

Merthyr CBC

Dear Colleagues,

Minority Ethnic Achievement Grant (MEAG)

We have now received the final version of the grant terms and conditions from Welsh Government and have been working with the five Local Authorities to agree the delegation of this grant to schools / LA's.

The Directors 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 as in 2016/17 further to the 0.62% grant reduction.

Please find a summary of this allocation for 2017-18 below:

EDUCATION IMPROVEMENT GRANT	Indicative Amount £
Minority Ethnic Achievement Grant (Merthyr)	95,976

In order to disclose how this grant will be spent and to enable us to monitor spend, in line with the terms and conditions, I have attached an improvement plan template.

I would be grateful if you could complete this proforma and return to Craig Flynn, Senior Accountant no later than Friday 22nd September 2017. If you have any queries, please do not hesitate to contact me.

Yours faithfully



Louise Blatchford

Senior Lead Business & Operations

Central South Consortium

Merthyr CBC : MINORITY ETHNIC ACHIEVEMENT GRANT			
Budget 2017-18		£95,976	
	Performance Measures	Baseline	Targets / Success Criteria
Priority One	Pupil Progress	% A-D pupils who have made progress Feb 2018 (68%) % A-B pupils who have made progress Feb 2018 (72%)	75%
Priority Two	Pupil Progress	% A-D pupils who have made progress Feb 2018 (68%) % A-B pupils who have made progress Feb 2018 (72%)	75%
Priority Three	Pupil Progress	% A-D pupils who have made progress Feb 2018 (68%) % A-B pupils who have made progress Feb 2018 (72%)	75%
Priority Four	Number of racist incidents		0 incidents
Priority Five	Pupil Progress		75%
KEY ACTIONS		MILESTONES (DEC 17)	MILESTONES (APRIL 18)
Priority 1 – to improve learner outcomes			Data based on Feb 2018 returns. Support targeted on pupils at levels A and B.
Priority 2 - To monitor pupil progress using the WG 5 stage model and target support where needed most.			Support targeted on pupils at levels A and B. Progress monitored on a termly basis using the 5 Stage Model. Individual teaching plans, EAL targets and progress checklists provided for pupils who

		had made little or no progress. Monitoring assessments carried out for newly arrived pupils and at school request for pupils making below the expected progress.
Priority 3 - To establish a comprehensive training programme for schools and to provide bespoke training on moderation and assessment.		Comprehensive training programme delivered 2017-2018, open to all school-based staff. EAL Team training provided at the beginning of each half term with focus on specific aspects. Bespoke training delivered to schools on request.
Priority 4 - To provide schools with resources to address bullying issues and a framework for improving wellbeing.		Termly bullying returns Production and training on Wellbeing and supporting low level mental health.
Priority 5 - To work with colleagues in the community to foster good lines of communication with families and to establish "Reading Café" in schools.		Corporate approach to parental engagement. Number of after school clubs accessed by parents.

MERTHYR 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	<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 	£96,575 for staff and resources	new training programme as from Sept 2017	Half-termly review of timetable	Termly monitoring of progress Half-termly monitoring of timetable

resources; build capacity within the EAL team and schools					
MERTHYR MEAG PRIORITY TWO: High expectations and effective analysis of data					
What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
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	<ul style="list-style-type: none"> Established a comprehensive training programme for schools and to provide bespoke training on moderation and assessment. Identify pupils that are not making expected progress and provide advice, guidance e.g. resources and strategies to trial. Conduct an annual exercise to verify the EAL levels of pupils making the transition to Yr7. 	£96,575 for staff and resources	<ul style="list-style-type: none"> Training programme in place for 2017-2018 <p style="text-align: center;">June 2018</p>	<p>Termly EAL returns</p> <p>Monitor training uptake</p> <p>Yr6 Pupil assessment</p>	<p>Termly monitoring of progress</p> <p>Half-termly monitoring of timetable</p> <p>EAL assessments in reading, spelling and writing; National Test data</p>
MERTHYR MEAG PRIORITY THREE: Effective Teaching and Learning					
What - focus	Actions	Resources	When (Exact Dates)	Milestones	Monitoring
To build capacity within teaching and support staff to better address the specific needs for EAL pupils; promote IT	<ul style="list-style-type: none"> Established a comprehensive training programme for schools and EAL team, and to provide bespoke training on moderation and assessment. To provide school and LA staff with 			<p>Termly EAL returns</p> <p>Monitor training uptake</p>	<p>Termly monitoring of progress</p> <p>Half-termly monitoring of timetable</p> <p>Half-termly Team</p>

<p>"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</p>	<p>skills and resources to support EAL pupils e.g. signposting to Hwb resources, Pori Drwy Stori resources, individual EAL targets and teaching plans</p> <ul style="list-style-type: none"> • Provide the EAL Team with a structured work programme targeted at vocabulary extension, sentence work and reading for understanding • Carry out initial assessments of English language ability for all new arrivals, and follow up with monitoring assessments to ensure progress. • Provide schools with targeted teaching plans, EAL targets and progress checklists for new arrivals 			<p>Monitor pupil progress</p> <p>Assess new arrivals</p>	<p>training</p> <p>Monitoring assessments</p>
<p>MERTHYR MEAG PRIORITY FOUR: Ethos of tolerance, respect and inclusivity</p>					
<p>What - focus</p>	<p>Actions</p>	<p>Resources</p>	<p>When (Exact Dates)</p>	<p>Milestones</p>	<p>Monitoring</p>
<p>To continue to develop a culture of inclusion and respect for diversity; support schools in the delivery of this with</p>	<ul style="list-style-type: none"> • To provide schools with resources to support bullying. • To continue to work with schools to improve pupil wellbeing- Resources Toolkit • Show Racism the Red Card to deliver a 			<p>Termly monitoring of bullying incidents</p>	<p>Termly monitoring of bullying incidents</p>

<p>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 and</p>	<p>workshop at the Student Conference on 16/11/17.</p> <ul style="list-style-type: none"> To share resources for Anti-bullying and to promote Anti-bullying week activities 				
<p>MERTHYR MEAG PRIORITY FIVE: Parental /Community Engagement</p>					
<p>What - focus</p>	<p>Actions</p>	<p>Resources</p>	<p>When (Exact Dates)</p>	<p>Milestones</p>	<p>Monitoring</p>
<p>To 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.</p>	<ul style="list-style-type: none"> Increase levels of parental engagement in order to improve pupil outcomes e.g. audit tool and Out of School Activities e.g. Ziggies To continue to meet the needs of an increasingly diverse population. Establish “Reading Cafes” in schools 			<p>Termly EAL returns</p> <p>Monitor training uptake</p>	<p>Data for those pupils involved</p>

XXXX Term Evaluations

Judgements about progress linked to the milestones

MERTHYR MEAG PRIORITY ONE: Strong Leadership		
What - focus	Actions	Judgements About Progress Linked To milestones, Actions Taken, Evidence
<p>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</p>	<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 	<ul style="list-style-type: none"> EAL data returns used to determine the level of support for each school using a defined formula. Timetables revised termly, after EAL data is updated by schools. EAL data returns used to monitor progress. Pupils not progressing are highlighted and targeted for further assessment and individual teaching plans.
MERTHYR MEAG PRIORITY TWO: High expectations and effective analysis of data		
What - focus	Actions	Judgements About Progress Linked To Milestones, Actions Taken, Evidence
<p>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</p>	<ul style="list-style-type: none"> Established a comprehensive training programme for schools and to provide bespoke training on moderation and assessment. Identify pupils that are not making expected progress and provide advice, guidance e.g. resources and strategies to trial. Conduct an annual exercise to verify the EAL levels of pupils making the transition to Yr7. 	<ul style="list-style-type: none"> Training programme devised and delivered. A total of 6 training courses were delivered as twilight sessions. Bespoke training provided to 4 schools. Individual teaching plans, targets and checklists provided to schools for pupils not making expected levels of progress. Advice, guidance and resources provided to schools. Annual verification exercise completed. Verified levels added to EAL data for Yr6 pupils making the transition to KS3.

Barriers

- Awareness of EAL learner needs is a challenge for some schools, particularly those with isolated learners
- Budgetary cuts and constraints have reduced the level of support provided by the EAL Team
- Lack of language skills to support new arrivals from Bulgaria, Romania and Hungary
- Lack/late notification of information from WG about the funding position
- Older pupils arriving with little or no English, particularly those joining at key points in the education system (Yr6, Yr9, Yr10, Yr11)
- Frequent new arrivals throughout the year and lack of information from schools to trigger EAL needs assessment
- Some classes have large numbers of EAL pupils with minimal English. This is challenging for teachers but also for pupils who may become over-reliant on conversing in L1 with their peers
- EAL pupils born in Wales starting Nursery class with no English as they have only had experience of L1 at home. This results in a regular influx of pupils starting school with no English at EAL level A
- Pupils at EAL level D are not making progress because of the misconception that fluent speakers are also fluent readers and writers and therefore do not require support/differentiation.
- Lack of engagement with EAL training programme.
Waiting times for CAMHS appointments.
Lack of parental engagement.