

**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**

EIG 16

**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:

| EDUCATION IMPROVEMENT GRANT | Amount 15/16 £ | Amount 16/17 £ |
|--|---------------------------|---------------------------|
| 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 |
| Total | 4,583,703 | 4,354,518 |

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. | | | | | |
| What - focus | Actions | Resources | When (Exact Dates) | Milestones | Monitoring |
| 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"> • Advice for Head teachers/ ALNCOs on the provision of required targeted EAL support • Advice to class teachers regarding target setting, teaching strategies, resources and classroom approaches for EAL provision • Outreach support from a Multi- Lingual LSO for Newly Arrived pupils and/or pupils who may have an Additional Need • Provision and/or the loan of resources • Attending meetings/reviews and providing Translators/Interpreters as required | | | <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>BRIDGEND MEAG PRIORITY TWO: 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. |

| CARDIFF : MINORITY ETHNIC ACHIEVEMENT GRANT | | |
|---|--|--|
| Budget 2015-16 | | £4,003,954 |
| Targets / Outcomes | | |
| Priority One | 1. Strong Leadership | |
| Priority Two | 2. High Expectations and Use of Data | |
| Priority Three | 3. Effective Teaching and Learning | |
| Priority Four | 4. Ethos of Respect | |
| | 5. Parental/Community Involvement | |
| KEY ACTIONS | MILESTONES (DEC 15) | MILESTONES (APRIL 16) |
| <ul style="list-style-type: none"> 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 Support the development of strategic partnerships that improve the outcomes achieved by these groups Promote inclusive practice and embed good EAL practice in all Cardiff schools 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 | <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> |

| challenge their effectiveness; • Identify and promote the sharing of good practice between schools | | | | | |
|--|---|--------------------------|--------------------|---|---------------------------------------|
| 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"> • Work with internal and external stakeholders to support and challenge effectiveness of schools' practice, provision and procedures • Work with internal and external stakeholders to promote inclusive practices and drive out failure and build on successes. • Support the development of partnerships to improve outcomes for all learners • Use data effectively to inform where additional support is necessary • Interpret and report on performance • Produce reports on performance measures and associated information in accordance with agreed deadlines • Research, identify and recommend the implementation of new developments, initiatives and best practice to improve | 2 PIOs Soulbury 10-13 | September 2015 | Evaluation of the effectiveness of the role in March 2016 | SMT Cardiff LA |

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

| CARDIFF MEAG PRIORITY TWO: USE OF DATA and raising achievement and attainment | | | | | |
|--|--|------------------------------|-------------------------------|---|---|
| What - focus | Actions | Resources | When (Exact Dates) | Milestones | Monitoring |
| EMTAS will take a strategic lead on the use of data for raising achievement and narrowing the gap on outcomes | 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 | CGOs (6) and PIOs (2) | September 2015 onwards | April 2016 all schools have analysed the | Achievement leader (Closing the Gap) |
| Learning mentors at KS4 to focus on borderline C/D pupils | To establish homework clubs / home school links to ensure improved outcomes | Learning Mentors (3) | September 2015 onwards | Evidence of impact Autumn 2015 (14/15) and ongoing monitoring evidence of pupils' progress | Achievement leader (Closing the Gap) |

| CARDIFF MEAG PRIORITY THREE: Effective teaching and learning | | | | | |
|--|---|-------------------|--------------------|--|--------------------------------------|
| What - focus | Actions | Resources | When (Exact Dates) | Milestones | Monitoring |
| 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 st 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) |

| | | | | | |
|---------------------------|--|--|--------------------------|--|--------------------------------------|
| Training programme | 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) |
| Website | To further develop a website to support teachers in schools with relevant resources, contacts, information etc. | CGOs | Summer term 2015 | March 31 st website fully functional | Achievement leader (Closing the Gap) |
| Talking Partners | To expand the use of talking partners across schools in the LA | CGOs and schools | Summer term onwards | March 31 st – publish paper on the impact of the intervention across the city | Achievement leader (Closing the Gap) |
| WRAP training | 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 st – progress report written | Achievement leader (Closing the Gap) |

| CARDIFF MEAG PRIORITY FOUR: ETHOS of RESPECT | | | | | |
|--|--|-----------|---------------------------|---|--------------------------------------|
| What - focus | Actions | Resources | When (Exact Dates) | Milestones | Monitoring |
| 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 | CGO to ensure that all schools are fully complying with Equalities legislation | CGOs | Summer term ongoing | Termly reporting | Achievement leader (Closing the Gap) |
| | CGO to ensure that all schools in their planning are celebrating the diversity of their school population | CGOs | Summer term ongoing | March 31 st – good practice examples shared in a report to all schools in Cardiff and used in school to school support | Achievement leader (Closing the Gap) |
| | All schools undertake training on such areas as FGM, Trafficking, Private Fostering, Honour Based Violence, Forced Marriage and Prevent; | CGOs | Summer term 2015 on-going | Report on training delivered and examples of impact on practice | Achievement leader (Closing the Gap) |

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

| MERTHYR TYDFIL CBC : MINORITY ETHNIC ACHIEVEMENT GRANT | | |
|---|---|------------------------------|
| Budget 2015-16 | £101,658 | |
| Targets / Outcomes | | |
| Priority One- Strong Leadership | 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 | |
| Priority Two- High Expectations and Use of Data | 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 | |
| Priority Three- Effective Teaching and Learning | 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 | |
| Priority Four-Ethos of Respect | 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 | |
| Priority Five- Parental/Community Involvement | 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. | |
| KEY ACTIONS | MILESTONES (DEC 15) | MILESTONES (APRIL 16) |
| 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"> Established new delivery plan of timetabled support Monitoring pupil progress using the WG 5 stage model and target support where needed most Established a comprehensive training programme for schools and to provide bespoke training on moderation and assessment. 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. | <p>Staff time & in-house resources</p> <p>£101,658</p> | <ul style="list-style-type: none"> April 2015 Termly April 2015 & new training programme as from Sept 2015 Audit- Autumn term 2015 Meetings with WG – March 2015 | <ul style="list-style-type: none"> Half-termly review of timetable Termly EAL returns Monitor training uptake Audits- Autumn Term Anti-bullying week | <p>Termly monitoring of progress</p> <p>Half-termly monitoring of timetable</p> <p>Termly monitoring of bullying incidents</p> |

| RHONDDA CYNON TAFF CBC : MINORITY ETHNIC ACHIEVEMENT GRANT | | |
|---|---|----------------------------------|
| Budget 2015-16 | £134,950 | |
| Targets / Outcomes | | |
| Priority One | To support identified EAL learners within RCT schools. | |
| Priority Two | To provide support for targeted pupils at KS3/4 for Home Language GCSE/A level examinations. | |
| Priority Three | To challenge identified secondary schools on their inclusive practices of EAL learners. | |
| Priority Four | To provide training and resources for schools supporting EAL learners. | |
| 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/Dictionary/Home Language books £5,200 | 2015/16 | | Invoices |

| 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. |

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

| 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 |

| | | | | | |
|--|---|--|--------------------|---|--|
| <p>Groups of Learners</p> <p>Teaching and Assessment</p> | <p>Deliver home language qualifications</p> | <p>Translations costs £1,125</p> <p>21 x days Grade F LSA £115.8 x 21 £2431.8</p> <p>8 x days Grade E LSA £137.78 x 8 £1102.24</p> | <p>04/15-03/16</p> | <p>Improve attainment of pupils targeted for home language qualifications</p> | <p>Ongoing through tracking progress of identified groups of Year 9 and 10 ME/EAL pupils</p> <p>Evaluation of outcome data pre and post intervention</p> |
|--|---|--|--------------------|---|--|

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

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

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 additional 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 |
| Total Service/Area of Provision Budget: | 4,003,960 | 308,569 |
| Amount of the total budget figure above directed to maintain central service provision: | 2,033,792 | 238,335 |
| Amount of the total budget figure above delegated to schools: | 1,970,168 | 70,234 |
| How many staff members were 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) | 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 |
| How many of the paid staff (incl. zero hours contract but not volunteer) members were of: | | |
| a) White British/Welsh majority ethnic background? | 60 | 7 |
| b) Black, Asian, Minority ethnic/Gypsy Traveller background? | 49 | 1 |
| How many pupils were on roll in your LA: | | |
| 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 | |

Monday 17th 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 18th 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:

| |
|--|
| |
|--|

With appreciation
Jonathan Brentnall
Education Consultant
jonbrentnall@btinternet.com
01654 712194

| Closing the Gap Officer (Gypsy/Travellers) | |
|---|--|
| Service Area: Education | Division/Section: Achievement and Inclusion |
| Grade: Soulbury 7-10 rising to point 13 through structured professional assessment | Job Family: Achievement and Inclusion |
| Purpose | |
| <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> | |
| Key Accountabilities | |
| <ul style="list-style-type: none"> • Manage the teachers and teaching assistants in the Gypsy/Traveller Education Team • Support the management in schools, teaching staff and teaching assistants to meet the needs of Gypsy/traveller pupils • Support the development of strategic partnerships that improve the outcomes achieved by these groups • Promote inclusive practice and embed good practice in all Cardiff schools • 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. • To develop, deliver and maintain a high quality training programme • Identify and promote the sharing of good practice between schools | |
| Key types of activity | |
| <ul style="list-style-type: none"> • Work with internal and external stakeholders to support effectiveness of schools' practice, provision and procedures • Work with internal and external stakeholders to promote inclusive practices and drive out failure and build on successes. • Support the development of partnerships to improve outcomes for all learners • Research, identify and recommend the implementation of new developments, initiatives and best practice to improve performance • Maintain an up to date knowledge of legislation, statutory frameworks and codes of practice to ensure statutory responsibilities are undertaken • Undertake training and development to enhance performance | |

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

| Behavioural Competencies | |
|---|--------------|
| Please refer to the Behavioural Competency framework to enable you to address the competencies at the stated level required for the job | |
| Competency | Level |
| 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 |

| Essential skills and experience |
|--|
| 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 |

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

| Closing the Gap Officer (EMAS) | |
|--|--|
| Service Area: Education | Division/Section: Achievement and Inclusion |
| Grade: Soulbury 7-10 rising to point 13 through structured professional assessment | Job Family: Achievement and Inclusion |
| Purpose | |
| <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> | |
| Key Accountabilities | |
| <ul style="list-style-type: none"> • 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). • Support the development of strategic partnerships that improve the outcomes achieved by these groups • Promote inclusive practice and embed good EAL practice in all Cardiff schools • 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. • To develop, deliver and maintain a high quality training programme • Identify and promote the sharing of good practice between schools | |
| Key types of activity | |
| <ul style="list-style-type: none"> • Work with internal and external stakeholders to support effectiveness of schools' practice, provision and procedures • Work with internal and external stakeholders to promote inclusive practices and drive out failure and build on successes. • Support the development of partnerships to improve outcomes for all learners • Research, identify and recommend the implementation of new developments, initiatives and best practice to improve performance • Maintain an up to date knowledge of legislation, statutory frameworks and codes of practice to ensure statutory responsibilities are undertaken • Undertake training and development to enhance performance • Developing and leading an area of work e.g. radicalisation, sexual exploitation etc. | |

| Types of measures of success |
|--|
| <ul style="list-style-type: none"> • 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. • 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) |

| Behavioural Competencies | |
|---|--------------|
| Please refer to the Behavioural Competency framework to enable you to address the competencies at the stated level required for the job | |
| Competency | Level |
| 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 |

| Essential skills and experience |
|--|
| 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 |

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