



CABINET REPORT

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Service Area	Education
Committee Division	Portfolio
Exempt/Non Exempt	Non Exempt
Committee Date	26 th September 2018

To: Chair, Ladies and Gentlemen

Future Funding for Gypsy, Roma and Traveller Learners and pupils for whom English is an Additional Language (EAL)

1.0 SUMMARY OF THE REPORT

1.1 The purpose of this report is to provide Councillors with information in respect of the future funding for the services that support our minority ethnic, Gypsy, Roma and Traveller learners in light of the letter received from Welsh Government on 18th May 2018.

2.0 RECOMMENDATION that

2.1 The content of this report be noted for the loss of funding for the services that support our minority ethnic, Gypsy, Roma and Traveller learners and subsequent redundancies.

3.0 INTRODUCTION AND BACKGROUND

3.1 For more than a decade the Welsh Government (WG) has provided targeted grant funding for Local Authorities to support our minority ethnic, Gypsy, Roma and Traveller learners. As a result of this funding the services that support these pupils have been able to foster good relationships with these communities, upskill staff in supporting their particular needs and enable inclusivity and improved wellbeing. Further funding has also been provided by European projects for these groups, and for two years, by the Local Authority for pupils for whom English is an Additional Language (EAL).

- 3.2 Pupils living in Merthyr Tydfil come from a variety of backgrounds. The three most common countries from where pupils attending our schools originate are Poland, Portugal and the Philippines. Around 25 different languages are spoken by Merthyr Tydfil's pupils including: Polish, Portuguese, Tagalong, Cantonese, Mandarin Chinese, Punjabi, Turkish, Czech, Malayalam, Hindi, Creole, Ghanaian, Bengali, Ukrainian, Urdu, Romanian, German, French, Yoruba, Tamil, Telugu, Slovak, Italian, Hungarian, Arabic and Vietnamese.
- 3.3 Parents/carers choose to move to Merthyr Tydfil for a number of reasons. Many are joining families or established communities others may find themselves in an isolated community within Merthyr Tydfil. They may be intending to stay long term, while others are living in Merthyr Tydfil on a short term basis.
- 3.4 Diverse backgrounds affect pupils' individual learning within schools. Some families will have fostered a strong educational background in their pupils, while others will have moved around a lot and have had their education disrupted. Compulsory education laws are different in some countries and many pupils might not start school until the age of 7. Cultural differences will also affect behaviour of pupils within the classroom as well as their interactions with peer groups. Many parents might be unfamiliar with the UK education system; particularly if they are from a more isolated community without support.
- 3.5 Since 2005/06 pupil numbers for minority ethnic groups have increased year on year (Appendix 1). As of the census in 2011, pupils for whom English is an additional language accounted for 5.43% of the pupil population, when the LA agreed to provide additional funding for this group, this now stands at 8% (Appendix 2). The number for Gypsy Traveller learners has remained constant at on average 50 pupils per year. Although a smaller group, these pupils come from a rich cultural background that needs to be celebrated, but is invariably in opposition to the structured schools system. This brings challenges that require careful handling by experienced and trusted staff.

	2005-2006	2016-17	2017-18
Minority ethnic pupils	112	580	468
Including EAL pupils	82	457	628

See **Appendix 1** for more detail

4.0 Service delivery and consequences of loss of service

- 4.1 It should be noted that while the grants provided by WG have decreased over the years, the outcome of these groups have improved. This is due to the expertise and commitment of the teams. The support provided by the teams who work with our minority ethnic, Gypsy, Roma and Traveller learners is made up of the following key activities:
- provide in class support;
 - set targets, monitor and record pupil progress against the WG 5 stage model;
 - monitor and assess language needs;
 - provide pastoral and welfare support;
 - challenge instances of prejudice, stereotyping, bullying and harassment, in line with school policies and procedures;

- provide bilingual support for parents eg. at parent evenings;
- support and monitor the attendance, behaviour and attainment; and
- promote and celebrate diversity.

4.2 Should funding for these services not be forthcoming then this would result in the following:

- loss of specialist teaching and bilingual support posts to support the language development of Merthyr's 468 bilingual learners and Gypsy Traveller learners;
- loss of central support services providing valuable support to schools (training/CPD, resources, advice and guidance, initial assessments, follow-up assessments); it is worth noting that one of the training modules provided by the EAL was showcased at an All Wales event and has subsequently received interest to attend this from other LAs;
- no centralised provision "safety valve" to ensure that the needs of ethnic minority and Roma/Gypsy Traveller pupils are met within the Welsh education system;
- negative impact on the academic progress and wellbeing of many, of some of our most vulnerable learners;
- negative impact on school ratings as pupils with limited English and poor attendance records are unable to access the curriculum and fail to acquire sufficient levels of language to achieve in standardised tests;
- risk to the educational chances of a new generation of learners and the loss of the gains which have been made in recent years to promote the equitable attainment of all our learners (Appendix 3);
- risk to attendance rates for Gypsy Traveller pupils and early deregistration rate from formal education and potential safeguarding issues (Appendix 4); and
- Breach of UNCRC Article 3 (everyone who works with children should always do what is best for each child), Article 4 (the government should ensure that these rights are made available to children), Article 13 (right to have information), and Article 29 (right to become the best that you can be).

4.3 As of their letter dated May 2018 WG has confirmed that Merthyr Tydfil will receive a total allocation of **£49,230 in 2018-19**. The letter goes on to say the following; *'the position for 2019-20 will need to be reviewed as part of a draft budget; however it is WG's intention to earmark a further £8.7million to all 22 local authorities to support a sustainable model in 2020-21. This funding will be conditional on evidence of working progress towards more sustainable models of delivery'* (Appendix 5).

This shows a significant shortfall in the money needed to maintain the current level of staff employed to support these groups.

4.4 Moving forward, it would be worth considering an immersion class for any new arrivals to Merthyr Tydfil in order to meet increasing demand and to provide time limited intense support for their acquisition of the English language. These discrete lessons could also be used by some of the Gypsy Traveller pupils to assist with some of their literacy needs.

5.0 FINANCIAL IMPLICATIONS

- 5.1 The spending plans for the Gypsy Traveller and EAL grants for 2016/17 are attached (Appendix 6 & Appendix 7). These show the activities involved, performance measures and success criteria.
- 5.2 Please find below a summary of the allocation from WG for the last three financial years:

MERTHYR CBC	£
Education of Gypsy Children and Traveller Children	36,817-2015/16
Education of Gypsy Children and Traveller Children	34,976- 2016/17
Education of Gypsy Children and Traveller Children	34,759- 2017/18

EDUCATION IMPROVEMENT GRANT	Indicative Amount £
Minority Ethnic Achievement Grant (Merthyr)	101,658- 2015/16
Minority Ethnic Achievement Grant (Merthyr)	96,575- 2016/17
Minority Ethnic Achievement Grant (Merthyr)	95,976- 2017/18

6.0 EQUALITY IMPACT ASSESSMENT

- 6.1 An Equality Impact Assessment (EqIA) form has been prepared for the purpose of this report. It has been found that a full assessment is not required at this time. The form can be accessed on the Council's website/intranet via the 'Equality Impact Assessment' link.

SUE WALKER
CHIEF OFFICER LEARNING

COUNCILLOR LISA MYTTON
CABINET MEMBER FOR LEARNING

BACKGROUND PAPERS	
Title of Document(s)	Document(s) Date
Document Location	
Does the report contain any issue that may impact the Council's Constitution?	
No	

Consultation has been undertaken with the Corporate Management Team in respect of each proposal(s) and recommendation(s) set out in this report.

Appendix 1

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Minority ethnic pupils	369	481	473	530	559	580	628
Including EAL pupils A-D	303	369	343	432	348*	457	486

*excluding figures from one secondary school

Appendix 2

School	School Total Enrolment	Total EAL Pupils Numbers	% EAL Pupils of Total School Enrolment
Total Pupils	8072	628	8%
Total Secondary Pupils	2848	183	6%
Total Primary Pupils	5224	445	9%
Total RC Pupils	1046	347	33%

Appendix 3

Level 2+ threshold for EAL pupils

Year	EAL pupils	MT average for all pupils	All Wales average
2011/12	9% (3 pupils)	32.5%	51.1%
2012/13	30% (9 pupils)	38.7%(268)	52.7%
2013/14	45%(13 pupils)	48.9% (299)	55.4%
2014/15	64%(14 pupils)	51.9% (320)	57.6%
2015/16	60% (25 pupils)	53.9% (331)	60.3%
2016/17	41.6% (13 pupils)	42.4% (238)	54.6%

EAL- FP outcome indicators

Year	EAL pupils	MT average for all pupils	All Wales average
2015/16	89.1%	89.1%	87.0%
2016/17	87.6%	88.1%	87.3%

EAL-KS2

Year	EAL pupils	MT average for all pupils	All Wales average
2015/16	89.1%	89.2%	88.6%
2016/17	90.7%	90.5%	88.6%

EAL-KS3

Year	EAL pupils	MT average for all pupils	All Wales average
2015/16	87.0%	87.0%	85.9%
2016/17	86.5%	87.1%	87.4%

GT-FP outcome indicators

Year	No. GT pupils in cohort	GT pupils - % achieving	MT average for all pupils	All Wales average
2015/16	4	25%	89.1%	87.0%
2016/17	1	0%	88.1%	87.3%

GT-S2 CSI

Year	No. GT pupils in cohort	GT pupils	MT average for all pupils	All Wales average
2015/16	3	33%	89.2%	88.6%
2016/17	5	20%	90.2%	89.5%

GT-S3 CSI

Year	No. GT pupils in cohort	GT pupils	MT average for all pupils	All Wales average
2015/16	3	0%	87.0%	85.9%
2016/17	3	0%	87.1%	87.4%

GT-S4 – Level 2+

Year	No. GT pupils in cohort	GT pupils	MT average for all pupils	All Wales average
2016/17	2	0%	42.4%	54.6%

NB-Only one year for KS4 data has been provided due to the changes to qualifications this year comparisons are not being made with previous years.

NB-Due to the small numbers of pupils, reporting the information publically in this format is restricted due to data protection issues.

Targets and Performance							
Gypsy Traveller Attendance in Primary & Secondary Schools							
2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Actual	Actual	Actual	Actual	Actual	Actual	Actual	
85.1%	82.6%	74.62%	100%	98%	94%	87% as of June tbc	
50 pupils exceeded the minimum 200 sessions out of 51 pupils	46 pupils exceeded the minimum 200 sessions out of 54 pupils	32 pupils exceeded the minimum 200 sessions out of 56 pupils	48 pupils exceeded the minimum 200 sessions out of 48 pupils (100%)	50 pupils exceeded the minimum 200 sessions out of 51 pupils (98%)	46 pupils exceeded the minimum 200 sessions out of 49 pupils	46 pupils exceeded the minimum 200 sessions out of 50 pupils (92%)	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Percentage of EAL Pupils Who Have Improved Based on June 2018 EAL Data																				
2	Total EAL Pupils			A-D Pupils (All)		Improved A-D Pupils (All)		A-B Pupils (All)			Improved A-B Pupils (All)		Improved A-B Pupils (Statutory School Age)								
3	School	School Total Enrolment	Total EAL Pupils Numbers	% EAL Pupils of Total School Enrolment	Number of EAL Pupils At Levels A-D	A-D Pupils as a % of Total EAL Pupils	A-D Pupils Who Have Improved	% A-D Pupils Who Have Improved	Number of EAL Pupils at Levels A-B	A-B Pupils as a % of Total EAL Pupils	A-B Pupils as a % of A-D Pupils	A-B Pupils Who Have Improved	% A-B Pupils Who Have Improved	Number of SSA EAL Pupils at levels A-B	SSA A-B Pupils Who Have Improved	% SSA A-B Pupils Who Have Improved					
21	Ynysowen Primary	262	5	2%	5	100%	0	0%	3	60%	60%	0	0%	2	0	0%					
22	Ysgol Y Graig	211	15	7%	9	60%	5	56%	7	47%	78%	5	71%	5	4	80%					
23	Gurnos Nursery	76	3	4%	3	100%	0	0%	3	100%	100%	0	0%	0	0	-					
25	Secondary Schools																				
26	Afon Taf	675	1	0%	0	0%	0	-	0	0%	-	0	-	0	0	-					
27	Cyfarthfa High	1158	42	4%	14	33%	5	36%	0	0%	0%	0	-	0	0	-					
28	Pen Y Dre	533	10	2%	6	60%	4	67%	1	10%	17%	1	100%	1	0	0%					
30	RC Schools																				
31	Bishop Hedley High	482	131	27%	99	76%	90	91%	3	2%	3%	3	100%	3	3	100%					
32	St Aloysius	171	37	22%	26	70%	25	96%	10	27%	38%	10	100%	5	5	100%					
33	St Illtyd's	179	74	41%	54	73%	52	96%	18	24%	33%	17	94%	10	9	90%					
34	St Mary's	214	103	48%	89	86%	81	91%	53	51%	60%	46	87%	41	38	93%					
36	Total Pupils	8072	639	8%	467	73%	385	82%	173	27%	37%	138	80%	110	89	81%					
37	Total Secondary Pupils	2848	184	6%	119	65%	99	83%	4	2%	3%	4	100%	4	3	75%					
38	Total Primary Pupils	5224	455	9%	348	76%	286	82%	169	37%	49%	134	79%	106	86	81%					
39	Total RC Pupils	1046	345	33%	268	78%	248	93%	84	24%	31%	76	90%	59	55	93%					