.</li> <li>• Schools are fully trained and equipped to meet the needs of pupils from a ME background and those with English as an additional language (EAL)</li> </ul>

<b>Behavioural Competencies</b>	
Please refer to the Behavioural Competency framework to enable you to address the competencies at the stated level required for the job	
<b>Competency</b>	<b>Level</b>
Putting our customers first	4
Getting things done	4
Taking personal responsibility	4
Seeking to understand others, and treating them with respect	3
Developing potential	3
Leading change	3
Initiating change and improvement	3
Organisational awareness	3
Partnering and corporate working	4
Communicating	3
Analysing, problem solving and decision making	3
Equality and diversity	4

<b>Essential skills and experience</b>
Worked as a teacher
Practical experience of addressing the links between educational attainment, well-being and socio-economic disadvantages
Proven experience of strategies that address associated issues that overcome barriers to learning
Experience of delivering In Service Training (INSET) to a range of audiences

<b>Essential professional/trade qualifications Membership of professional/trade body</b>	<b>Desirable professional/trade qualifications Membership of professional/trade body</b>
QTS	Diploma or higher degree e.g. M.A., MSc

Cynulliad Cenedlaethol Cymru | National Assembly for Wales  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and  
Education Committee

Grant gwella addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd  
ethnig | Education Improvement Grant: Gypsy, Roma and Traveller, and  
Minority Ethnic Children

Ymateb gan : Gwasanaeth Cyflawni Addysg (GCA)  
Response from : Education Achievement Service (EAS)

### **Background**

All Local Authorities across Wales have received the following information from The Children, Young People and Education Committee:

*“The National Assembly for Wales’ Children, Young People and Education Committee is undertaking an inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children.*

*The overall aim of this inquiry is to consider the impact of amalgamating the previously ring-fenced grants into the new Education Improvement Grant from 2015-16 on Gypsy, Roma and Traveller, and Minority Ethnic children. The inquiry will focus specifically on their educational outcomes and will consider:*

- *How the Welsh Government monitors the way local authorities use the Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;*
- *the effectiveness of other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children; and*
- *any key issues arising from amalgamating the other previously separate grants into the Education Improvement Grant. “*

As GEMS provides support for learners who speak English as an additional language (EAL) across the consortium and supports Gypsy, Roma and Traveller pupils in Newport it was decided by The Chief Schools Officer (Newport) that the Head of GEMS was best placed to provide a response on behalf of SEWC. In addition to this written response the Head of GEMS has also been nominated to give oral evidence to the committee on the 30/11/16. The information below has been compiled in response to the lines of enquiry outlined above.

### **1. Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;**

- Gwent Education Minority Ethnic Service (GEMS) is a support service that operates across Newport, Caerphilly, Blaenau Gwent, Torfaen and Monmouthshire funded entirely through the Education Improvement Grant. The service is primarily staffed by teachers and teaching assistants who provide support to pupils within main stream settings. Additionally, GEMS staff work alongside school based staff to build capacity to support pupils who speak English as an Additional Language (EAL)
- GEMS have devised an EAL assessment document linked to the Literacy and Numeracy Framework (LNF) and based upon the WG stages of language development. This document contains strategies for all professional to utilise with EAL learners.
- EAL pupils in need of support are identified through liaison with pupil admissions, schools and the GEMS referral system. The outcomes of any such monitoring is shared via engagement with Additional Educational Needs Co-ordinators (AENCOS)/nominated Teachers.
- GEMS have adapted the WG five stage model that tracks EAL pupil's progress and attainment. The adaptation is called the Language Acquisition Records (LARs) are updated in a collaborative manner involving all stakeholders.
- Schools are aware of training packages available (more detail) related to all aspects of making provision for EAL/Gypsy Roma Traveller (GRT) learners and the numbers of schools undertaking training is monitored.
- On-going liaison between GEMS staff and school based staff to update on progress, share ideas concerning resources and strategies and the pupils ability in L1.
- Close working with AENCOS in schools is evident on a termly basis to ensure that EAL learners are being monitored and assessed at regular intervals during the academic year. This information can then be shared with the relevant staff via the staff shared area or in class files.
- Increasing First Language (L1) qualification figures year on year.

<b>Academic Year</b>	<b>GCSE</b>	<b>AS</b>	<b>A2</b>
2013-2014	76	33	17
2014-2015	74	30	19
2015-2016	73	35	19

- End of Key Stage qualifications are analysed in conjunction with the Regional School Improvement Service the Education Achievement Service (EAS) by ethnicity. (examples) This occurs by Local Authority (LA) across the 5 LAs of South East Wales Consortium (SEWC).
- Data is monitored and analysed regarding the numbers of pupils on WG language stages within each LA. GEMS performance management is then linked to the GEMS Team plan which in turn is linked to the whole service plan. Performance management

is then related to raising teacher performance and learner attainment in a measurable manner.

- The structure of GEMS has been altered to best meet the needs of the EAL and GRT populations across the region. Details of the structure and reporting lines within GEMS are detailed at the end of this document.

## **2. The effectiveness of other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children;**

*“In Wales, the school improvement programme is driven through four regional consortia working on behalf of local authorities. From April 2014, the four regional consortia will adopt and embody one national model for school improvement: the National Model for Regional Working, this provides local authority Ethnic Minority Achievement Services and Traveller Education Services with a geographical footprint on which to collaborate. As structures and processes for collaboration are developed, local authorities should consider how to build more capacity and achieve greater efficiency in the delivery of targeted services for better minority ethnic learner outcomes.”*

(Minority Ethnic Achievement in Wales, Welsh Government- 2014)

The document above suggests how services should operate moving forward. In terms of the Minority Ethnic Achievement Grant (MEAG) element of the Education Improvement Grant (EIG), GEMS operates across the South East Wales Consortium (SEWC) so the work is undertaken in a fully integrated manner. With regards to the Gypsy Roma Traveller (GRT) provision across SEWC GEMS, Blaenau Gwent GRT service and Torfaen GRT service work closely to share good practice and information concerning the GRT communities in the region. GEMS host the GRT Forum (the only forum of its type in Wales) and the partner LAs sit on the forum.

In order to account for the work undertaken across the 5 LAs of South East Wales there are annual hosted services meeting involving chief education officers and cabinet members to review use of EIG.

## **3. Any key issues arising from amalgamating the other previously separate grants into the Education Improvement Grant.**

- No ring fencing means that funding is far more vulnerable to being utilised in manner that does not directly benefit Black and Minority Ethnic (BAME)/EAL Learners.
- When grants were ring-fenced they were heavily linked to numbers in each Local Authority. Ring fencing means a potentially more vulnerable funding stream which in turn leads to instability for those employed out of the various grants.
- Specialisms are potentially eroded as individuals employed out of previously ring-fenced money are encouraged to broaden their remit and in some cases take on work-streams they are unfamiliar with.
- The table below illustrates how the demography of South East Wales schools has altered in recent years. Simultaneously the funding per head has declined year on year. Looking forward we can expect to receive Unaccompanied Asylum Seeking

Children (UASCs) from other parts of Europe. More Syrian families are also likely to present prior to 2020 according to the UK Government.

WG Stage	Count of WAG Stage May 2012	Count of WAG Stage May 2015	Count of WAG Stage May 2016	Increase (2012-2016)	% Increase (2012-2016)
A (New to English)	1095	1177	1349	254	23%
B (Early Acquisition)	725	1096	1101	376	52%
C(Developing Competence)	952	1168	1151	199	21%
Grand Total	2772	3441	3601	829	30%

Comparison of EAL against all pupils in Newport (2015 data) reveals EAL pupils perform:

- -3% Foundation Phase (Outcome Level 5),
- -2% in Key Stage 2 (National Curriculum Level 4)
- -4% in Key Stage 3 (National Curriculum Level 5)
- -6% in Key Stage 4 (Level 2 Inclusive)

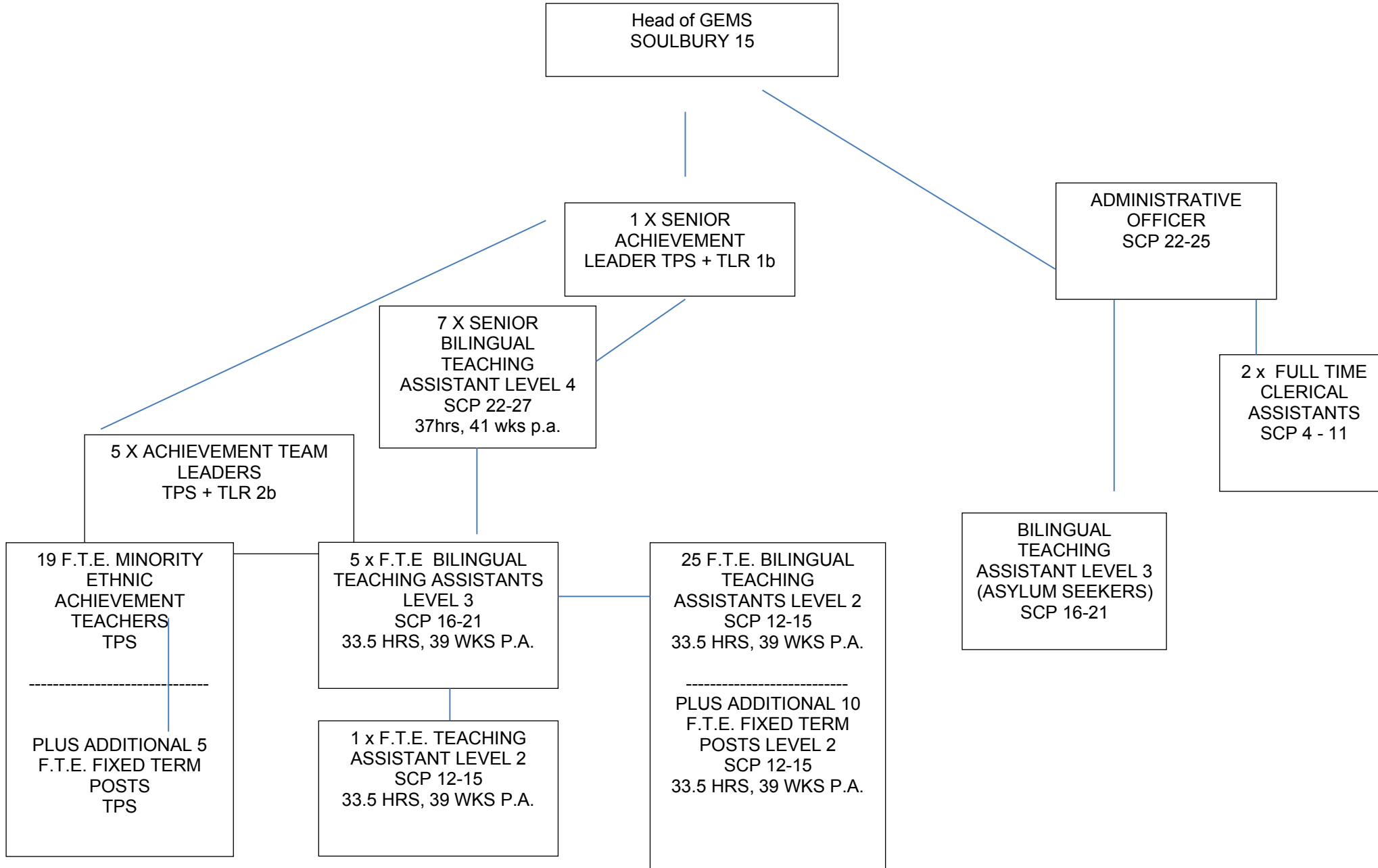
**In the context of increasing new arrivals and successive years of cuts or real terms cuts, the results outlined above are impressive. The concern is that if EAL numbers continue to rise in the current manner and the financial outlook worsens this could impact upon results. It is therefore imperative that the MEAG and GRT grants are ring-fenced and increased moving forward.**

The information below outlines the operational and structural aspects of GEMS in detail.



**GWENT EDUCATION MINORITY-ETHNIC SERVICE (GEMS)**  
**MANPOWER STRUCTURE (Proposed)**

Tudalen y pecyn 89



**Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children  
Written Submission for Children, Young People and Education Committee  
8 December 2016**

**Lines of questioning**

- 1. From 2015-2016, the Gypsy Children and Traveller Children Grant and the Minority Ethnic Achievement Grant were merged into the new Education Improvement Grant. What impact has this had on the levels of educational support available to Gypsy, Roma and Traveller and Minority Ethnic children, and their educational outcomes? (If this is a concern to you, how should this be addressed?)**

Local authorities in the region have taken individual responsibility and retained a portion of the Education Improvement Grant (EIG) for supporting the education of Gypsy, Roma and Traveller (GRT) and minority ethnic (ME) children. The large variation among numbers of pupils from one local authority to the next requires a localised approach for supporting the education of these groups of children, in a bespoke manner. However, a localised approach does not mean that collaboration is not required.

The overarching regional school improvement strategy, namely, to build capacity in schools is beginning to influence work with children in this area. For example, targeted specialist support for particular year groups is currently serving to maintain a strong track record of educational outcomes for learners from minority ethnic backgrounds. The four strategic objectives within Welsh Government's *Qualified for life* improvement plan are now utilised to help monitor the effective use of the EIG. However, discrete objectives and accountability measures for this element of the grant would be more useful, given the localised approach to service delivery.

Levels of educational support vary according to local need. However, ME children generally do well in comparison to non-ME children across a range of educational performance indicators.

See **Annexe 1** on ME pupil performance across ERW.

- 2. How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children? (If this is a concern to you, how should this be addressed?)**

The Welsh Government needs to take a much stronger lead on GRT and ME pupil achievement for Wales through the development of aligned strategies that recognise diversity.



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Overall, there is limited join-up between all local government projects and strategies. A national champion, with a proven track record, to co-ordinate the local strategies for supporting the education of GRT, and ME children would be a sensible way forward. With less resources available and growth in numbers of children within this particular cohort, it would be appropriate to collaborate in order to maximise best practice and share re-modelled methods of service delivery, where appropriate. Welsh Government's *Qualified for Life* plan is too widely focused in terms of raising educational outcomes for learners from GRT and ME backgrounds. Discrete strands to meet the distinctive needs of these children would be beneficial, in a similar way to national strategies for the pupil deprivation grant. Reducing the impact of poverty strategies do not sufficiently capture the needs of GRT and ME children. GRT children not in school may require further support to access wider services in order to attend school. A long-term, cohesive, strategy championed on a national level may support greater effectiveness in the future.

**3. What more could be done to support the educational attainment of Gypsy, Roma and Traveller and Minority Ethnic children:**

- in schools;
- by local authorities;
- by regional consortia; and
- by the Welsh Government.

**(Do you know of examples of good practice or successful policies? If so, what are they?)**

Good teaching and the embracing of an embedded approach to pupil wellbeing (including education on diversity and tolerance) remains the single most effective way of ensuring fair entitlement to all pupils in schools.

Local authorities require a single platform for sharing best practice at a time of reduced resource. In addition, a clearer understanding of how services can be delivered differently across Wales would be timely. As local authority resources have declined, capacity building for schools has become an often-used phrase. However, there needs to be a mutual understanding of what this can mean. Good practice on vulnerability profiles exists so that resources can be targeted. Further development of the Vulnerability Assessment Profile (VAP) is required across Wales.

Consortia have a strong role to play in identifying common ground and creating an appetite for pooling ideas and creating clear definitions of capacity building within schools. Experts with consortia (under localised services) could be working together to inform national strategy. Cross-consortia collaboration is essential so that similar local contexts can work together across Wales.

For Welsh Government, see question 2.

**4. If you could recommend to the Welsh Government one thing it could do to improve the educational attainment of Gypsy, Roma and Traveller, and Minority Ethnic children, what would it be?**

- a. Ensure that cohesive strategic planning is aligned in a manner that avoids the adopting of a “project-based” approach.
- b. Select an experienced national champion to work on a national framework that helps schools meet the needs of GRT and ME children, given that local authority resources are now reduced.



5. Do you have any other concerns about the amalgamation of the other previously separate grants into the Education Improvement Grant? If so, please provide details.

No

6. Finally, are there any other issues relating to the terms of reference that you would like to draw to the Committee's attention?

None

### Annexe 1 (ERW background data)

The number of minority ethnic children in ERW schools has steadily risen over the last five years (2011-2016), peaking in 2015-2016 at 10,334 pupils.

### Foundation Phase

Foundation Phase Outcome (based on mandatory areas of learning including Welsh/ English) Percentage of pupils achieving the Foundation Phase Indicator (FPI) has risen from 81% in 2011-2012 to 86% in 2015-2016. This is from a total of 606 Foundation Phase pupils in 2011-2012 and a total of 866 in 2015-2016. This indicates simultaneous growth in both amount of total Foundation Phase pupils and the amount from that total achieving Outcome 5 or greater at Foundation Phase – Growth of numbers is not stagnating performance.

Breaking this down, Foundation Phase Welsh Outcome (LCW) has risen from 80.8% to 96.2% in the same timescale, showcasing the highest percentage of growth from all FPI.

Smaller progress has been made in English and mathematics (83.4-86.8% and 87.6-89.3% respectively).

Similar progress has again occurred regarding Personal and Social Development, but it must be noted that the starting percentage of 91.1% obviously limited room for improvement. Nonetheless, this percentage has risen to 94.3% by 2015-2016.

### Summary

All four of the FPI have seen higher percentages of ME children achieving Outcome 5 or higher, with Welsh language being a standout. English percentages, as well as Personal and Social Development percentages have also risen over this five-year period, although there has been a small fall from 2014-2015 in both. Mathematical Development has also seen percentages rise since 2011-2012, but there has been stagnation from 2014-2015 to 2015-2016.

### Key stage 2

The number of key stage 2 ME pupils has risen within the region from 574 in 2011-2012, to 668 in 2015-2016. The percentage of pupils achieving the core subject indicator from 2011-2012 to 2015-2016 has also risen from 83.3% in 2011-2012 to 90% in 2015-2016.



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While there was a minor drop from 2012-2013 to 2013-2014, this could be attributed to the 2012-2013 percentage jumping 4.1% (above the regional average) and regressing to the mean of growth the next year.

Level 4+ in Welsh among ME pupils is up to 92.6%, despite experiencing significant regression between 2011-2012 and 2012-2013 (87.5% down to 76.7%).

Level 4+ in English has risen from 85.5% to 91.5% over the same five-year timescale

In mathematics, the percentage of ME pupils achieving Level 4+ has risen from 88.7% to 92.4%, with similar growth being seen in science (88.2% to 92.8%).

## Summary

All core subject indicators are showing growth between 4% and 6% over the last five years.

## Key stage 3

The number of key stage 3 ME pupils in the region has grown from 493 in 2011-2012 to 538 in 2015-2016. Core subject indicators are showing significant growth, with the overall percentage of ME pupils achieving the core subject indicator rising from 73.6% in 2011-2012, to 86.4% in 2015-2016.

Level 5+ in Welsh has witnessed a minor drop in percentages, from 86.7% in 2011-2012 to 86.5% in 2015-2016, although it peaked at 91.2% in 2012-2013.

Level 5+ in English has shown steady, continuous growth over the five-year period, from 79.7% in 2011-2012 to 89.6% in 2015-2016.

Mathematics Level 5+ percentages have risen from 85% to 91.6% of ME pupils from 2011-2012 to 2015-2016, outperforming the regional averages in 2012-2013 and 2013-2014.

Science Level 5+ percentages have ultimately risen from 84.8% to 92.9% despite a drop in 2014-2015.

## Summary

Core subject indicators for mathematics, English and science have shown growth over the last five years but Welsh has regressed 0.2%

## Key stage 4

The number of key stage 4 ME pupils in the region has risen from 474 to 577 over the last five years

The percentage of these pupils achieving the Level 2+ threshold over this time has risen from 59.1% to 69.2%



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# Eitem 4

## CYPE(5)-14-16 – Papur | Paper 6

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Grant gwella addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd ethnig | Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children

Ymateb gan : Cymdeithas Llywodraeth Leol Cymru

Response from : Welsh Local Government Association

### **INTRODUCTION**

1. The Welsh Local Government Association (WLGA) represents the 22 local authorities in Wales, the three national park authorities and the three fire and rescue authorities.
2. It seeks to provide representation to local authorities within an emerging policy framework that satisfies the key priorities of our members and delivers a broad range of services that add value to Welsh Local Government and the communities they serve.
3. The WLGA welcomes the opportunity to provide evidence to the Children, Young People and Education Committee inquiry into the creation of the Education Improvement Grant. In drafting this response, the WLGA is guided by a number of key principles which underpin the work of the Association. The WLGA believes that decisions about services should be taken as close point of delivery as possible and that the people and communities using those services should be as engaged as possible in their delivery. It is also our belief that local services should be provided within a democratic framework of local accountability.
4. The WLGA recognises that it is the role of the Welsh Government to set the strategic framework and policy direction for services at a national level and that it is the role of local government to deliver those services taking account of the local circumstances and pressures. It is also recognised that services must be provided within a proportionate but effective regulatory framework to ensure that public resources are used appropriately and that services are delivered effectively and efficiently.

5. The WLGA has consistently argued for an un-hypothecated revenue support grant (RSG) as the best way of funding local government and that any new responsibilities or additional burdens placed on local government should be fully costed and appropriately funded.
6. The WLGA recognises that some policy initiatives or strategies need to have funding attached to them for specific periods of time to make sure that they become embedded and are delivered as intended. For this reason, the WLGA, by exception, supports the use of specific grants or the ring fencing of revenue funding for specified purposes on the understanding that funding will eventually return to the RSG.
7. The WLGA was closely involved in the discussions that led to the creation of the Education Improvement Grant (EIG). As a principle the WLGA supports the reduction the number of specific grants that the Welsh Government awards to local authorities in favour of funding for local government going into the Revenue Support Grant. The Association has argued for some time that there are too many specific grants in education and that too much resource is lost in the bureaucracy associated with audit and administration. It is widely accepted that between 5-10% of the value of specific grants is taken up by reporting, audit and administration costs. As stated above, however the Association recognises that in certain circumstances the use of grant funding is a useful method of pump priming programmes or supporting specific Welsh Government policy initiatives.
8. The WLGA has presented evidence to National Assembly for Wales Committees in previous years on the high number of specific grants used by Welsh Government in education and children's services. At one stage there were over 100 grants, each with their own terms and conditions and reporting mechanisms, representing a significant proportion of the education budget for local authorities. This number of specific grants represented an unacceptable bureaucratic burden on local authorities meaning that a significant amount of officer time was taken up accounting for these grants, but also the high number of grants restricted the ability of local authorities to direct funding toward services which meet the needs of their own communities. Numerous reports have recommended that the number of specific grants for local authorities be reduced, including the 2009 National Assembly for Wales Finance Committee report on school funding, the Hill Review in 2013 and the Williams Review in 2014.
9. Given the WLGA's position on specific grants the discussions between the Association and the then Education Minister, Huw Lewis, were welcomed and in total 11 grants were amalgamated into the single Education Improvement Grant. At the same time, 3

other grants were abolished completely. The hope on the part of local government was that a merger of these grants would lead to a more streamlined set of terms and conditions and a greater degree of flexibility to respond to local circumstances. The expectation was that this flexibility would in turn create efficiencies in terms of reduced bureaucracy and more of the funding going in to service delivery. Reducing the cost of administering the grants could also be deemed to offset any future cuts.

10. The 11 merged grants are detailed below along with the funding associated with each grant.

<b>Merged Grants</b>	
14-19 Learning Pathways	£4m
Foundation Phase	£97.750m
School Effectiveness Grant	£24.529m
Welsh in Education Grant	£5.130m
Minority Ethnic Achievement Grant and Gypsy Traveller Children	£8m (combined)
Induction	£0.4m
Lead and Emerging Practitioner Grant	£0.2m
Higher Level Teaching Assistants	£0.182m
Reading and Numeracy Test Support	
Band 4 and 5 funding	£0.830m (up to)
<b>Total</b>	<b>£141.021m</b>

11. Following discussions with local government it was decided by Welsh Government that the Education Improvement Grant, merging the 11 grants listed above, would commence in the financial year 2015-16. The proposed merger of the grants followed an in year cut of this group of grants of £4.4m in 2014-15 followed by a further £9m cut in 2015-16. This represented an overall cut in education grant funding over 2 years, from £155m in 2014-15 to £141m in 2015-16. These concerns over the reduction in the overall quantum of funding for the EIG were raised at a bilateral meeting between Welsh Government and the WLGA, in February of 2015 and a paper on the matter was taken to the WLGA Council on 28<sup>th</sup> February 2015, highlighting the cut in grant funding.

12. Additional concerns were also raised with the Welsh Government about the impact that the cut would have on the funding for Gypsy, Roma and Traveller and Minority Ethnic Children, given that at the time there was considerable anxiety about support for young people who were vulnerable to radicalisation. The main area of concern raised by the WLGA was that the terms and conditions of the EIG did not give scope for sufficient flexibility given that the vast proportion of the grant would be needed to support the delivery of the foundation phase; just under £100 million of the £141



million grant. The terms and conditions around the foundation phase at that time still required local authorities to meet the stated pupil-teacher/support staff ratios which effectively meant that funding did not have sufficient flexibility.

13. The Association is of the view that the best way to ensure that funding is used in the most effective and efficient way is to transfer the EIG into the RSG. This allows local authorities to make decisions about the use of that funding to ensure that services are delivered in a way that most appropriately meets the needs of their local community. The WLGA continues to lobby for the transfer of all specific grants into the local government RSG and in the run up to the 2016-17 local government settlement was in detailed discussions with the Welsh Government of the transfer of the EIG and other grants into the settlement. Some further grants have gone into the settlement but progress has been slow.
14. The WLGA has repeatedly called for subsidiarity in both decision-making and funding, believing that decisions are best made as close to the service user as possible whilst recognising that the Welsh Government sets the overall strategic direction.
15. In summary the WLGA supports the reduction in the number of specific grants for local authorities, in line with the recommendations in numerous independent reports. It is view of the WLGA however that amalgamating a number of grants into a single larger grant does not meet the needs of local authorities. The WLGA would support the transfer of the EIG funding into the RSG which would allow local authorities to delivery against national outcomes, meeting the Welsh Government's strategic priorities, whilst ensuring that funding supports the delivery of locally appropriate services.



Ein cyf/Our ref: MA - P/CS/7633/16

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29 Tachwedd 2016

Annwyl Lynne,

Diolch am eich llythyr dyddiedig 16 Tachwedd yn dilyn cyfarfod y Pwyllgor ar 2 Tachwedd i drafod cynigion y gyllideb ddrafft ar gyfer fy mhortffolio. Rwy'n ymdrin â'ch pwyntiau isod.

### **Teuluoedd yn Gyntaf, Dechrau'n Deg a Chymunedau'n Gyntaf**

Mae'r Llinell Wariant yn y Gyllideb (BEL) ar gyfer Atal ac Ymyrryd yn Gynnar wedi'i chreu drwy uno tair llinell cyllideb refeniw bresennol: Dechrau'n Deg, Teuluoedd yn Gyntaf a Dibenion Cymunedol. Mae'r gyllideb olaf yn ariannu nifer o weithgareddau gwahanol, sef Cymunedau yn Gyntaf, Cymunedau am Waith ac Esgyn. Mae'r llinell gyfunol newydd hon yn y gyllideb yn adlewyrchu fy ffocws ar ymyrryd yn gynnar. Ni phenderfynwyd eto ar ddyraniadau manylach o fewn y BEL newydd hon ond rwyf wedi cadarnhau'n flaenorol y bydd cyllidebau refeniw Dechrau'n Deg a Theuluoedd yn Gyntaf yn parhau'n ddigynfnewid yn ystod 2017-18.

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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.

**Tudalen y pecyn 98**  
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.

Dengys y dyraniad cyllideb newydd hwn ostyngiad o £1.15 miliwn yn 2017-18. Dyma'r swm y mae fy mhortffolio wedi'i gyfrannu at y toriadau cyni ar gyfer y flwyddyn ac rwyf wedi dewis lleihau'r BEL Atal ac Ymyrryd yn Gynnar, gan mai dyma'r un fwyaf o ran maint a'r mwyaf hyblyg i'w rheoli o fewn y flwyddyn. Er mwyn helpu'r Pwyllgor â'i waith craffu, mae Atodiad 1 yn rhoi dadansoddiad o ddyraniadau 2016-17 a gafodd eu cysoni â'r dyraniad BEL Atal ac Ymyrryd yn Gynnar newydd ar gyfer 2017-18.

Er bod angen sicrhau arbedion, byddwn yn gweithio gyda'n partneriaid, i ystyried sut y gallai gwell cysondeb rhwng rhaglenni leihau'r effaith bosibl ar wasanaethau rheng flaen. Bydd hyn hefyd yn rhoi mwy o hyblygrwydd i Lywodraeth Leol er mwyn cyflawni canlyniadau yn unol â blaenoriaethau rhaglen.

Rwy'n rhannu pryderon y Pwyllgor o ran sicrhau gwerth am arian. Mae dull integredig o ddarparu gwasanaethau yn adlewyrchu dull gweithredu sy'n canolbwyntio'n fwy ar y dinesydd a fydd, yn fy marn i, yn helpu i gynyddu effeithiolrwydd ein rhaglenni a gwella gwerth am arian. Mae'n bosibl y bydd angen i brosesau craffu addasu er mwyn adlewyrchu'r integreiddio cynyddol hwn, oherwydd ni fyddai yr un ohonom am i drefniadau craffu atal gwelliannau i ansawdd y gwasanaethau a gaiff ein dinasyddion.

Mae llawer o awdurdodau lleol sy'n gweithio gyda'u partneriaid wedi ceisio cysoni Teuluoedd yn Gyntaf a Dechrau'n Deg a rhaglenni eraill yn y gymuned, er mwyn gwella'r broses o integreiddio gwasanaethau a rhoi gwell cymorth i deuluoedd mewn angen. Drwy wneud hyn eu nod yw gwella eu gallu i atal ac ymyrryd yn gynharach. Mae hwn yn ddull gweithredu yr wyf yn ei gefnogi'n gyfan gwbl ac mae'n hanfodol er mwyn mynd i'r afael â Phrofiadau Niweidiol yn ystod Plentyndod. Mae fy mhenderfyniad i uno cyllidebau ataliol yn dangos cefnogaeth i sicrhau mwy o gysondeb ac yn dangos y flaenoriaeth a roddaf i sicrhau ffocws parhaus ar ymyrryd yn gynnar.

Rwy'n pryderu bod rhaglenni ardal yn arwain at y ffaith bod y rhai mewn angen yn colli'r cyfle i gael cymorth hollbwysig felly mae'n rhaid sicrhau rhywfaint o hyblygrwydd. Dyma'r hyn y mae gwaith allgymorth Dechrau'n Deg wedi ceisio mynd i'r afael ag ef. Dylai'r dull gwerthuso newydd yr ydym yn ei dreialu ein galluogi i gael gwell dealltwriaeth o'r rhaglen, gan gynnwys allgymorth. Yn y cyfamser, mae allgymorth yn destun yr un broses oruchwylio Rheoli Cyfrifon â gweddill y rhaglen. Yn yr un modd, mae'r broses barhaus o werthuso tystiolaeth Teuluoedd yn Gyntaf yn dangos effeithiolrwydd systemau amlasiantaeth i gefnogi teuluoedd ar draws holl ardaloedd Awdurdodau Lleol.

Yn fy natganiad ar gymunedau cryf ar 11 Hydref, dywedais fy mod yn ystyried cau Cymunedau yn Gyntaf. Ers hynny rydym wedi dechrau rhaglen ymgysylltu eang ar y dull newydd o adeiladu cymunedau cydnerth, gan gynnwys ystyriaeth fanwl o'r effaith ar bobl, cymunedau, adeiladau cymunedol a sefydliadau eraill. Fel rhan o'n proses ymgysylltu, rydym yn gweithio'n agos gyda phartneriaid cyflenwi i gael dealltwriaeth o oblygiadau unrhyw benderfyniad.

Bydd y rhaglen ymgysylltu yn darparu tystiolaeth eang i lywio fy mhenderfyniad. Cafwyd ymateb sylweddol eisoes i “Trafod Cymunedau”, ein harolwg ar-lein, ac rydym yn manteisio ar arbenigedd Cyngor Gweithredu Gwirfoddol Cymru i sicrhau ein bod yn deall sut y gallai unrhyw newidiadau posibl i Gymunedau yn Gyntaf effeithio ar sefydliadau'r Trydydd Sector ac unigolion.

Ni allaf ragweld canlyniadau'r rhaglen ymgysylltu felly ni allaf ddarparu cyllidebau a chynlluniau cadarn ar hyn o bryd. Byddaf yn gwneud datganiad pellach ar ôl i gyfnod cyntaf yr ymgysylltu ddod i ben yn y Flwyddyn Newydd.

Rwy'n fodlon rhoi rhagor o wybodaeth i'r pwyllgor ar Ardaloedd Plant maes o law.

## **Gofal plant**

Croesawaf gefnogaeth y Pwyllgor i'n cynnig gofal plant. Fel y nodwch, mae hon yn rhaglen uchelgeisiol ac yn ei chamau cynnar ac rwy'n ddiolchgar eich bod yn cydnabod yr heriau sy'n gysylltiedig â hyn.

Mae ystod o ffactorau a fydd yn dylanwadu ar gostau ein cynnig gofal plant newydd. Mae'r rhain yn cynnwys nifer y plant a anwyd o fewn unrhyw flwyddyn, y nifer sy'n gymwys i dderbyn y cynnig a nifer yr oriau gofal plant y gall teulu ddewis manteisio arnynt. Mae'r gyfradd sy'n daladwy am y gofal plant a'r newid tebygol mewn ymddygiad a gaiff ei symbylu gan y rhaglen yn ffactorau hollbwysig hefyd. Ar hyn o bryd rydym yn modelu nifer o dybiaethau.

Caiff ein gwaith modelu ei lywio gan yr ymchwil sy'n cael ei wneud gan Alma Economics a benodwyd i ddarparu tystiolaeth ar werth economaidd y sector gofal plant. Byddwn yn fodlon dychwelyd i'r Pwyllgor i drafod y gwaith hwnnw gyda chi'n fanylach ar ôl i'r adroddiad gael ei gyhoeddi.

Modelodd y Sefydliad Polisi Cyhoeddus i Gymru gostau ar gyfer cynnig wedi'i dargedu, sydd ar gael i rieni sy'n gweithio, a chynnig cyffredinol, sydd ar gael i bob teulu. Roedd yr ystod costau, sef £125m i £228m, y cyfeiriwyd ati yn eich llythyr, yn amcangyfrif gan Sefydliad Polisi Cyhoeddus ar gyfer cynnig cyffredinol a fyddai ar gael i bob teulu. Rydym yn ymrwymedig i ddarparu cynnig sydd wedi'i anelu at rieni sy'n gweithio. Roedd ystod cost y Sefydliad Polisi Cyhoeddus ar gyfer cynnig wedi'i dargedu yn £53m i £97m.

Mae ein gwaith modelu a dadansoddi yn adeiladu ar waith a wnaed gan y Sefydliad Polisi Cyhoeddus i amcangyfrif cost y cynnig gofal plant. Fodd bynnag, ceir gwahaniaethau yn y ffynonellau data, y tybiaethau a'r methodolegau a ddefnyddir. Er enghraifft, er bod y Sefydliad Polisi Cyhoeddus wedi edrych ar gyfnodau gwyliau, tybiodd y byddai 20 awr yr wythnos yn cael ei ddarparu yn hytrach na'r 30 awr lawn pan na chynigir y cynnig Cyfnod Sylfaen Blynyddoedd Cynnar. Gwahaniaeth arall yw'r ffynonellau data a ddefnyddir. Defnyddiodd gwaith y Sefydliad Polisi Cyhoeddus ddata'r Arolwg o Adnoddau Teulu o 2005/06 i 2013/14 i gynhyrchu ei amcangyfrifon cymhwysra. Mae ein gwaith modelu yn defnyddio data'r Arolwg Blynyddol o'r Boblogaeth gyda chyfartaledd ar gyfer y cyfnod 2013-15, sy'n dangos y bu cynnydd olynol yng nghyfran y plant 3 a 4 oed sy'n gymwys ar gyfer y cynnig.

Ar hyn o bryd rydym yn gweithio gyda Sefydliad Ymchwil, Data a Methodoleg Gymdeithasol ac Economaidd Cymru i asesu a dadansoddi gallu'r sector a byddwn yn ymestyn y dadansoddiad hwn i asesu gallu'r gweithlu yn ystod y misoedd nesaf. Rydym yn defnyddio gwybodaeth o'r Datganiad Hunanasesu Gwasanaeth diweddar a wnaed gan Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru a gwaith a gomisiynwyd gan CWLWM i gael gwell dealltwriaeth o gyfansoddiad y gweithlu. Bydd fy nghyd-Weinidog, y Gweinidog Dysgu Gydol Oes a'r Gymraeg, yn cyhoeddi ein cynllun 10 mlynedd ar gyfer y gweithlu gofal plant, gwaith chwarae a'r blynyddoedd cynnar yn ystod y gwanwyn, gan ymdrin â llawer o'r materion hyn.

Rydym yn ymrwymedig i sicrhau bod digon o ddarpariaeth ar gael yn y Gymraeg ac ystyriwn fod y cynnig gofal plant yn gyfraniad pwysig at y nod o gynyddu nifer y siaradwyr Cymraeg i filiwn erbyn 2050.

Er y bydd y gwaith gydag Awdurdodau Lleol sydd wedi mabwysiadu'r strategaeth yn gynnar yn bwysig, mae nifer o elfennau eraill o waith y byddwn yn ymgymryd â hwy hefyd. Er enghraifft, yn ddiweddar mae Comisiynydd y Gymraeg wedi comisiynu ymchwil i ddarpariaeth gofal plant Cymraeg yng Nghymru a fydd yn bwysig er mwyn llywio'r sefyllfa bresennol a'r gwaith ehangu sydd ei angen i ddiwallu'r galw gan rieni. Byddwn hefyd yn defnyddio data'r Datganiad Hunanasesu Gwasanaeth, a'r Asesiadau o Ddigonolrwydd Gofal Plant sy'n cael eu cynnal gan Awdurdodau Lleol ar hyn o bryd, i ymgymryd â phroses modelu gallu mewn perthynas â darpariaeth Gymraeg. Bydd hyn yn edrych ar leoedd sy'n bodoli eisoes, y gweithlu presennol, y galw a'r bylchau mewn gwasanaethau ledled Cymru. Byddwn hefyd yn gweithio'n agos gyda'r Mudiad Meithrin i ddatblygu cynllun i gynorthwyo'r sector gofal plant cyfrwng y Gymraeg i ehangu er mwyn ymateb i'r galw a chynnig dewisiadau rhagweithiol i rieni.

Ers i mi ymddangos gerbron y Pwyllgor, rwyf wedi gwneud datganiad i'r cyfarfod llawn yn rhoi manylion yr awdurdodau y byddwn yn gweithio â hwy fel mabwysiadwyr cynnar, a gobeithiaf fod hwn wedi darparu rhywfaint o'r wybodaeth am y flaenamserlen y gofynnwch amdani. Yn ystod y misoedd i ddod byddwn yn gweithio'n agos iawn gyda Gwynedd ac Ynys Môn, Blaenau Gwent, Sir y Fflint, Rhondda Cynon Taf, ac Abertawe i ddatblygu eu cynlluniau peilot. Mae angen gwneud penderfyniadau allweddol yn y gwanwyn yn cynnwys ble y cânt eu cynnal, nifer y plant a fydd yn cymryd rhan a'r data i'w casglu.

Rhagwelwn y bydd y mwyafrif o'r £10 miliwn sydd ar gael yn 2017-18 yn cael ei ddyrannu i Awdurdodau Lleol i dalu am ofal plant a gaiff ei ariannu gan y Llywodraeth, a dylai hyn ein galluogi i brofi'r system gyda o leiaf 3,800 o blant i ddechrau. Bydd angen cyfran o'r cyllid ar gyfer costau gweinyddol ac i gomisiynu gwerthusiad annibynnol o'r cynllun. Bydd y gwersi a gaiff eu dysgu o'r gweithredwyr cynnar hyn yn ein helpu i fireinio'r polisiâu a'r systemau cyn eu cyflwyno'n ehangach drwy weddill Cymru. Bydd y cynlluniau peilot eu hunain yn cael eu cynnal o fis Medi 2017 ymlaen a thros y 12 mis canlynol byddwn yn eu monitro a'u gwerthuso, gan eu cyflwyno i ardaloedd ychwanegol o fis Medi 2018 ymlaen.

Yn ystod y cyfnod hwn bydd fy nhîm hefyd yn datblygu'r gwaith ar allu'r sector a'r gweithlu, gan weithio gyda chanfyddiadau o Alma Economics a chymorth CWLWM. Bydd ein hymgyrch Trafod Gofal Plant yn parhau yn ei ffurf bresennol hyd ddiwedd y gwanwyn ac erbyn hynny byddwn yn gobeithio gallu ailadrodd rhai o'r prif negeseuon rydym wedi'u derbyn gan rieni ac ymgynghori'n fanylach ar y cynnig ei hun. Rwyf hefyd wedi cyfarwyddo fy nhîm i edrych yn fanwl ar y gwaith sy'n mynd rhagddo mewn rhannau eraill o'r DU. Mae gan fy swyddogion berthynas waith dda â gweinyddiaethau eraill yn y DU, yn cynnwys eu cyd-swyddogion yn Lloegr a'r Alban sydd hefyd yn datblygu cynigion gofal plant, a bydd yn bwysig rhannu gwybodaeth, dulliau gweithredu a'r gwersi a ddysgir wrth i bethau fynd rhagddynt.

Yn ystod sesiwn y Pwyllgor, pwysleisiais fy ymrwymiad i ddarparu 30 awr o addysg gynnar a gofal plant am ddim i rieni sy'n gweithio sydd â phlant 3 a 4 oed, am 48 wythnos y flwyddyn. O ystyried pwysigrwydd yr ymrwymiad hwn a'r cymhlethdod cysylltiedig, byddwn yn fodlon dychwelyd i'r Pwyllgor i drafod agweddau allweddol ar y gwaith wrth i'r rhaglen ddatblygu ac ehangu dros dymor y Cynulliad hwn.

### **Rhianta cadarnhaol a chostau sy'n gysylltiedig â deddfwriaeth i ddileu'r amddiffyniad cosb resymol**

Byddwn yn fodlon cyflwyno i'r Pwyllgor ganlyniadau'r gwerthusiad o'n hymgyrch rhianta cadarnhaol a gynhelir ar y cyfryngau cymdeithasol ac yn ehangach pan fyddant ar gael.

Gofynnodd y Pwyllgor hefyd am ragor o wybodaeth am gyfran y cyllid a ddyrennir i ddarparu prosiectau o fewn y rhaglen rhianta cadarnhaol. Ni chaiff unrhyw brosiectau annibynnol eu hariannu o dan y rhaglen rhianta cadarnhaol sy'n cynnwys ymgyrch ymwybyddiaeth y cyhoedd a chyingor sydd ar gael yn uniongyrchol i rieni drwy ein gwefan, tudalen Facebook, llyfrynau a thafleuni.

O ran y gwaith paratoadol ar gyfer y ddeddfwriaeth arfaethedig i ddileu amddiffyniad cosb resymol, dylwn egluro fod y gwaith hwn yn cael ei wneud o fewn adnoddau presennol drwy'r tîm Rhianta a sefydlwyd o'r newydd o fewn Llywodraeth Cymru.

## **Plant sy'n Derbyn Gofal, Mabwysiadu, CAFCASS Cymru**

Yn gyntaf, hoffwn egluro lleoliad y gyllideb, mater a godwyd gennych ar ddechrau eich llythyr. Cymerwyd llawer o amser i ddadansoddi rhai o'r cyfrifoldebau Gweinidogol ar ôl cyflwyno'r newidiadau yn y Llywodraeth ac roedd yr elfennau a oedd yn ymwneud â 'phlant sy'n derbyn gofal' a mabwysiadu ymhlith yr enghreifftiau hyn. Mae symiau cyllideb 2017-18 yn cael eu trosglwyddo i'm portffolio o fewn y Gyllideb Ddrafft a chaiff y symiau ar gyfer 2016-17 eu ffurfioli yn y Gyllideb Atodol arfaethedig. I fod yn glir, rwyf wedi bod yn gyfrifol am y cyllidebau o'r cychwyn ac rwyf wedi gweithredu'n unol â hynny; cymerwyd ychydig yn fwy o amser i drosglwyddo'r gyllideb ffisegol.

Rwyf wedi gofyn i Grŵp Cynghori'r Gweinidog ddatblygu dull gweithredu cenedlaethol ar gyfer plant sy'n derbyn gofal a fydd yn helpu i leihau nifer y plant sy'n mynd i ofal ac yn gwella canlyniadau ar gyfer y rhai sydd eisoes yn derbyn gofal, neu sydd wedi cael profiad o ofal. Mae'r grŵp yn adeiladu ar waith sydd eisoes wedi'i gyflawni yng nghyfnod un i nodi pa gamau ataliol ac ymyriadau cynnar y gellir eu cymryd.

Mae'r datrysiadau i'r heriau hyn yn gymhleth ac yn gofyn am weithio'n agosach ar draws y meysydd iechyd, tai, addysg, cyfiawnder teuluol a gwasanaethau cymdeithasol. Mae rhaglen waith cyfnod dau'r Grŵp yn cwmpasu amrediad eang o feysydd, gan gysylltu â phartneriaid ar draws llywodraeth leol, y trydydd sector a Llywodraeth Cymru. Mae'n cwmpasu meysydd lle y gellir gweld effaith uniongyrchol, yn amrywio o edrych ar welliannau i ymarfer proffesiynol i dreialu prosiectau sy'n cefnogi mamau ifanc i helpu i sicrhau nad yw eu plant yn mynd i ofal, yn ogystal â datblygu strategaeth ar gyfer canlyniadau gwell yn y tymor hwy, sy'n hollbwysig.

Edrychaf ymlaen at weld canfyddiadau'r Grŵp a fydd yn llywio'r gwaith o ddatblygu dull gweithredu cenedlaethol gan helpu i wella uchelgeisiau plant sy'n derbyn gofal yng Nghymru ac anelu at ddarparu'r newidiadau sylweddol sydd eu hangen i helpu'r plant hyn sy'n agored i niwed i gael dyfodol llwyddiannus.

Mae'r Pwyllgor hefyd yn gofyn am sicrwydd, pe bai'r galw'n parhau i gynyddu, y bydd y gwasanaeth y mae CAFCASS Cymru yn ei ddarparu yn gynaliadwy. Mae systemau rheoli gwybodaeth CAFCASS Cymru a'i berthynas waith agos â'r llysoedd ac awdurdodau lleol, yn ei alluogi i ymateb yn effeithiol i gynnydd mewn llwythi gwaith a defnyddio ei adnoddau'n briodol. Bydd uwch dîm reoli a Phrif Weithredwr CAFCASS Cymru yn parhau i fonitro ac adolygu'r wybodaeth reoli bob mis er mwyn sicrhau bod y gwasanaeth yn gallu ymateb i amrywiadau yn y galw ledled Cymru. Hyd yma, mae'r trefniadau hyn wedi galluogi CAFCASS Cymru i sicrhau nad oes yn rhaid i'r un plentyn aros am wasanaeth.

## **Hawliau Plant, Cyfranogiad a Chwarae**

Mae'r Gyllideb Ddrafft, unwaith eto, wedi dilyn dull gweithredu integredig mewn perthynas ag asesiadau o effaith, gan ganolbwyntio ar wneud penderfyniadau strategol ar sail gwybodaeth, yn seiliedig ar ddadansoddiad o dystiolaeth ategol ynghylch grwpiau a phlant gwarchoddedig. Mae hyn unwaith eto wedi ein galluogi i roi ystyriaeth lawn i anfantais economaidd-gymdeithasol, y Gymraeg a datblygu cynaliadwy, yn ogystal â chanolbwyntio ar gydraddoldeb, trechu tlodi ac, wrth gwrs, hawliau plant.

Mae asesiadau o effaith yn elfen allweddol o'n hegwyddorion ar gyfer creu polisiau ac fe'u cynhelir fel rhan o'n gwaith parhaus ar ddatblygu ac adolygu polisiau. Mae hyn yn golygu, yng nghyd-destun dyraniadau'r gyllideb, y bydd ystyriaeth yn cael ei rhoi i dystiolaeth a dealltwriaeth o gydraddoldebau ac effeithiau eraill o'r cychwyn a thrwy gydol ein gwaith yn paratoi'r gyllideb. Cyflwynais i chi rai o'm Hasesiadau penodol o'r Effaith ar Hawliau Plant, ond nid oedd yr un o'r rhain yn effeithio ar y gyllideb ar gyfer 2017-18.

Yn gywir,



**Carl Sargeant AC/AM**

Ysgrifennydd y Cabinet dros Gymunedau a Phlant  
Cabinet Secretary for Communities and Children



Cysoni dyraniadau BEL y flwyddyn gyfredol (2016-17) â'r dyraniadau BEL Atal ac Ymyrryd yn Gynnar arfaethedig ar gyfer 2017-18.

<b>Dyraniadau Terfynol y Gyllideb ar gyfer 2016-17</b>	
Dechrau'n Deg	£ 76.89m
Teuluoedd yn Gyntaf	£ 42.58m
Dibenion Cymunedol**	£ 36.06m
<b>Cyfanswm y Dyraniadau ar gyfer 2016-17</b>	<b>£155.53m</b>
Llai: gostyngiad 2017-18	£ 1.15m
<b>Dyraniad Cyllideb Ddrafft 2017-18 wedi'i chyfuno â BEL Atal ac Ymyrryd yn Gynnar</b>	<b>£154.38m</b>

***\*\*Mae'r llinell wariant yn y gyllideb hon yn cynnwys cyllid Cymunedau'n Gyntaf, Cymunedau am Waith ac Esgyn.***



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref: MA-P/KW/7636/16  
Lynne Neagle AC  
Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg  
Bae Caerdydd  
CF99 1NA

30 Tachwedd 2016

Annwyl Lynne

Diolch yn fawr am eich llythyr dyddiedig 16 Tachwedd yn dilyn cyfarfod y Pwyllgor ar 10 Tachwedd i drafod cynigion y gyllideb ddrafft ar gyfer fy mhortffolio. Rwyf wedi cyflwyno ymatebion isod i'r materion a godwyd yn eich llythyr sy'n ymgorffori'r wybodaeth ychwanegol y gofynnwyd amdani yng nghyfarfod y Pwyllgor.

### **Cronfeydd Wrth Gwefn Ysgolion**

Croesawaf gefnogaeth y Pwyllgor mewn perthynas â sicrhau bod cyllidebau ysgolion yn cael eu defnyddio yn y ffordd orau posibl a bod gan awdurdodau lleol ddealltwriaeth glir o sefyllfa ariannol eu hysgol o ran y balansau.

Ar 31 Mawrth 2016 roedd 486 o ysgolion yng Nghymru â chronfeydd wrth gefn a oedd y tu hwnt i'r trothwyon ariannol a nodwyd yn Rheoliadau Cyllido Ysgolion (Cymru) 2010, sy'n rhoi hawl i awdurdodau lleol gyfarwyddo ysgolion i wario neu adfer arian dros ben. Y trothwyon ariannol yw £50,000 ar gyfer ysgol gynradd a £100,000 ar gyfer ysgol uwchradd neu ysgol arbennig. O'r 489 o ysgolion, roedd 412 yn ysgolion cynradd a 77 yn ysgolion uwchradd ac ysgolion canol. Ceir dadansoddiad yn ôl awdurdod lleol yn y tabl yn Atodiad 1.

Er mwyn sicrhau bod lefel y cronfeydd wrth gefn a gedwir gan ysgolion yn briodol ac yn gymesur, rwyf wedi gofyn i'm swyddogion ddatblygu rhai opsiynau i ddiwygio Rheoliadau Cyllido Ysgolion (Cymru) 2010, yn cynnwys y lefelau trothwy. Rydym yn cydnabod, ymhlith y 489 o ysgolion, fod amrywiaeth sylweddol o ran maint, ac wrth ddatblygu opsiynau ar gyfer newid bydd angen i ni roi cyfrif am y ffaith bod y trothwyon cyfredol, i rai ysgolion, yn cyfateb i gyfran lai neu fwy o'r cyllid cyffredinol a ddirprwyir iddynt.

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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.

Tudalen y pecyn 106  
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.

## Cynnig gofal plant

Yn y Pwyllgor, cafwyd ymholiad ynghylch a oedd digon o gyllid refeniw ar gael i gyflawni'r Cyfnod Sylfaen yng ngoleuni cyflwyno'r cynnig gofal plant newydd. Fel yr amlinellais yn ein trafodaeth, mae'r cyllid refeniw i weithredu'r cynnig gofal plant ar gael o fewn cyllideb Ysgrifennydd y Cabinet dros Gymunedau a Phlant a bydd hyn hefyd yn cynnwys cyllid ychwanegol i gefnogi newidiadau yn y broses o ddarparu'r Cyfnod Sylfaen. Ar gyfer 2017-2018, mae £10 miliwn o gyllid refeniw wedi cael ei ddyrannu o fewn y Prif Grŵp Gwariant (MEG) Cymunedau a Phlant er mwyn helpu i ddatblygu'r cynnig, yn cynnwys y cynlluniau peilot i brofi elfennau o'r cynnig gofal plant.

O fewn fy mhortffolio, dyrannwyd cyfalaf ychwanegol o £20 miliwn y flwyddyn ar gyfer 2018-19 i'w fuddsoddi mewn seilwaith er mwyn cefnogi'r cynnig a gaiff ei ddarparu ar y cyd â'r Rhaglen Gyfalaf i Sicrhau Addysg ac Ysgolion ar gyfer yr 21<sup>ain</sup> Ganrif.

## Her Ysgolion Cymru

Datblygwyd rhaglen Her Ysgolion Cymru fel ymyrraeth amser cyfyngedig i gyflymu gwelliannau yn ein hysgolion sy'n wynebu'r her fwyaf. Dyrannwyd cyllid canolog i'r rhaglen o'r Cronfeydd am dair blynedd, a oedd yn cynnwys £15 miliwn ar gyfer 2016-17. Rwyf wedi bod yn glir bod y cyllid canolog ar gyfer y rhaglen yn gorffen ar 31 Mawrth 2017. O ganlyniad i'r ffaith bod y rhaglen yn cael ei hariannu'n ganolog o'r Cronfeydd Wrth Gefn, roedd gofyniad i drosglwyddo'r cyllid yn ôl i'r Cronfeydd Wrth Gefn yn 2017-18. Fel y dywedais wrth y pwyllgor ac yn y siambr ar achlysuron blaenorol, rwy'n parhau i ystyried tystiolaeth sy'n dod i'r golwg a pherfformiad a chyrhaeddiad amrywiol ysgolion Llwybrau Llwyddiant. Byddaf yn parhau i ddiweddarau'r pwyllgor wrth i werthusiadau a gwybodaeth bellach ddod ar gael a sut y mae hynny'n llywio rhaglenni cyllid a gwella ysgolion.

## Grant Amddifadedd Disgyblion

### *Darpariaeth y Blynyddoedd Cynnar*

Mae'r Pwyllgor wedi gofyn am eglurhad ynghylch y rhesymeg dros dalu'r gyfradd £600 Blynyddoedd Cynnar ar gyfer plant oedran dosbarth Derbyn yn hytrach na chyfradd uwch ysgolion, sef £1,150. Fel y dywedais wrth y Pwyllgor, rydym yn gweithio o dan amgylchiadau ariannol anodd a rhaid gwneud unrhyw benderfyniadau ar gyllid ar sail fforddiadwyedd a chynaliadwyedd. Byddaf yn parhau i ystyried yn ofalus unrhyw gynlluniau gwariant, gan gydbwyso blaenoriaethau ar draws fy mhortffolio. Rwy'n falch bod y Pwyllgor wedi croesawu'r dull o roi mwy o bwyslais ar anghenion dysgwyr ifanc ac wedi cydnabod manteision mynd i'r afael â rhwystrau i ddysgu pan gânt eu nodi'n gyntaf, yn hytrach na cheisio gwneud hynny'n ddiweddarach. Mae tystiolaeth glir sy'n dangos mai ymyrraeth wedi'i thargedu'n dda cyn bod plentyn yn dechrau addysg ac yna'n gynnar yn ystod gyrfya ysgol plentyn yw'r ffordd fwyaf costeffeithiol o sicrhau manteision.

### *Argaeledd y Grant Amddifadedd Disgyblion i Blant y Lluoedd Arfog*

Mae ymrwymiad Llywodraeth Cymru i Gyfamod y Lluoedd Arfog a Chymuned y Lluoedd Arfog wedi'i gynnwys yn y Rhaglen Lywodraethu newydd, Symud Cymru Ymlaen 2016-2021, a gyhoeddwyd ar 20 Medi.

Yn unol â'm cadarnhad i'r Pwyllgor, os bydd grwpiau o blant sy'n wynebu anfantais o ran eu haddysg yng Nghymru byddwn, wrthalen y post yr 107 drefniadau y gellir eu rhoi ar waith

i chwalu'r rhwystrau i'w haddysg. Rwyf wedi bod yn trafod y materion hyn â'r Llenng Brydeinig Frenhinol ac mae swyddogion yn cyfarfod â hwy ar 2 Rhagfyr i drafod y materion hyn ymhellach. Yn wir, byddaf yn lansio adnoddau digidol yn fuan i gefnogi plant y Lluoedd Arfog mewn addysg a byddwn yn parhau i ystyried pa gefnogaeth bellach y gellir ei rhoi a sut y gallem gyflawni hynny.

### *Plant sy'n Derbyng Gofal*

Dyma ail flwyddyn y trefniadau cyllido newydd lle mae consortia addysg yn gyfrifol am ddarparu cymorth i blant sy'n derbyn gofal a phlant sydd wedi cael eu mabwysiadu, gan weithio'n agos gydag awdurdodau lleol ac ysgolion. Mae'r adborth a gawn yn awgrymu bod y dull gweithredu hwn yn arwain at wella dealltwriaeth o'r heriau y mae'r dysgwyr hyn yn eu hwynebu mewn addysg, ac yn enwedig lle mae'r rhain o ganlyniad i'w profiadau yn ystod plentyndod cynnar.

Er y gellir darparu cymorth penodol o hyd ar gyfer plant unigol sy'n derbyn gofal a phlant sydd wedi cael eu mabwysiadu, bydd dulliau ysgolion cyfan sydd, er enghraifft, yn canolbwyntio ar drawma ac ymwybyddiaeth o ymlyniad, o fudd sylweddol i bob plentyn – ond byddant o fudd penodol i blant sy'n derbyn gofal ac sydd wedi cael eu mabwysiadu. Mae hon yn ffordd effeithiol iawn o wneud y defnydd gorau posibl o adnoddau prin, ac mae'r dull hwn yn parhau i gefnogi ysgolion a gofalwyr i roi cymorth gwell i blant unigol, gan gyfrannu at sefydlogrwydd yn yr ysgol ac yn y cartref.

Caiff cymorth i blant sydd wedi cael eu mabwysiadu ei dargedu yn yr un ffordd yn union â chymorth i blant sy'n derbyn gofal. Mae pob consortium wedi darparu cynllun gwariant amlinellol ar gyfer defnyddio'r cyllid a ddyrannwyd. Ar ddiwedd y flwyddyn ariannol hon bydd angen iddynt ddangos sut y maent wedi defnyddio'r grant i gefnogi plant sy'n derbyn gofal a phlant sydd wedi cael eu mabwysiadu. Bydd angen iddynt roi tystiolaeth hefyd o'r modd y mae'r cyllid wedi cael effaith gadarnhaol ar gyraeddiad addysgol y dysgwyr hyn.

### **Safonau Ysgolion**

Rwy'n fodlon rhannu adborth ffurfiol y Sefydliad ar gyfer Cydweithrediad a Datblygiad Economaidd (OECD) gyda'r Pwyllgor pan fydd ar gael. Fel yr amlinellais, rydym wedi datblygu cynigion ar gyfer y £100 miliwn (£20 miliwn yn 2017-18) ar sail ein blaenoriaethau cyffredin ar gyfer addysg ac rwy'n awyddus i ystyried adroddiad yr OECD cyn cadarnhau fy mhenderfyniadau. Credaf fod fy mlaenoriaethau'n adlewyrchu'r meysydd cywir i fuddsoddi ynddynt ond nodaf sylwadau'r Pwyllgor, a byddaf wrth gwrs yn adolygu cynnydd ac yn gwneud unrhyw newidiadau angenrheidiol i sicrhau bod y cyllid hwn yn sicrhau canlyniadau.

### *Cyllidebau ysgolion*

Disgwylir y bydd y gwariant ysgolion gros ar gyfer eleni yn cyfateb i £2.519 biliwn ac mae'n cynnwys cyllid o bob ffynhonnell. Roedd yr ymrwymiad i ddiogelu cyllidebau ysgolion ar 1% yn uwch na'r newid cyffredinol i Derbyn Gwariant Adrannol (DEL) Refeniw Cymru yn ymrwymiad gan Raglen Lywodraethu tymor diwethaf y Cynulliad. Roedd yr ymrwymiad yn ffactor pwysig a gyfrannodd at gyfeirio buddsoddiad awdurdodau lleol at ysgolion. Ni ddylem anghofio mai awdurdodau lleol sy'n gyfrifol am gyllid ysgolion, fel y nodir yn y gyfraith yng Nghymru.

Ni ddylid ystyried bod y £100 miliwn a ddyrannwyd dros dymor y Cynulliad hwn i godi safonau ysgolion yn disodli'r diogelwch 1%. Nod y cyllid hwn, yn debyg i'n holl ddiwygiadau, yw codi safonau a helpu i leihau'r blwch cyraeddiad. Caiff ei dargedu felly at y meysydd hynny. Rwy'n awyddus i dargedu'r cyllid hwn at y meysydd y credwn y byddant yn

cynhyrchu'r elw mwyaf ar ein buddsoddiad; sef llesiant, y cwricwlwm, asesu, addysgeg, arweinyddiaeth a'r system hunanwella.

Nid yw'r cyllid hwn yn bodoli ar wahân. Rwy'n awyddus i sicrhau bod cymaint o'r cyllid â phosibl yn mynd i'r rheng flaen, ond yr allwedd fydd creu'r amodau lle y gall y cyllid hwn wella safonau ac ychwanegu gwerth at y cyllid sy'n bodoli eisoes sy'n mynd i ysgolion.

## **Meintiau dosbarthiadau babanod**

Mae'r Pwyllgor wedi gofyn am eglurder ynghylch p'un a yw'r gostyngiad o £1 miliwn yn y Grant Gwella Addysg yn gysylltiedig â'r buddsoddiad o £1 miliwn mewn meintiau dosbarthiadau. Gallaf gadarnhau bod y penderfyniadau yn rhai ar wahân ac yn rhan o'r adolygiad llinell wrth linell ehangach a'r broses o ailflaenoriaethu cyllidebau ar draws fy mhortffolio. Bydd y Pwyllgor yn ymwybodol o'r amgylchiadau ariannol anodd yr ydym yn eu hwynebu yn ein gwaith. Byddaf yn parhau i ystyried yn ofalus fy nghynlluniau gwariant, gan gydbwysu blaenoriaethau ar draws y cyllidebau ar gyfer addysg o dan fy nghyfrifoldeb. Mae'n bwysig nodi ein bod yn parhau i sicrhau bod dros £133 miliwn ar gael drwy'r Grant Gwella Addysg yn 2017-18, y bydd y mwyafrif helaeth ohono yn mynd i ysgolion.

Gwyddom fod dosbarthiadau llai o faint yn cael yr effaith fwyaf ar y plant ieuengaf a'r rhai o gefndiroedd o amddifadedd. Dyma'r rheswm yr ydym yn targedu'r dosbarthiadau babanod mwyaf o ran maint yn gyntaf, gan roi blaenoriaeth i'r ysgolion hynny sydd â lefelau uchel o Brydau Ysgol Am Addim. Bydd y modd y defnyddir y cyllid yn dibynnu ar y materion penodol sy'n wynebu pob ysgol. Byddwn yn gweithio gydag awdurdodau lleol a chonsortia i sicrhau bod yr ysgolion cywir yn cael eu targedu. Bydd effeithiolrwydd y cyllid yn cael ei fesur yn ôl canlyniadau gwell i ddysgwyr yn y pen draw.

## **Addysg Uwch (AU) ac Addysg Bellach (AB)**

### *Addysg Uwch*

Byddaf yn cyflwyno fy mlaenoriaethau a'm disgwyliadau i'r Cyngor Cyllido Addysg Uwch (CCAUC) yn fy llythyr cylch gwaith yn y flwyddyn newydd. Bydd hyn yn cadarnhau fy mod yn disgwyl i CCAUC dargedu gwell cydweithredu a chysylltiadau strategol rhwng AU ac AB – cafodd hyn ei bwysleisio ymhellach pan gyhoeddais ymateb Llywodraeth Cymru i adroddiad Diamond ar 22 Tachwedd.

Daeth yn amlwg fod y sector ôl-orfodol yn dod yn gynyddol amrywiol. Comisiynwyd Adolygiad Hazelkorn oherwydd bod hyn wedi arwain at bryderon ynghylch cymhlethdod cynyddol, dyblygu ac achosion o orgyffwrdd o ran y ffordd y caiff y sector ei fonitro a'i reoleiddio.

Mae Adroddiad yr Athro Hazelkorn yn rhoi cyfle gwych inni ystyried sut y gallwn sicrhau bod y system ôl-orfodol yn gweithio yn y ffordd orau posibl i'n dysgwyr. Rhaid inni feddwl am sut y gallwn gynllunio system sy'n cefnogi pob dysgwr, beth bynnag fo lefel ei addysg, i gyrraedd ei botensial ac meithrin sgiliau a fydd yn ei alluogi i ddatblygu a diwallu anghenion economi Cymru. Dull gweithredu'r Athro Hazelkorn yw ymdrin â'r sector addysg a hyfforddiant ôl-orfodol fel un sector cysylltiedig, gyda dysgwyr yn sail iddo, yn hytrach na sawl sector ar wahân.

Ar hyn o bryd rwy'n ystyried ei chynigion yn ofalus, oherwydd os bydd angen inni gael system newydd, bydd angen iddi gael ei hintegreiddio'n llawn gan ddarparu'r wybodaeth, y cyfleoedd a'r canlyniadau gorau i bob dysgwr, beth bynnag fo'i amgylchiadau neu ddyheadau. Mae'n hanfodol sicrhau bod unrhyw newidiadau er budd dysgwyr.

Gwnaf gyhoeddiad ar ymateb Llywodraeth Cymru i Hazelkorn yn y flwyddyn newydd.

### *Addysg Bellach*

Ar hyn o bryd rydym yn adolygu ein polisi dysgu oedolion yn unol â'n gwaith o ddatblygu ein cynllun cyflogadwyedd sy'n anelu at gefnogi oedolion i gael cyflogaeth gynaliadwy, ac aros a datblygu ynddi. Mae'r cyllid ar gyfer dysgu rhan-amser a dysgu oedolion yn parhau i gyflwyno her ond rydym yn gweithio gyda'r sector i sicrhau ein bod yn cynnig cwricwlwm mor eang â phosibl; gan ddefnyddio'r holl gyllid sydd ar gael gennym. Rydym yn canolbwyntio ar roi cymorth i'r rhai sydd angen ein help fwyaf. Fel y cyfryw, mae ein blaenoriaethau ar gyfer cyllid yn cynnwys Sgiliau Hanfodol, Saesneg ar gyfer Siaradwyr Ieithoedd Eraill a Llythrennedd Digidol.

Roeddech yn awyddus i ddeall sut y bydd y sector AB yn parhau i flaenoriaethu a diogelu darpariaeth ar gyfer dysgwyr 16-19 oed. Yn ddiweddar cyhoeddwyd cyllid ychwanegol gennym o £1.7m yn 2016/17 i gefnogi twf darpariaethau lefel 3 Llawn Amser mewn sefydliadau Addysg Bellach. Byddwn yn ystyried sut i gydnabod a chefnogi newidiadau yn lefelau darpariaeth 16-19 fel rhan o ddyraniadau'r dyfodol.

### **Cymraeg i Oedolion**

Bydd Llywodraeth Cymru yn cyhoeddi strategaeth olaf y Gymraeg ym mis Mawrth 2017. Mewn perthynas â'r Cynlluniau Strategol Cymraeg mewn Addysg, mae swyddogion yn parhau i gynnal trafodaethau rheolaidd ag awdurdodau lleol wrth iddynt ddatblygu eu cynlluniau newydd i'w cyflwyno erbyn 20 Rhagfyr.

Ysgrifennodd y Gweinidog dros Ddysgu Gydol Oes a'r Gymraeg atoch ar 9 Tachwedd ynghylch cynnydd Cynlluniau Strategol Cymraeg mewn Addysg yn dilyn Ymchwiliad y Pwyllgor i'r Cynlluniau Strategol Cymraeg mewn Addysg a gyhoeddwyd ym mis Rhagfyr 2015. Rhoddodd y llythyr gofnod manwl o'r cynnydd a wnaed yn erbyn pob argymhelliad a wnaed gan y Pwyllgor.

### **Cyllid Cyfalaf**

Fel y cadarnhawyd yn fy mhapur tystiolaeth, ni fu unrhyw newid i'r llinell sylfaen 2017-18 ddiwygiedig ar gyfer y Rhaglen Gyfalaf i Sicrhau Addysg ac Ysgolion ar gyfer yr 21<sup>ain</sup> Ganrif, sef £100.8 miliwn ar gyfer 2017-18.

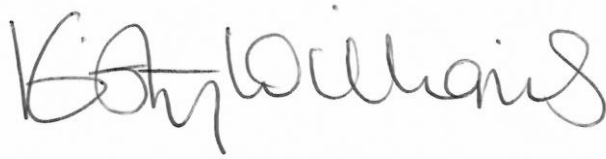
Fel y nodwyd mewn cyllidebau blaenorol a chyllidebau atodol yn ystod y flwyddyn, caiff unrhyw gyhoeddiadau cyfalaf ychwanegol o Lywodraeth y DU neu Gronfeydd eu dyrannu yn erbyn y blaenoriaethau ar draws Llywodraeth Cymru. Ar gyfer 2016-17, dyrannwyd £32 miliwn o gyfalaf ychwanegol o gronfeydd cyfalaf a gedwir yn ganolog i'r Prif Grŵp Gwariant (MEG) Addysg – cafodd £21.9 miliwn ei adlewyrchu yng Nghyllideb Ddrafft 2016-17 a £10 miliwn yng Nghyllideb Derfynol 2016-17. Dyrannwyd y cyllid ar gyfer prosiectau addysg bellach penodol ac ymhlith y cymorth a ddarparwyd roedd offer sgiliau, offer TG a phrosiectau adeiladu cyfalaf ar raddfa fach. Roedd y cyllid yn afreolaidd, ar gyfer 2016-17 yn unig, felly dilëwyd £32 miliwn fel rhan o'r cysoni rhwng Cyllideb Atodol Gyntaf 2016-17 a'r llinell sylfaen ddiwygiedig ar gyfer 2017-18.

Gallaf gadarnhau bod trosglwyddo £43 miliwn i'r MEG Llywodraeth Leol o 2017-18 ymlaen yn adlewyrchu newid cyflwyniadol yn unig ac ni fydd yn cael unrhyw effaith ar y swm o gyllid a gaiff ei ddyrannu neu sut y caiff ei ddefnyddio gan awdurdodau lleol. Caiff Cyllid Cyfalaf

Cyffredinol (GCF) ei ddyrannu fel cyllid cyfalaf heb ei neilltuo, ac fe'i darperir i awdurdodau lleol fel rhan o setliad cyfalaf y Llywodraeth Leol. Er bod GCF heb ei neilltuo, yn hanesyddol bu rhaniad tybiannol ar draws portffolios perthnasol yr MEGs, yn cynnwys Addysg, at ddibenion cyflwyniadol. Fodd bynnag mae penderfyniadau ar ddyraniadau cyllid yn parhau i fod yn gyfrifoldeb awdurdodau lleol lle caiff gwariant ei seilio ar flaenoriaethau yn ôl anghenion ac amgylchiadau lleol. Gellir defnyddio'r dyraniad hefyd i gefnogi eu cyfraniad 50% at y rhaglen. Bydd trosglwyddo GCF i'r MEG Llywodraeth Leol yn helpu i ddarparu mwy o dryloywder, yn darparu dull cyflwyno cyson rhwng setliadau refeniw a chyfalaf ac yn lleihau'r broses weinyddu gyfredol sy'n gysylltiedig â rheoli'r cyllid hwn.

Gobeithiaf fod yr ymateb hwn yn ddigonol i roi eglurhad ar y pwyntiau a godwyd gennych.

Yn gywir

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

**Nifer yr ysgolion oedd â chronfeydd y tu hwnt i'r lefelau a nodwyd yn Rheoliadau Cyllido Ysgolion (Cymru) 2010 ar 31 Mawrth 2016 wedi'u dadansoddi yn ôl awdurdod.**

	Ysgolion cynradd â chronfeydd y tu hwnt i £50k	Ysgolion uwchradd a chanol â chronfeydd y tu hwnt i £100k	Cyfanswm nifer yr ysgolion cynradd	Cyfanswm yr ysgolion uwchradd a chanol	Canran yr ysgolion cynradd â chronfeydd y tu hwnt i £50k	Canran yr ysgolion uwchradd a chanol â chronfeydd y tu hwnt i £100k
Abertawe	60	9	81	14	74%	64%
Blaenau Gwent	10	1	23	4	43%	25%
Bro Morgannwg	16	3	48	9	33%	33%
Caerdydd	35	5	97	19	36%	26%
Caerffili	18	3	75	14	24%	21%
Casnewydd	34	7	44	8	77%	88%
Castell-nedd Port Talbot	19	3	65	11	29%	27%
Ceredigion	9	4	47	7	19%	57%
Conwy	16	5	59	7	27%	71%
Gwynedd	14	5	98	14	14%	36%
Merthyr Tudful	5	0	22	4	23%	
Pen-y-bont ar Ogwr	11	2	50	9	22%	22%
Powys	20	4	84	12	24%	33%
Rhondda Cynon Taf	35	4	105	17	33%	24%
Sir Benfro	11	1	61	8	18%	13%
Sir Ddinbych	4	4	46	8	9%	50%
Sir Fynwy	15	2	31	4	48%	50%
Sir Gaerfyrddin	17	7	103	12	17%	58%
Sir y Fflint	23	0	67	12	34%	
Torfaen	12	4	27	8	44%	50%
Wrecsam	14	2	61	9	23%	22%
Ynys Môn	14	2	47	5	30%	40%
<b>Cymru</b>	<b>412</b>	<b>77</b>	<b>1,341</b>	<b>215</b>	<b>31%</b>	<b>36%</b>



## CYPE(5)-14-16 – Papur | Paper 9 – i'w nodi | to note

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon  
Cabinet Secretary for Health, Well-being and Sport

Rebecca Evans AC/AM

Gweinidog Iechyd y Cyhoedd a Gwasanaethau Cymdeithasol  
Minister for Social Services and Public Health



Llywodraeth Cymru  
Welsh Government

Dr David Lloyd AC

Cadeirydd y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon,  
Cynulliad Cenedlaethol Cymru  
Bae Caerdydd  
Caerdydd  
CF99 1NA

Ein cyf / Our ref MA-(P)/VG/7733/16

30 Tachwedd 2016

Annwyl Dai,

Cyfeiriwn at eich llythyr dyddiedig 17 Tachwedd, yn amlinellu prif gasgliadau eich gwaith craffu ar gyllideb ddrafft Llywodraeth Cymru 2017-18. Isod nodir ein hymateb i'r materion hynny rydych wedi gofyn am ragor o wybodaeth amdanynt.

### 1. Dyranid ychwanegol ar gyfer Gwasanaethau'r GIG

O ran ein disgwyliadau ar gyfer defnyddio'r £240 miliwn ychwanegol a ddyrennir i GIG Cymru, amlinellir y rhain yn y papur tystiolaeth. Yn anochel, y peth cyntaf y bydd angen gwario'r cyllid hwn arno fydd galluogi sefydliadau'r GIG i ymateb i dwf arferol mewn costau, gan gynnwys ariannu'r codiad cyflog i staff y GIG, a chynyddiadau mewn cytundebau contract ar gyfer ymarferwyr meddygol cyffredinol a deintyddol.

Fel y nodwyd gennym, byddwn hefyd yn neilltuo rhywfaint o'r cyllid hwn i helpu gyda'r materion ariannol penodol ym Myrddau Iechyd Prifysgol Betsi Cadwaladr a Phrifysgol Hywel Dda.

Yn unol â'n cytundeb cyllideb â Phlaid Cymru, caiff £20 miliwn o'r cyllid ychwanegol ei ddyrannu i wasanaethau iechyd meddwl a'i gynnwys yn y dyranid sydd wedi'i glustnodi ar gyfer iechyd meddwl. Golyga hyn y bydd y dyranid hwn yn fwy na £620 miliwn yn 2017-18.

Hefyd, rydym yn bwriadu defnyddio rhywfaint o'r cyllid hwn i ddatblygu ymhellach ein nod o ddarparu mwy o ofal yn nes at y cartref. Rydym yn ystyried opsiynau o ran y ffordd orau o gymell rhagor o gynnydd mewn perthynas â hyn, a rhoddir rhagor o fanylion i'r Pwyllgor ynghylch hyn maes o law.

Byddwn yn ysgrifennu at y Pwyllgor maes o law gan roi manylion y gwaith a wneir mewn perthynas â'r ymyriadau wedi'u targedu gyda'r tri bwrdd iechyd.

Gallwn gadarnhau bod trefniadau wedi'u gwneud i'r £30 miliwn a ddyrannwyd yn 2016-17 ar gyfer pobl hŷn ac iechyd meddwl, a'r cyllid a ddyrannwyd yn 2015-16 ar gyfer gofal sylfaenol, cynllun cyflawni, technoleg iechyd ac iechyd meddwl, gael eu darparu unwaith eto yn 2017-18.

## **2. Cynllunio Ariannol a Sefyllfa Ariannol Byrddau Iechyd Lleol**

Byddwn yn parhau i roi'r wybodaeth ddiweddaraf i'r Pwyllgor am sefyllfa ariannol byrddau iechyd lleol a'r sefyllfa o ran y gyllideb lechyd, Llesiant a Chwaraeon gyffredinol wrth i'r flwyddyn ariannol hon fynd yn ei blaen. Fel yn 2015-16, cyhoeddir datganiad ysgrifenedig ar ôl i gyfrifon y GIG ar gyfer 2016-17 gael eu cwblhau a'u harchwilio cyn toriad yr haf.

Nodwyd y sefyllfa o ran Byrddau Iechyd Prifysgol Betsi Cadwaladr a Phrifysgol Hywel dda yn natganiad ysgrifenedig Ysgrifennydd y Cabinet dros Gyllid a Llywodraeth Leol ar 2 Tachwedd, gan gadarnhau'r dyraniad o £68.4 miliwn o gronfeydd wrth gefn er mwyn rheoli'r diffygion ariannol yn y ddau sefydliad hyn. Hefyd, rydym wedi bod yn agored am ein pryderon ynghylch gallu Byrddau Iechyd Prifysgol Abertawe Bro Morgannwg a Phrifysgol Caerdydd a'r Fro i lunio cynllun y gellir ei gymeradwyo, sef rhan o'r rheswm dros roi ymyriadau wedi'u targedu ar waith mewn perthynas â'r sefydliadau hyn ym mis Medi. Nid ydym yn hyderus y bydd y sefydliadau hyn yn cyflawni balans ariannol yn 2016-17, a byddwn yn parhau i gydweithio â hwy drwy'r fframwaith uwchgyfeirio er mwyn mynd i'r afael â'r materion hyn.

Ar wahân i'n pryderon ynglŷn â'r pedwar sefydliad hyn, rydym yn hyderus ar hyn o bryd y bydd chwe sefydliad arall y GIG yn cyflawni balans ariannol yn 2016-17 ac y bydd cyllideb gyffredinol y Prif Grŵp Gwariant yn mantoli.

Yn yr hirdymor, rydym wedi ymrwmo i roi'r sefydliadau hyn mewn sefyllfa ariannol gynaliadwy. Fel y nodir yn ein papur tystiolaeth, byddwn yn cyfeirio rhywfaint o'r cyllid ychwanegol at roi cymorth i Fyrddau Iechyd Prifysgol Betsi Cadwaladr a Phrifysgol Hywel Dda. Nid yw hyd a lled y cymorth hwn wedi'i bennu eto. Byddwn yn defnyddio Fframwaith Cynllunio'r GIG er mwyn helpu sefydliadau eraill i lunio cynlluniau tymor canolig ariannol gynaliadwy.

## **3. Sefyllfa Ariannol Llywodraeth Leol**

Mae pob Awdurdod Lleol yn gorff ymreolaethol sy'n ddemocrataidd atebol ac sy'n statudol gyfrifol am reoli ei faterion ariannol ei hun. Nid yw'r setliad cyffredinol o £4.1 biliwn wedi'i neilltuo. Cyfrifoldeb pob awdurdod yw pennu sut y bydd yn defnyddio'r cyllid hwn ar y cyd â'r adnoddau eraill sydd ar gael iddo – er enghraifft, drwy'r dreth gyngor, grantiau, a ffioedd a thaliadau – er mwyn diwallu anghenion a blaenoriaethau lleol.

Mae'n hollbwysig i bob awdurdod sicrhau bod ganddo drefniadau cadarn ar waith i aelodau etholedig lleol graffu ar ei gynlluniau gwariant mewn modd hyddysg ac i fonitro perfformiad yn erbyn y cynlluniau hyn yn barhaus. Caiff gwariant ar wahanol

wasanaethau ei fonitro drwy'r wybodaeth am y cyfrif refeniw blynyddol a'r ffurflenni alldro refeniw a gesglir gan Lywodraeth Cymru. Caiff y data ar wariant eu cyhoeddi ar wefan Llywodraeth Cymru.

Mae'r £25 miliwn ychwanegol yn y setliad ar gyfer gofal cymdeithasol yn cydnabod y pwysau penodol y mae'r sector yn eu hwynebu. Fel yr ydych yn cydnabod yn eich llythyr, cyfrifoldeb pob awdurdod unigol fydd penderfynu ar y ffordd orau o wario ei gyfran o'r £25 miliwn ychwanegol gan ystyried ei amgylchiadau penodol ei hun. Mater i Weinidog Iechyd y Cyhoedd a Gwasanaethau Cymdeithasol ei ystyried yw canlyniadau gofal cymdeithasol.

#### ➤ **Codi Tâl am Ofal Cymdeithasol**

Holodd y Pwyllgor am gost flynyddol gweithredu ein hymrwymiad o dan Symud Cymru Ymlaen i godi'r terfyn cyfalaf o £50,000 wrth godi tâl am ofal preswyl. Gan ddilyn ein dull gweithredu fesul cam mewn perthynas â hyn, amcangyfrifodd y gwaith ymchwil annibynnol a gomisiynwyd gennym mai £19.398 miliwn y flwyddyn yw'r gost hon o 2019-20 ar sail prisiau'r flwyddyn honno.

O ran nifer y bobl a fyddai'n cael budd o'n hymrwymiad arall i ddiystyru Pensiynau Anabledd Rhyfel yn llawn mewn asesiadau ariannol ar gyfer codi tâl am ofal cymdeithasol, amcangyfrifodd y gwaith ymchwil annibynnol y byddai 134 o bobl sy'n cael pensiynau o'r fath yn cael budd o hyn. Fodd bynnag, disgwylir i'r nifer hon leihau dros amser am fod y Weinyddiaeth Amddiffyn wedi cau'r pensiwn penodol hwn i bersonél y lluoedd arfog sydd newydd gael anaf.

#### **4. Blaenoriaethu Gwariant**

##### ➤ **Cronfa Gofal Canolraddol**

Mae Llywodraeth Cymru yn y broses o gydweithio â'r rhanbarthau er mwyn llunio canllawiau cadarn newydd mewn perthynas â'r Gronfa Gofal Canolraddol. Bydd disgwyl i fyrddau partneriaeth rhanbarthol barhau i ddefnyddio'r Gronfa Gofal Canolraddol er mwyn darparu gwasanaethau gofal a chymorth integredig ac ataliol effeithiol yn unol â gofynion Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014. Mae'n ofynnol i'r Byrddau hyn ymateb i'r asesiad poblogaeth sydd hefyd yn ofynnol o dan y Ddeddf a blaenoriaethu'r gwaith o integreiddio gwasanaethau mewn sawl ardal, gan gynnwys mewn perthynas â'r canlynol:

- Plant a phobl hŷn ag anghenion cymhleth;
- Pobl ag anableddau dysgu;
- Gofalwyr, gan gynnwys gofalwyr ifanc.

Nid yw Llywodraeth Cymru yn rhagnodol o ran yr allbynnau a'r canlyniadau a ddisgwylir o'r Gronfa Gofal Canolraddol. Mae'n ofynnol i ranbarthau nodi eu cynigion ar gyfer prosiectau a gwasanaethau yn seiliedig ar dystiolaeth a geir yn eu hasesiad poblogaeth.

Rydym yn dal i ymgysylltu â byrddau partneriaeth rhanbarthol er mwyn eu helpu i roi hyn ar waith yn barhaus. Mae hyn yn cynnwys rhannu arfer gorau o ran defnyddio'r Gronfa Gofal Canolraddol.

## ➤ **Gofal Sylfaenol**

Gallwn gadarnhau bod Llywodraeth Cymru wedi darparu cronfa gofal sylfaenol genedlaethol gwerth £42.6m er mwyn helpu byrddau iechyd i roi gwelliannau gofal sylfaenol ar waith fel y nodir yn eu Cynlluniau Tymor Canolig Integredig a dyrannwyd £10m ar gyfer y 64 o glystyrau gofal sylfaenol er mwyn buddsoddi yn eu gwelliannau gwasanaeth a bennir yn lleol. Mae'r gronfa hefyd yn cefnogi rhaglen genedlaethol o gynlluniau braenaru a modelau er mwyn profi ffyrdd newydd o weithio a rheolau newydd ar gyfer y gweithlu.

Canlyniadau bwriadedig y gronfa gofal sylfaenol yw gwasanaethau cynaliadwy, gwella gallu pobl i gael gafael arnynt, a mwy o ofal yn nes at y cartref. Er enghraifft, caiff cynaliadwyedd gwasanaethau ei gyflawni drwy'r timau cymorth gofal sylfaenol a ddefnyddir yn hyblyg a phenodi fferyllwyr, ffisiotherapyddion a gweithwyr cymdeithasol er mwyn rhyddhau amser ac arbenigedd meddygon teulu. Er mwyn helpu i wella gallu pobl i gael gafael ar y gofal cywir ar yr adeg gywir, ceir proses newydd a arweinir gan glinigwyr i frysbenno galwadau i feddygon teulu a'u cyfeirio at yr ymateb cywir. Mae mwy o ofal yn cael ei ddarparu'n nes at y cartref, gan leihau galw diangen ar wasanaethau ysbyty, drwy ymestyn timau adnoddau cymunedol i 7 diwrnod yr wythnos a darparu gofal i bobl â chyflyrau cronig fel diabetes yn y gymuned, gan osgoi'r angen i deithio i glinigau ysbyty.

## ➤ **Plant**

Mae Grŵp Cynghori'r Gweinidog ar Wella Canlyniadau ar gyfer Plant, a gadeirir gan David Melding, AC, yn cyflwyno rhaglen waith eang er mwyn sbarduno gwelliannau mewn perthynas â phlant sy'n derbyn gofal, maethu a mabwysiadu. Drwy ei waith, bydd y grŵp yn cyfrannu at leihau nifer yr achosion o brofiadau andwyol yn ystod plentyndod, yn ceisio meithrin cydnerthedd o fewn y teulu, yn canolbwyntio ar atal ac ymyrryd yn gynnar ac yn gwella canlyniadau ar gyfer plant mewn gofal. Mae gan y grŵp gyllideb o £100k er mwyn datblygu meysydd gwaith penodol, ond bydd cyllid arall ar gael drwy bortffolios a fydd yn cyfrannu at gyflawni gwaith y grŵp. Mae hawliau'r plentyn yn elfen hanfodol o'n rhaglen waith a bydd y gwaith newydd a ddatblygir yn ystyried CCUHP fel rhan o'r broses o asesu effaith polisïau.

## ➤ **Chwaraeon a gweithgarwch corfforol**

Byddwn yn fwy na pharod i roi manylion y dyraniadau cyllideb y cytunwyd arnynt ar gyfer Chwaraeon Cymru yn 2017-18, ynghyd â datganiad sy'n nodi'r canlyniadau y bydd Llywodraeth Cymru am eu gweld yn cael eu cyflawni ar gyfer y buddsoddiad hwn a'r amserlen ar gyfer cyflawni'r canlyniadau hyn maes o law.

## ➤ **Gwasanaethau Iechyd Meddwl**

Cydnabyddir bod pob rhan o'r GIG yn wynebu heriau ariannol. Rydym yn cydnabod y diddordeb penodol yng Nghymru mewn cyllid ar gyfer iechyd meddwl. Gwnaethom ddarparu cyllid ychwanegol penodol y llynedd ac eleni. Mae'r £20.5m ychwanegol ar gyfer gwasanaethau iechyd meddwl (gan gynnwys £0.5m ar gyfer anhwylderau bwyta) yn ychwanegol at y cyllid a ddarparwyd yn flaenorol ar gyfer 2015-16 a 2016-17. Yn 2015-16 roedd y cyllid ychwanegol yn cynnwys £7.65m ar gyfer Gwasanaethau Iechyd Meddwl Plant a'r Glasoed, £5.6m ar gyfer oedolion hŷn, £1.9m ar gyfer therapïau seicolegol (\*y cafodd £1m ohono ei ddarparu o gyllid

gwerth £10m y cynllun cyflawni) ac £1.5m ar gyfer gwasanaethau amenedigol. Yn 2016-17 mae £6.375m wedi cael ei ddarparu o'r cyllid gwerth £30m ar gyfer pobl hŷn ac iechyd meddwl. Roedd hyn yn cynnwys cyllid cylchol gwerth £2.3m ar gyfer timau adnoddau hyblyg mewn ysbytai, £1.5m ar gyfer gwasanaethau cymorth gofal sylfaenol iechyd meddwl lleol, £1.15m ar gyfer therapïau seicolegol i gleifion mewnol, £325,000 ar gyfer staff cymorth dros dro a £100,000 ar gyfer codi ymwybyddiaeth o leihau risg dementia. Hefyd, darparwyd £1m ychwanegol ar gyfer lleoedd ychwanegol mewn clinigau cof a £329,000 ar gyfer trefniadau diogelu rhag colli rhyddid ar sail anghylchol. Fel y soniwyd eisoes, golyga hyn y bydd y dyraniad yn fwy na £620 miliwn yn 2017-18 ac ystyrir bod cyllid priodol wedi cael ei ddyrannu.

### ➤ **Gwasanaethau Iechyd Meddwl Plant a'r Glasoed (CAMHS)**

Mae ein buddsoddiad newydd gwerth bron i £8m mewn CAMHS yn dechrau dangos effaith wirioneddol gyda byrddau iechyd yn blaenoriaethu cyllid ar wella mynediad tra bo staff a gwasanaethau newydd yn cael eu datblygu.

O ganlyniad i hyn, rhwng mis Awst 2015 a mis Medi 2016, mae cyfanswm nifer y plant a phobl ifanc y nodwyd eu bod yn aros am apwyntiad CAMHS cyntaf fel claf allanol wedi lleihau 27% (3216 i 2355). Mae'r gwasanaethau newydd rydym yn eu datblygu ar gyfer cyflyrau niwroddatblygiadol, gyda buddsoddiad o £2m y flwyddyn, hefyd yn sicrhau bod gan y bobl ifanc hynny ffordd o gael gafael ar gymorth a chefnogaeth yn hytrach na chael eu hatgyfeirio i CAMHS, lle'r oeddent yn aml yn methu â chyrraedd y trothwyon ar gyfer triniaeth.

Mae ein buddsoddiad mewn Gwasanaethau Cymorth Iechyd Meddwl Sylfaenol Lleol hefyd wedi golygu bod mwy na 5,400 o blant a phobl ifanc wedi cael eu hatgyfeirio i gael asesiad rhwng mis Ebrill 2015 a mis Medi 2016.

Yn sgil sefydlu Timau Triniaeth yn y Gymuned CAMHS ledled Cymru yn 2015, mae llai o bobl ifanc yn cael eu hanfon allan o'u hardaloedd, neu maent i ffwrdd am lai o amser, a rhagwelir y bydd hyn yn arwain at haneru cost y lleoliadau drud hyn yn 2016-17 o gymharu â 2014-15 [£2.3m o £4.7m]. Dywedodd pobl ifanc eu hunain, yn yr adroddiad Gwneud Synnwyr gan ddefnyddwyr gwasanaethau CAMHS [Ionawr 2016], na ellir gorbwysleisio bod uwchgyfeirio pobl ifanc yn amhriodol tuag at wasanaethau iechyd meddwl nid yn unig yn aneffeithiol ond hefyd yn niweidiol i'r bobl ifanc hynny, a bod atgyfeiriadau amhriodol yn niweidiol i'r bobl ifanc hynny nad oes angen cymorth arbenigol arnynt ac i'r rhai y mae ei angen arnynt.

Lleihau atgyfeiriadau amhriodol yw un o egwyddorion canolog y Rhaglen Gyda'n Gilydd dros Blant a Phobl Ifanc a arweinir gan y GIG. Mae'n ceisio cydweithio â phartneriaid y meysydd iechyd, addysg, gwasanaethau cymdeithasol a'r trydydd sector er mwyn sicrhau, pan fydd angen cymorth ar berson ifanc, ei fod yn cael y cymorth hwnnw o'r ffynhonnell fwyaf priodol ac mewn modd amserol.

## **5. Buddsoddiad Cyfalaf**

Mae buddsoddi yn seilwaith y GIG yn dal i fod yn flaenoriaeth allweddol. Byddwn yn buddsoddi mwy nag £1 biliwn o gyllid cyfalaf dros y pedair blynedd nesaf ar adeiladau, cyfarpar, cerbydau a TGCh y GIG. Yn y papur diwethaf i'r Pwyllgor,

nodwyd bod Blaenraglen Gyfalaf y GIG yn seiliedig ar Gynlluniau Tymor Canolig Integredig sefydliadau'r GIG, sy'n disgrifio'r gofynion o ran buddsoddi mewn seilwaith er mwyn datblygu dau faes cyflenwi allweddol – trawsnewid gwasanaethau a chynnal, disodli a moderneiddio adeiladau a chyfarpar presennol.

Ceir nifer o gynlluniau allweddol sy'n cefnogi newidiadau mewn gwasanaethau yn y cyfnod sydd i ddod, gan gynnwys ehangu cyfleusterau obstetreg, paediatreg a newyddenedigol yn Ysbyty Athrofaol Cymru, Ysbyty Tywysog Siarl ac Ysbyty Cyffredinol Gorllewin Cymru, a'r ysbytai cymunedol newydd yn Aberteifi, Tregaron a Gogledd Sir Ddinbych. Rydym yn awyddus i sicrhau bod newidiadau'n cael eu rhoi ar waith ar raddfa fwy ac yn gyflymach mewn lleoliadau gofal sylfaenol a chymunedol a bod GIG Cymru yn defnyddio technoleg a'r ystad i ddarparu gofal yn nes at y cartref. Rydym yn ystyried y ffordd orau o gefnogi hyn ar hyn o bryd. Hefyd, ceir rhaglenni moderneiddio sylweddol y mae angen eu datblygu yn Ysbyty Athrofaol Cymru, Ysbyty Tywysog Siarl, Ysbyty Cyffredinol Gorllewin Cymru ac Ysbyty Wrecsam Maelor, yn ogystal â buddsoddiad parhaus yn y fflyd ambiwlansys ac mewn delweddu a TGCh.

Yn amlwg, bydd angen blaenoriaethu buddsoddiadau yn y dyfodol a bydd yn rhaid dangos buddiannau gwirioneddol. Fodd bynnag, caiff ein cyllid cyfalaf ei ategu gan ffynonellau ariannu eraill. Rydym eisoes wedi rhoi gwybod y bydd Canolfan Ganser newydd gwerth £210m Felindre yn cael ei chefnogi drwy gyllido refeniw gan ddefnyddio Model Buddsoddi Cydfuddiannol Cymru ac mae datblygiadau eraill hefyd yn cael eu hystyried, gan gynnwys Cydweithrediad Rhanbarthol ar gyfer Iechyd (ARCH) yng Ngorllewin Cymru sy'n archwilio nifer o ffynonellau a systemau ariannu amgen.

Byddem yn croesawu'r cyfle i roi rhagor o fanylion yn un o sesiynau'r Pwyllgor yn y dyfodol.

## **6. Effaith Refferendwm yr UE**

Gwnaethoch ofyn am ragor o sicrwydd ynghylch gweithgareddau yn sgil effaith refferendwm yr UE. Mae gwaith wrthi'n mynd rhagddo ymhob rhan o Lywodraeth Cymru i sicrhau ein bod yn dylanwadu cymaint â phosibl ar drafodaethau yn y DU ac, yn eu tro, ar drafodaethau ffurfiol yr UE, er mwyn sicrhau'r canlyniad gorau posibl i Gymru. Rydym yn cydweithio'n agos â Llywodraeth y DU a llywodraethau datganoledig eraill i sicrhau bod buddiannau Cymru yn cael eu clywed a'u diogelu.

Bydd aelodau'r Pwyllgor yn ymwybodol, yn dilyn trafodaeth Plaid Cymru ar Weithwyr Tramor y GIG ar 16 Tachwedd 2016, ein bod o'r farn y dylai dinasyddion yr UE sy'n gweithio ac yn byw yng Nghymru ar hyn o bryd allu aros yma ar ôl i'r DU adael yr UE. Rydym yn gwerthfawrogi'r cyfraniad y mae dinasyddion gwledydd eraill sy'n byw yng Nghymru yn ei wneud at ein heconomi, ein gwasanaethau cyhoeddus a'n cymunedau. Rydym wedi ymrwymo i ystyried pob ffordd bosibl o hwyluso'r gwaith o recriwtio a chadw gweithlu'r GIG sy'n dod o'r UE a thu hwnt ar ôl i'r DU adael yr UE. Nid ydym am weld rheolaethau'n cael eu cyflwyno a fyddai'n niweidio economi Cymru neu wasanaethau cyhoeddus yng Nghymru, gan gynnwys y GIG.

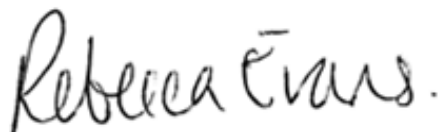
Mae ymchwil glinigol ac arloesedd yn rhannau allweddol o weithgarwch y GIG. Mae rhaglenni Ymchwil ac Arloesedd yr UE yn galluogi ein hymchwilyr i gydweithio â chymheiriaid ledled Ewrop er mwyn ymateb i'r heriau cyffredin sy'n wynebu ein

systemau iechyd. Mae'r cydweithio hwn wedi helpu'r GIG i ddatblygu triniaethau newydd, mabwysiadu arloesedd yn gyflymach a gwella ansawdd y gofal iechyd a ddarperir. Rydym yn gweithio i sicrhau y gall sefydliadau iechyd a gofal, ochr yn ochr â'n prifysgolion a sefydliadau ymchwil eraill yng Nghymru, gymryd rhan yn rhaglenni iechyd, ymchwil ac arloesedd yr UE yn y dyfodol.

Mae un fframwaith rheoliadol ar gyfer yr UE yn sicrhau y gall technolegau iechyd newydd fod ar gael yn gyflymach er budd cleifion, gan sicrhau lefel uwch o ddiogelwch cleifion a diogelu iechyd y cyhoedd. Byddwn yn ceisio osgoi gwahaniaeth rheoliadol rhwng y DU a'r UE er mwyn sicrhau y gall ein cleifion a'n gwasanaethau cyhoeddus barhau i gael gafael ar dechnolegau iechyd arloesol yn gynnar.

Mae'n hanfodol bod Cymru yn parhau i fod yn flaengar ac yn weithgar ar y llwyfan Ewropeaidd a thu hwnt, er gwaethaf y penderfyniad i adael yr UE.

Yn gywir



**Rebecca Evans AC**

Gweinidog Iechyd y Cyhoedd a Gwasanaethau Cymdeithasol  
Minister for Social Services and Public Health



**Vaughan Gething AC**

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon  
Cabinet Secretary for Health, Well-being and Sport

# Eitem 7

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon