

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)**

