

Agenda Supplement – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 30 November 2016

Meeting time: 09.00

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Please note the documents below are in addition to those published in the main Agenda and Reports pack for this Meeting

– Written Evidence: Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children

2 Inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children – evidence session 1

(09.30 – 10.20)

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10:37

Children, Young People and
Education Committee
**Education Improvement Grant:
Gypsy, Roma and Traveller, and
Minority Ethnic Children:
Written Evidence**

November 2016



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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

EIG 01

Ymateb gan : Cyngor Bwrdeistref Sirol Conwy

Response from : Conwy County Borough Council

Q1. 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?

From Conwy's perspective, we can not identify any impact on the overall attendance or attainment of this diverse group. We find the primary aged cohort of young people from a gypsy/traveller background do attend their educational provision, however due to the cultural nature of this group, attendance at secondary level is still an issue, despite Conwy Council offering bespoke packages for secondary aged pupils.

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

The only concern we continue to have is how best to engage with these families to ensure better outcomes for the children due to their lack on secondary school attendance, therefore impacting on their attainment levels.

Q2. How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children?

No Response

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

No Response

Q3. 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.

No Response

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

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

No Response

Q4. 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?

More robust legislation in relation to gypsy traveller families who are permanently settled and whom refuse to engage with either main stream provision or otherwise and that parents should be made aware of their duty to ensure education is suitable for age, aptitude and ability and that procedures will need to be adhered to in terms of continuity and ensuring better outcomes of these children, whilst acknowledging cultural diversity.

Q5. 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 Response

Q6. Finally, are there any other issues relating to the terms of reference that you would like to draw to the Committee's attention?

No Response

Click the button below to upload your document (Please note: You can upload one file in the following accepted formats: doc; docx; pdf; txt)

No Response

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 02

Ymateb gan :

Response from : St Anne's Catholic Primary School

Q1. 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?

Support from the traveller service has been cut.

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

More money is needed within local authority to support schools with travellers.

Q2. How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children?

Unsure.

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

No Response

Q3. 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.

Our school currently has 25 travellers on role. There are 50 traveller based in Wrexham county borough. Our traveller support has been reduced due to lack of funding. We currently have one member of the traveller team who supports within the school on a shortened timetable.

The LA need to recognise that we need more support within school due to the large amount of travellers we have. Many of the traveller children have poor basic skills and the older children have behaviour issues.

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

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

No Response

Q4. 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?

In St Anne's we need additional support for our traveller pupils, to enable them to have more practical based activities. Many of the travellers do not continue into high school. Attendance is particularly poor and the dual registration system is unfair. Many families use this just so that they have a base. Many of the families are not travelling and only visiting. We are turning other catholic families away as we are keeping spaces open for dual registered pupils. We have 1 dual registered pupil in Year 3. Last year he did 15 sessions in St Anne's and spent the remainder of the time in another school in North Wales. This is difficult for collating data as we couldn't comment on his performance. The dual registered system needs addressing. The families are often catholic and want a catholic school for their children. There are only 2 catholic schools in Wrexham and we have ALL of the travellers.

Q5. 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

Q6. Finally, are there any other issues relating to the terms of reference that you would like to draw to the Committee's attention?

No

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 03

Ymateb gan : Ysgol Gynradd y Santes Fererid Eglwys Gatholig Rhufain
Response from : St Margaret's Catholic Primary School

Q1. 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?

In my school this would only focus on EAL pupils - the impact has been equal to those of other backgrounds
raising standards
Staff CPD and resources

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

No Response

Q2. How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children?

Depends on amount and how it can link to whole school priorities so that the best use can be made

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

No Response

Q3. 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.

Consistent training opportunities
continuous funding

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

No Response

Q4. 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?

No Response

Q5. 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 Response

Q6. Finally, are there any other issues relating to the terms of reference that you would like to draw to the Committee's attention?

No Response

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 04

Ymateb gan : St John Lloyd RC Primary School

Response from : St John Lloyd RC Primary School

Q1. 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?

None.

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

This school would like all the funds placed in the school budget so that we have control on who supports and how our GRT pupils are educated. School would like to interview and line manage the staff themselves this will ensure continuity in teaching and learning in line with the school's own policies and procedures. School could then use its own MER procedures, INSET and ensure high standards for all our pupils. This would allow accountability for the school.

Q2. How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children?

I do not know of any recent policies or strategies that strategically support the education of GRT and ME pupils.

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

Yes

A working party comprising of specialists working with WG (including School leaders, EMTAS staff and members of the various communities) to plan effective support.

Q3. 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.

1. Monies given to schools for reasons stated above.

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

Good practice can be seen in Greenway primary and at St John Lloyd RC primary.

Q4. 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?

Reaching out to the families and the Communities. The school find the GRT community the hardest to reach and hardest to teach community.

Q5. 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 Response

Q6. Finally, are there any other issues relating to the terms of reference that you would like to draw to the Committee's attention?

No Response

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
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EIG 05

Ymateb gan : Cyngor Bwrdeistref Sirol Blaenau Gwent – Cyfarwyddiaeth Addysg
Response from : Blaenau Gwent County Borough Council – Education
Directorate

REQUEST: For information to assist the inquiry in the following three areas.

- *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. “*

The information below has been compiled in response to the lines of enquiry outlined above.

How the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;

The Gwent Education Minority Ethnic Service (GEMS) is a support service that operates across Newport, Caerphilly, Blaenau Gwent, Torfaen and Monmouthshire and is funded entirely through the Education Improvement Grant.

The service is primarily staffed by teachers and teaching assistants who provide support to pupils within mainstream 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 Learning Needs Co-ordinators (ALNCOs)/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.

Close working with ALNCOs on a termly basis ensures that EAL learners are being monitored and assessed at regular intervals during the academic year.

End of Key Stage qualifications are analysed in conjunction with the Education Achievement Service (EAS) by ethnicity. 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 population across the region.

The Blaenau Gwent Traveller (GT) Service is largely funded through the Education Improvement Grant with the Local Authority providing an additional element.

The Service has two members of staff who provide support to pupils, families and schools. The overall purpose of the Service is to raise attendance, improve

attainment levels, reduce exclusion and ensure that the pupils from the GT community have full access to the education curriculum and the best start in education.

The Service provides both academic support and pastoral support working with schools, parents and pupils to:

- Raise attainment
- Raise attendance
- Lower exclusions
- Improve the number of pupils that go on to further education.
- Improve the number of pupils that transition to Comprehensive school.
- Improve the number of pupils engaging with early years placements.
- Lower EHE numbers.
- Provide training on the GT Culture.
- Monitor and analyse data to support better outcomes for GT pupils.
-

The GT Service sits within the Education Inclusion Service and has effective links with other SEWC GT Services, as well as with GEMS, sharing good practice and supporting Service development.

There is close working with school ALNCOs to ensure that GT learners are being assessed at regular intervals during the academic year and progress is monitored in conjunction with the Education Achievement Service (EAS).

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.”

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 Traveller (GT) provision across SEWC GEMS, Blaenau Gwent GT service and Torfaen GT service work closely to share good practice and information concerning the GT communities in the region. GEMS host the GT 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 the use of the EIG.

Welsh Government has suggested the aforementioned model of working should be embedded across all parts of Wales but this does not appear to be the case in all regions at present.

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

From an Education Finance perspective the amalgamation of the separate grants has made budget monitoring simpler as well as reducing the time required to complete grant applications.

In addition, when grants were ring-fenced they were heavily linked to numbers in each Local Authority. Ring fencing therefore made for a potentially more vulnerable funding stream which in turn can lead to instability for those employed out of the various grants.

However, the removal of the separate ring-fenced grants means that funding is far more vulnerable to being utilised other than either ME/EAL Learners or GT Learners.

Specialisms are potentially eroded as individuals employed from previously ring-fenced funding are encouraged to broaden their remit and in some cases take on work-streams they are unfamiliar with.

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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 06

Ymateb gan : Y Ganolfan ar gyfer Cyfranogiad Plant a Phobl Ifanc, Prifysgol Canolbarth Sir Gaerhirfryn (UCLan)

Response from : The Centre for Children and Young People's Participation, University of Central Lancashire

Dr Cath Larkins (University of Central Lancashire)

Dr Joanne Westwood (Salford University)

Relevant expertise

The Centre for Children and Young People's Participation at the University of Central Lancashire is an international hub for research and teaching focused on participatory action. Staff at the Centre first worked with Gypsy, Roma and Traveller (GRT) children and young people in Wales in 2003. We currently co-lead PEER (Participation and Empowerment Experiences for Roma youth), a 2 year project funded through an EU Fundamental Rights and Citizenship Action Grant JUST/2013/FRAC/AG/6230. PEER involves partners in three UK nations and eight other EU countries collaborating to co-produce training and guidance on participatory ways of bringing change for communities and promoting children and young people's education and empowerment.

In the UK PEER is working with GRT young people aged 12-19 to build participation capacity and opportunities for young people. In Wales, PEER works in partnership with Travelling Ahead, Unity, Traveller Education and play services.

Evidence base

In PEER UK, five groups of GRT young people have been involved in trying to bring about improvements on priority issues they have chosen: Improving education for GRT children and young people; ending discrimination; and challenging Roma exclusion. These 50 young people have investigated, planned and then taken action to try to bring about change through seven participatory research projects. They have involved a further 550 young people (from both GRT and non-GRT communities), GRT parents and professionals. UCLan have also hosted a policy discussion event with 50 participants (adults and young people). The responses in this document are based on the views of the GRT young people involved in this action research and the evidence we have collected from workers who are supporting them. Findings from PEER will be published at the end of 2016.

Consultation Response

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?)

In Wales, GRT young people involved in PEER have indicated the value of having spaces within schools that are dedicated to them.

'Having a [safe GRT support] place in school, or opposite school... support with school should be more of a priority than sites'. (GRT young person)

'Having a quite space at school was good where I could study...when I go home I'd have a lot to do.' (GRT young person)

Young people described how having safe spaces or support teachers just for GRT young people did not mean they were separate from the others, it focussed them on attainment.

'It was just more support for when you have been out of lessons. That's how I got my Maths GCSE' (GRT young person)

'Instead of doing languages and stuff we come [to our dedicated support space] and [Traveller Education worker] will do extra work with us...to help us get our GCSEs.' (GRT young person)

Given the importance of creating spaces and relationships in which GRT young people can feel known, recognised and supported, we are concerned about the lack of dedicated funds to support and sustain these relationships. The provision of ring fenced funds for GRT educational support ensures long term employment for workers in these roles, and it is through long term engagement with communities that relationships of trust and understanding are built. These relationships enable children and families to feel secure that any discrimination faced by their children will be adequately challenged.

Where long term positive relationships exist between families and Traveller Education workers or GRT led organisations funded to support their elective home education, young people can be more effectively supported to engage in both formal and informal learning. This can enhance educational outcomes that can lead to higher level qualifications and professional careers. Our experience in PEER shows that workers who have known families for years are able to support young people to:

- maintain a focus on education (if they so choose), when they may otherwise be drawn into other family obligations
- re-engage with education, after personal and family circumstances have taken them away from schooling for some time
- achieve academic and broader educational attainment, including obtaining skills as trainers, mentors and young leaders

Known workers build trust with whole families by providing them informally with advocacy and advice about issues beyond immediate educational attainment.

Retaining targeted funding for GRT educational support is of vital importance here. Although, in many places in Wales, these dedicated spaces and relationships are still in place, experience reported by workers in England suggests that when ring fenced money is removed, then job security has been undermined and time available to provide whole family support has been reduced. Consequently supportive relationships with communities have been disrupted.

Question 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?)

Bullying and discrimination policies

We note the development of anti-bullying policy in Wales and it is a positive finding in our research that there are some improvements in some places in Wales:

'They don't give us no bullying or nothing now. We just avoid it...I think they understand us'

(GRT Young Person)

Our findings show a marked difference in the levels of bullying experienced by Gypsy and Traveller young people in different areas. A decrease in bullying was evident in some schools over time, including secondary schools, especially where there is direct support from dedicated TES staff.

'If we are in trouble we will come down here, and she will sort us out. She's like our solicitor ...say if anyone was bullying us, she's like a real proper solicitor.' *(GRT Young Person)*

However bullying remains a significant problem experienced by GRT children and young people (in both Wales and England).

'I got bullied at high school so I did not go back to high school...teachers should recognise [people saying pikey] as racist. It kind of made me feel like giving up on school'. (GRT Young Person)

*"Teachers should not dismiss racist comments – recognise it as racism"
(GRT Young Person)*

Recommendations from young people regarding addressing bully and discrimination

It is people, rather than policies who appear to make the most substantial difference. Where the GRT support function has been subsumed into the role of the equalities officer there is a risk that children will not feel they have a dedicated 'solicitor' who they know will defend them. Early findings from action research by GRT young people in Wales suggests that a peer-to-peer education approach is effective in challenging discrimination by young people against Gypsies and Travellers.

Although there has been work in Wales to develop GRT curriculum resources and training geared towards awareness raising, we note that the Travelling Ahead Education Report continued to call for teachers to be adequately trained. Our findings echo this concern. Despite the production of GRT curriculum resources, when asked whether these were being used in schools, GRT children across schools in five local authorities in Wales reported a lack of GRT culturally specific content in the mainstream lessons they attend.

Young people from Wales have reported that some teachers continue to hold discriminatory attitudes about GRT employment and tax-paying. Some teachers also remain ignorant about the reasons for protected cultural and family traditions of travelling. Young people who have delivered training on cultural awareness to their peers and to adults report 'lightbulb' moments, where participants in their training appear to have suddenly seen things from a new perspective and have shifted their attitudes. The young people involved in PEER therefore extend this recommendation to all school children and professionals working with children:

PEER young people's recommendation: *All school children, teachers AND student teachers AND other people training to work in health, social care and public service, should have training in GRT culture delivered by GRT young people.*

Experiences reported outside of Wales suggest that in the absence of a dedicated TES worker within schools, employment of a community member in a supporting role and appointment of a community member to the board of governors are both effective strategies in reducing bullying. Having community members in these roles ensures that there is a 'safe' person to report incidents to, and they in turn can reassure children and their parents that something has been done to redress any discriminatory attitudes.

Attendance

Concerns raised about attendance levels particularly at secondary level (e.g. in Gypsy and Traveller Education: Engaging Gypsy and Traveller Families – A Research Report) are echoed by children and young people who are keen to attend education. In research interviews, young people and a parent talked about the need for community members to encourage attendance at school, but they pointed out that this would only happen if they were shown more understanding and trust. Again, the role of long term relationships with trusted staff is crucial here. But, in addition, location played a key role in terms of accessing a chosen school as did ward boundaries. Continuity in their education was an important issues for the majority of the GRT children and young people involved in PEER and young people and their parents were keen to attend schools that other Gypsy and Traveller children currently attended:

'My Mam changed her mind cos everyone else was there. ..When other girls are there then you want to go as well'. (GRT young person)

In contrast other young people reported feeling isolated in some schools when they were the only child from the GRT community. Our concern regarding attendance relates to the lack of availability of suitable school places where GRT young people can attend with confidence that they will be in supportive environments.

In some cases, partial attendance seemed to be interpreted by teaching professionals as pupils being disinterested or disengaged, rather than accepting and respecting that partial attendance was as a result of GRT custom and traditions. And in another reported situation where trying to attend, a pupil was excluded without explanation.

'After two days [attendance] they tried to exclude me for nothing. When my Mam came in they had no answer for her'. (GRT young person)

Although only one such incidence was reported in our research, the higher levels of exclusion of GRT young people are well documented.

Recommendations from young people regarding attendance

Young people in PEER again reinforced the need for cultural understanding:

'More understanding of our culture...and on both sides' (GRT young person)

'Realise and accept that we may be late.' (GRT young person)

They also called for research into the reasons for exclusions of GRT young people.

Handholding of children as they are making transitions into secondary school and building relationships with communities was essential. As noted, young people were more open to the idea of going to school or college if they could attend with other community members they knew. In some examples, this was facilitated by an induction day in which year 6 pupils being welcomed to their future secondary school by other GRT young people.

Access to schools where there are other GRT young people is a pre-requisite for this approach. Therefore, young people involved in PEER propose this recommendation:

PEER young people's recommendation:

Provide greater opportunities for GRT young people to attend the secondary school that they choose.

As some Gypsy and Traveller young people do not have any other community members at their secondary schools, in one PEER project, pupils have taken the lead in reaching out to young people in other schools where they feel isolated or discriminated against. This may provide a short term solution for some young people and help them to maintain attendance in environments where they do not feel welcome.

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

Appropriate Education

Within schools, a key request from young people involved in PEER is for education that is appropriate to interests. Lack of recognition of oral traditions, and school systems focussing on literacy and numeracy can fail to engage with the knowledge and the capacity GRT children and young people bring. Young people requested alternative teaching strategies that include content relevant to GRT young people's lives:

'The school system would be better if it were more focused on what everyone wants and need, not just the same for everyone.' (GRT young person)

One group of Gypsy Traveller young people who conducted research with Roma young people in three different sites concluded that promoting attainment for Roma from outside the UK required

- *Help for them to learn the English language, to complete their GCSE's and get a further education.*
- *Lessons in school where other people can learn their language and know more about their background.*
- *Support for them to set up their own participation forum and inclusion in ours (PEER Action Research Group in Wales)*

Across local authorities, access to vocational qualifications was seen as important. In some high schools construction qualifications and hair beauty classes are provided. However in one locality in England, spending cuts had put an end to alternative provision that had been successful in providing vocational qualifications were accessed through colleges, even though students were aged under 16. Workers here felt that funding dedicated to GRT attainment would have facilitated on-going alternative provision. There is also an apparent role for regional consortia in the provision of short accredited courses which promote employability and build on young GRT existing skills. Training in mechanics, building and tree surgery was suggested, particularly for young GRT males.

At a national level, provision for gaining accredited learning and qualifications through informal learning could be strengthened. We support the Travelling Ahead call for extra funding to ensure home tutors are available for those who want home tutoring and for the provision of support to parents and carers who deliver home education to their children. In PEER we are developing qualification routes for young people engaged in leading participatory group work and at UCLan experienced community members and young people have succeeded in gaining entry to higher education on the basis of their experience, without the proof of points that normally act as a barrier.

Monitoring and Inspection

To ensure and monitor progress, the final insight shared by young people in PEER is:

PEER young people's recommendation:

Involve GRT young people in developing outcomes and giving evidence to inspection criteria for OFSTED and ESTYN.

In one PEER project, young people made recommendations for outcomes indicators for education and we are yet to hear whether these have been implemented.

Regardless of local implementation, developing this approach at a national level could ensure development of a system for monitoring progress using indicators and targets that are relevant to the challenges that community members themselves identify.

Question 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?

Sustained Funding

If we have to choose just one recommendation, it would be to ensure there is adequate and sustained funding for Traveller Education Services and Travelling Ahead so that they can support young people to continue to engage in participatory activities and to progress into employment in these sectors. Our experience over the past two years shows that when children and young people engage in action focussed participation, they identify goals and bring about positive change for themselves and their communities, including in relation to education. This benefits not only the young people engaged in these participatory activities, but also the young people in the wider school and community environments they engage with. Young people directly involve benefit from education in the largest sense as results from the evaluation of PEER suggest that it supports young people to develop increased confidence, oral and written communication, action planning skills and civic competence. Through these activities they become competent leaders who can champion the rights of their communities, but in order for them to experience equality, as with other professionals, they should have access to paid employment to carry out these roles.

Question 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.

We have no direct experience of this.

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

No

EU Fundamental Rights and Citizenship Action Grant JUST/2013/FRAC/AG/6230

The content of this consultation response does not reflect the official opinion of the European Union. Responsibility for the information and views expressed lies entirely with the authors.

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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 07

Ymateb gan : Canolfan Cymru er Cydraddoldeb mewn Addysg, Prifysgol
Cymru y Drindod Dewi Sant

Response from : Wales Centre for Equity in Education, University of Wales
Trinity Saint David

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?

It is too early to say whether there has been an impact and what this impact has been, especially for educational outcomes.

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

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

- There is a lack of strategic direction and of a clear policy framework which addresses educational outcomes of Gypsy, Roma and Traveller, and Minority Ethnic children.
- There is a greater sense of lack of direction from Welsh Government as the MEAG no longer exists as this has meant no clear focus on Gypsy, Roma and Traveller, and Minority Ethnic children.
- Education policy reforms are not doing enough to address different ethnic groups and their specific needs. There is a tendency not to distinguish between different minority groups and to generalise in policy discourse.
- We need to be mindful of ethnic diversity in Wales as we develop and implement educational reforms and ensure that we promote an inclusive approach to learning. For

example, the implementation of Successful Futures should acknowledge the diversity of modern Welsh culture and identity.

Due to the above issues we find ourselves facing the following kinds of challenges:

- Gypsy, Roma and Traveller and Minority Ethnic groups are reported as being the most disadvantaged when it comes to education, employment and income.
- Findings suggest that students, as well as parents, from these groups have very high aspirations when it comes to education but results are showing us that they are not achieving as well as they could be, and this is more prominent in secondary school (EALAW, 2003).
- Black Caribbean pupils are not making good progress throughout their schooling experience. Pakistani, Bangladeshi and African pupils perform poorly at the early stages of education but progress enough to outperform their White peers at key stage 4. (Briggs et al., 2006)

It is important to note that we cannot assume it is government policy alone that is driving the above. Further research is needed.

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

- Ethnic minority children are not a homogenous group; each group has different needs and face unique challenges this needs to be recognised and addressed in policy and strategy documents and in the data collected by local authorities and WG.
- It is important that policies distinguish between the different support needs of refugee and asylum seeker children, EAL new arrivals from within the EU, and British born ethnic minority groups. Not all have EAL and this needs to be made clearer.
- The large influx of migrants and refugees needs to be addressed by national policy. On average, we find that newly arrived children perform worse than their peers so there is a lot to be done to understand how the learning and performance of these children can be enhanced to narrow this gap. This can have also have a knock-on effect for support for British born minority ethnic children if we do not distinguish between these groups.
- The education of Gypsy, Roma and Traveller, and Minority Ethnic children needs to be promoted through sharing of good practice as well as being integrated into existing policy initiatives. There is a need for a leadership in this area which will ensure the prominence needed and make these issues a priority.

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.
- Funding for Family and Community Engagement Projects; we find that parents from these ethnic groups, especially migrants of 1st generation parents, tend to have limited knowledge of how to support their child's education and this can be linked to relying on informal networks where the information they receive isn't always of high quality. They also feel they can't access certain services due to cultural barriers or language skills. If we look into this deeper then we find there are gender and cultural norms that dictate these kinds of things (EALAW, 2003).
- Initial Teacher Education and Continuing Professional Learning & Development; It is very important that cultural awareness of Gypsy, Roma and Traveller, and Minority Ethnic groups is incorporated into training and learning for practitioners. Not only will this help tackle negative stereotypes but will also help build respect and understanding between teachers, children and families. Minimising the possibility of racism and discrimination is crucial and teachers need to have the confidence and competence to deal with these issues effectively in schools.
- Cultural inclusivity within teaching and learning; Pupils see little of their own cultures and backgrounds reflected positively in the curriculum. There are plenty of opportunities for this to be promoted and implemented given the curriculum reforms in development.
- Mentoring programmes; positive role models are needed, from Gypsy, Roma and Traveller, and Minority Ethnic backgrounds, in and out of school to help raise aspirations and to develop positive perceptions towards learning.
- Language support for families with EAL; this is important so that from the early stages of education parents have the opportunity to play an active role in their child's education and develop a good understanding of school expectations. It is important that community organisations and schools are working alongside each other to promote and manage this support for families and children. We cannot assume that the responsibility lies with one organisation if we want to achieve the best outcomes.
- High quality careers advice; this is also important for parents to understand careers advice given to their children as the main areas of difficulty concern language, lack of cultural understanding and conflicting values.

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

The Wales Centre for Equity in Education based at the University of Wales Trinity Saint David is conducting research exploring the educational experiences of Black Minority Ethnic groups in Wales and is funding a PhD on this issue It will help shed light on issues such as the aspirations, behaviour, engagement and challenges faced by BME children, families and

communities in relation to education. The research also explores how the school, home and community interrelate and shape educational experiences.

Once findings are analysed, it will help us understand what more is needed to help support the learning and educational outcomes of minority ethnic children.

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?

Initial Teacher Education & Continuing Professional Development on issues such as the culture, race, community and challenges faced by Gypsy, Roma and Traveller, and Minority Ethnic children and families is crucial. Levels of training and confidence amongst teachers in dealing with cultural diversity and racism are far too low (EALAW, 2003).

This will help teachers understand the backgrounds of their children better and help develop mutual respect between them if this knowledge is used to improve their experiences at school. Children need to feel that their culture and identity is respected and valued by their school and teachers. Their specific needs and beliefs need to be considered and catered for in order for children to feel part of their school community and to develop and maintain a positive attitude towards learning. This is something that University of Wales Trinity Saint David would be happy to explore how it can support further.

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.

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

Things are changing quickly in this area and policies are finding it hard to keep up. Leadership is needed to ensure the promotion and prioritisation of these issues.

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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 08

Ymateb gan : Yr Uned Pobl a Gwaith ac Eginio

Response from : People and Work and Eginio

People and Work collaborated with Eginio on the recent JRF Viewpoint, Breaking the Links between Ethnicity and Poverty in Wales¹. People and Work also led the research for the Poverty and Ethnicity in Wales² study (for the JRF) and the Project to Identify Capacity Building Approaches to Support the Delivery of English as an Additional Language (EAL) Services (for the Welsh Government)³. More broadly, People and Work has led evaluations of RAISE, the School Effectiveness Framework, and the programme of action research to inform reform of the statutory framework for ALN/SEN (all for the Welsh Government). People and Work's action research focuses upon the links between poverty, place and poor educational attainment and includes projects like School Focused Communities, working five Communities First areas in Rhondda Cynon Taf to build links between the community and schools and to support pupils and their families to get the best they can out of their school years. This has included following two cohorts of pupils from one community for six years as they progressed from primary to and through secondary school.

Q1. 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?

Not applicable

¹ <https://www.jrf.org.uk/report/breaking-links-between-poverty-and-ethnicity-wales>

² <https://www.jrf.org.uk/report/poverty-and-ethnicity-wales>

³ <http://learning.gov.wales/resources/browse-all/capacity-building-to-support-eal/?lang=en>

Q2. How effective are other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children?

As figures 1-4 illustrate, there has been a marked improvement in the educational attainment of many ethnic minority groups at both key stages 2 and 4 and the attainment of many groups is now above that of the White British/Welsh group. However, it is not clear/known what is driving this increase (and it cannot be assumed that it is government policy), so further research is warranted. There is for example, speculation that it reflects the higher aspirations of some ethnic minority families (one of the reasons given for London’s educational success) but there is a lack of data to confirm – or refute this.

Figure 1. KS2 the percentage of pupils achieving at least the expected level in CSI, 2012-2015.

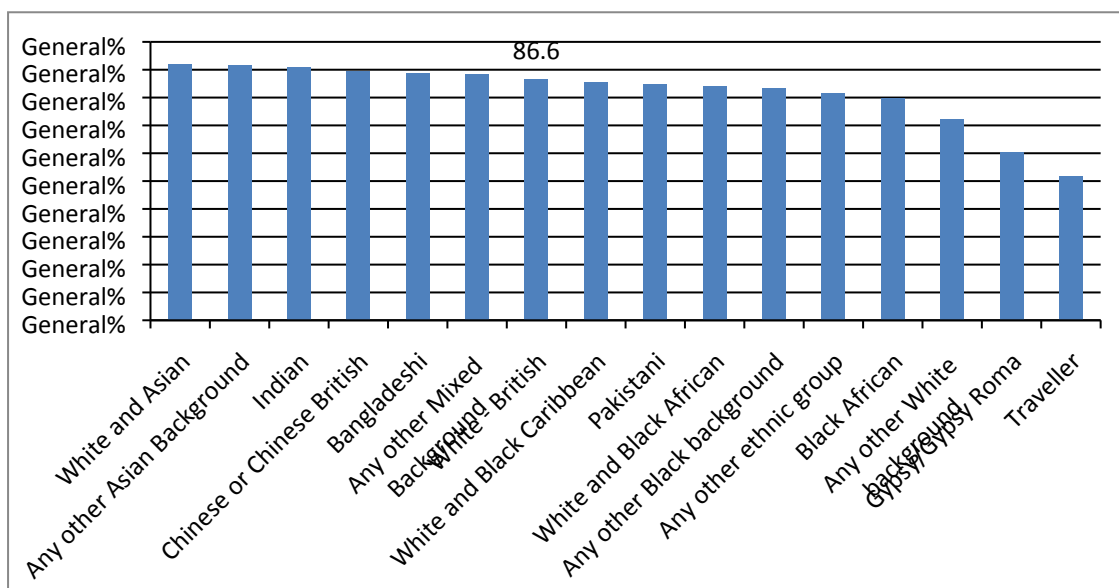


Figure 2. The percentage of pupils achieving level 2 threshold, 2012-2015, at KS 4 by ethnic background

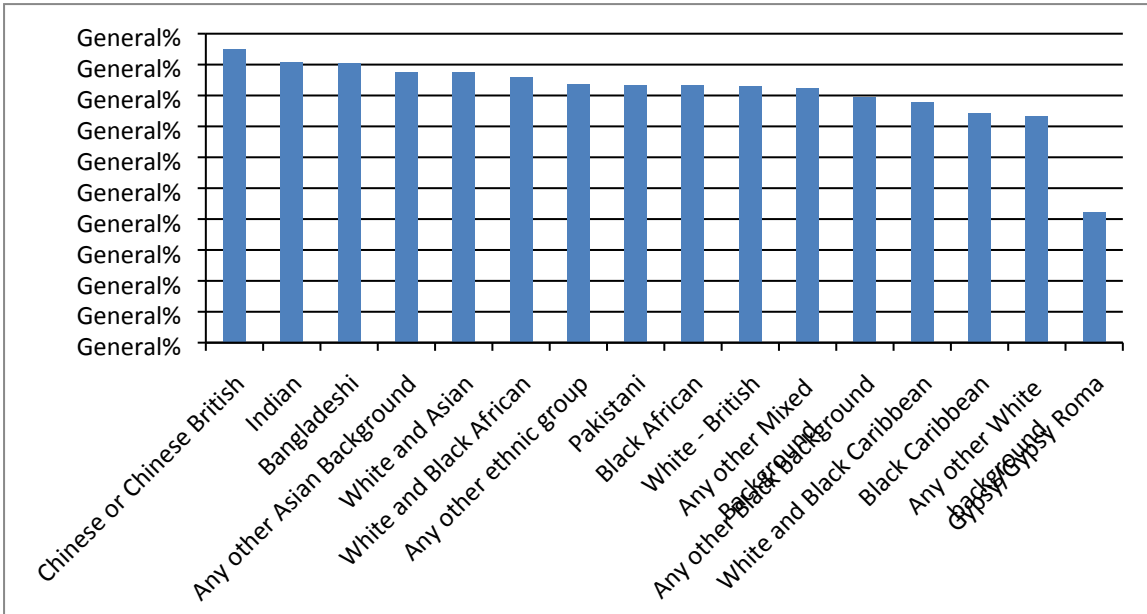


Figure 3 KS2, CSI Increase (in percentage points) 2007/09- 2013/15 selected groups

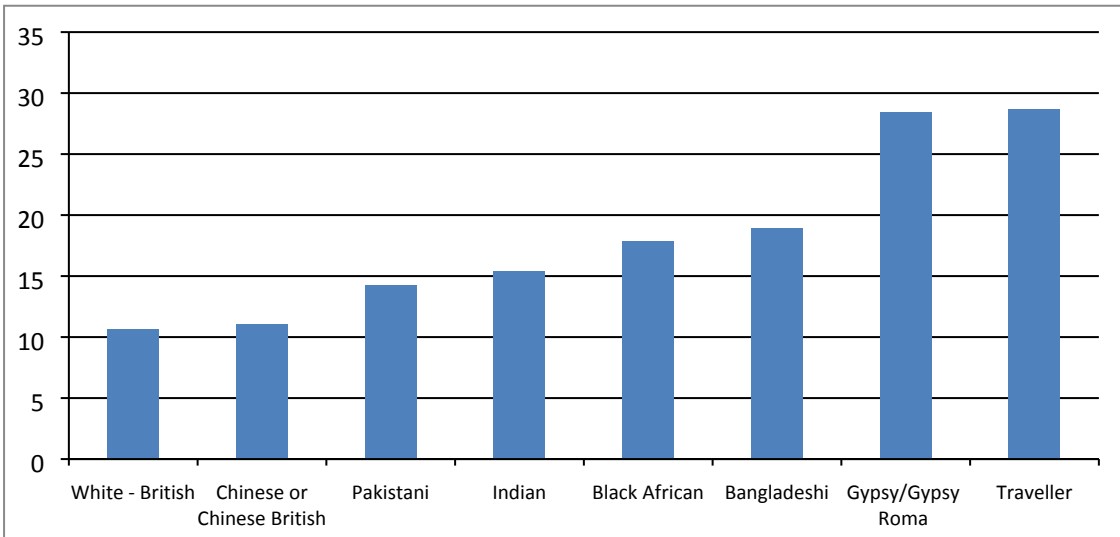
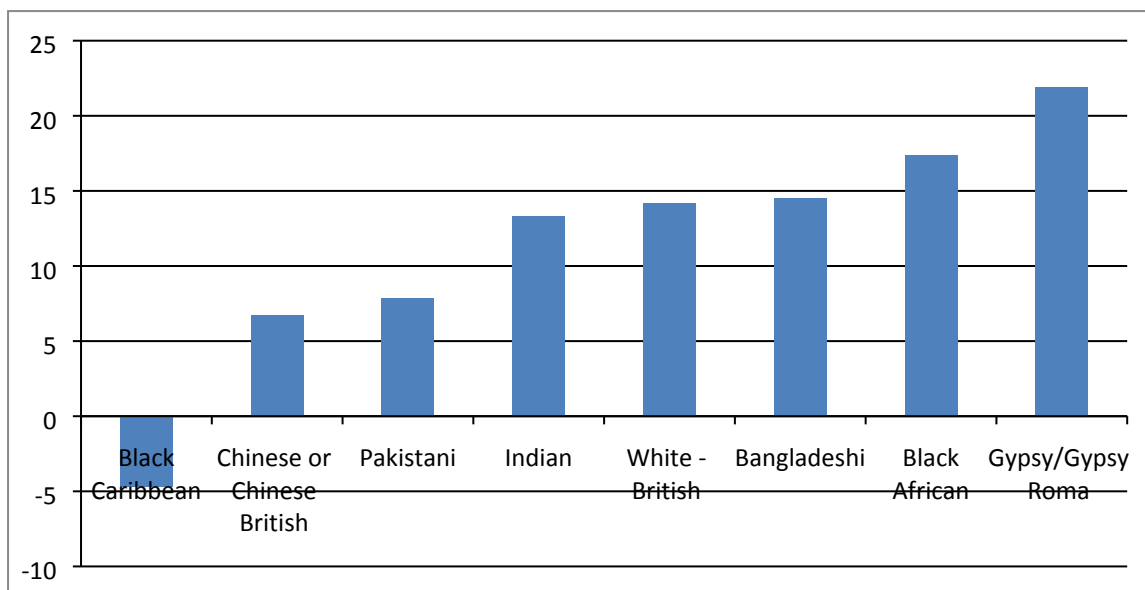


Figure 4. KS4 increase (percentage points) L2 threshold 2010-12 to 2013-15



As figures 1-2 illustrate, despite the progress attainment of some groups, such as Gypsy Roma Travellers continues to lag far behind that of other groups.⁴ Research also suggests that some groups, such as Caribbean pupils, have been held back by low teacher expectations of academic ability because of perceived behaviour issues, leading to disproportionate and early placing of these pupils into lower ability groups (Gillborn, 2008; Strand, 2010).

Following compulsory education, young people from minority ethnic groups are more likely to attend further education colleges rather than school sixth forms compared with those from advantaged and white backgrounds (Connor, *et al.*, 2004). This impacts on access to university as well as degree attainment and performance in the labour market.

Although young people from some ethnic minorities are now more likely to participate in higher education than their White British/Welsh counterparts, some minority groups remain under-represented (WISERD, 2015)⁵ and overall, ethnic minority students have tended to be under-represented in prestigious universities (Modood, 2004). For many minorities from less advantaged backgrounds, wanting to take up higher education the financial costs involved is a major consideration.

⁴ <http://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

⁵ http://wiserd.ac.uk/files/4014/4257/0990/WISERD_-_Access_to_Higher_Education_F1.pdf

However, the lack of transparency around the allocation of bursaries tends to be problematic for many from ethnic minority backgrounds. The lack of fluency with career paths, qualification frameworks, certification, accreditation and gaining career advice is a well known barrier (Hudson et al., 2013; Furlong and Cartmel, 2005).

Q3. 3. 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.**

There is ample evidence that people of all ethnicities experience poverty, but the risk is higher for some groups. There is also evidence that although there is no necessary link between ethnicity and poverty (Barnard, 2014)⁶, action is needed by schools, LAs, regional consortia and the Welsh Government to break the links (Nicoll, et al, 2016)⁷.

Areas for action were discussed in a series of roundtables focused upon the Joseph Rowntree Foundation Viewpoint “Breaking the Links between Poverty and Ethnicity in Wales”. Representatives of ethnic minority groups, local authorities, churches and business groups, academics, and staff from Welsh Government departments discussed the Viewpoint’s findings. In the case of education and schools, both experts and activists agreed that the Welsh Government could usefully address the following problem areas:

1. The paucity of ethnic minority role models in Welsh schools, even in those with a high proportion of pupils from ethnic minorities:
 - *Implement an action plan to encourage people from ethnic minorities to become teachers, with appointment targets for schools.*

⁶ <https://www.jrf.org.uk/report/breaking-links-between-poverty-and-ethnicity-wales>

⁷ <https://www.jrf.org.uk/report/tackling-poverty-across-all-ethnicities-uk>

2. Relationships between schools and ethnic minority families:
 - *Support all schools, not just those in our most ethnic minority intense areas, to improve engagement with parents from ethnic minority groups.*
3. The quality of careers advice:
 - *Bring forward measures to ensure that all students have access to high-quality tailored careers advice, targeting in particular those from groups most likely to be concentrated in low-paid sectors and jobs.*

People and Work's commissioned research and evaluation and our own action research also highlights the importance of:

- Improving the use of the existing data schools, consortia and the Welsh Government hold on the characteristics (e.g. gender, ethnicity, FSM eligibility, EAL status), attainment and progression of children and young people from ethnic minority groups for:
 - research (e.g. exploring what's driving observed trends in the attainment of ethnic minority pupils);
 - development (e.g. for target setting, evaluating the effectiveness of different interventions and identifying the take up of different service, such as the Early Years 'offer', by different ethnic minority groups); and
 - accountability (e.g. evaluating progress in achieving aspirations such as creating a more equal Wales).
- Creating/gathering new data, by for example, requiring differences associated with children and young people's ethnicity to be considered as part of evaluations or research commissioned by the Welsh Government;
- Protecting and extending ESOL services for the parents of school age children and young people, given the importance of the home learning environment, in influencing education attainment⁸;
- Mainstreaming thinking about the needs of different ethnic groups across policy and practice. For example:
 - ensuring that support services for children and young people with additional educational needs meet the needs of children, young people and families of all ethnicities; and

⁸ Desforges, C. and Abouchar, A. (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review*, London: DfES.

- Ensuring that an understanding of different ethnic groups is integrated into ITT and professional learning, to help raise expectations, ensure respect and keep learners motivated.

Q4.. 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?

Improve education. Some children and young people from ethnic minority groups will have specific needs linked, for example, to English or Welsh language skills (EAL/WAL pupils) or their culture (e.g. some Gypsy Roma Traveller pupils). It is important that there are specialist services to address these needs. However, the needs of many children and young people from ethnic minority groups are the same as those of the white British/Welsh majority – effective teaching and learning, leadership, intervention and support, improvement and accountability (including intelligent use of data), professional development and partnership working (e.g. home-school links). The challenge is that whilst the characteristics of an effective school are well-understood, the ways in which schools can be supported and challenged to be more effective are less clear and more contested.

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ethnig | Education Improvement Grant: Gypsy, Roma and Traveller, and
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EIG 09

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 1st 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:

- 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 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.

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

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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.

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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 1st 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

EIG 10

Ymateb gan : Ymwelydd Iechyd, Abertawe

Response from : Health Visitor, Swansea

I am writing in response to the removal of the education grant for Gypsy and travellers. I work as a Health visitor in Swansea for this vulnerable group, before the removal of the grant I had a valuable link with the local authority worker who transported and supported the children into school, this link has kept me informed of any new travellers into the area as they frequently do not have a General practitioner, so I would not be aware of them without her communication I can then visit and address their health and development needs. This link has enabled me to gain access to the traveller sites and get me accepted. I have noticed since the removal of this grant the children`s attendance in school has been affected with some families not sending their children into school.

**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 11

**Ymateb gan : Tîm Cymorth Cyflawniad Lleiafrifoedd Ethnig – Cyngor Bwrdeistref
Sirol Castell–nedd Port Talbot**

**Response from : Minority Ethnic Achievement Support (MEAS) – Neath Port
Talbot County Borough Council**

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?)

Ethnic Minority and English as an Additional Language (EM/EAL) support has been reduced over the last 2 years due to local authority cuts, having already been reduced prior to 2015–16 grant, despite new arrivals and increased EM/EAL need, the team was reduced by half to now 3.9 FTE. NPT have never given additional core funding for the support of EM/EAL learners. The lack of certainty around further funding has meant that we are unable to plan long term. The welcome arrival of Refugee families in the authority, whilst bringing in additional Home Office funding (with dedicated Arabic speakers employed), has dominated the work of the MEAS team, since November 2015, and has had to take priority over the day to day EM/EAL support we can give to schools. But this additional funding is limited to the first year of arrival of a Refugee pupil. New staff require induction/training/shadowing and support as well as the new pupils and families. Schools are having a “light touch” capacity building support from the remaining core team yet demand for support is constant and is increasing. It places enormous stress on the existing team with further proposed cuts due in the local authority

and without a ring fencing the MEAG grant, find it difficult to be optimistic about future provision. Whether a grant for EM pupils comes from Education or the Home Office, it should be ring fenced which allows for planning over a number of years (at least 3 at a time). In addition to this we should consider the sustainability and suitability of those working with the pupil. The schools as well as the MEAS team, are faced with the constant fear that this support could be further reduced or no longer be available. With one EIG grant and very many other areas of Education competing for a part of it, the future does not look good for the provision EM/EAL pupils, with so much uncertainty.

Along with colleagues in other authorities, we are unsure how the WG now monitor the use of the EIG for EM/EAL learners. I am always very concerned about the lack of consultation with the stakeholders it most affects – the ethnic community groups, pupils and their families.

The lack of direction/guidance from the Welsh Government about teaching EM/EAL learners over the last couple of years, together with the current political background and rise in racist incidents is of great concern.

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?)

EM/EAL support for pupils does not seem to be a priority for many schools, when there are already so many demands on them, especially in the light of LA budget reductions and Welsh Government education policy directives and ESTYN etc.

EAL teaching, is a specialism, recognised by several universities. I obtained my Masters degree in Bilingualism in Education from Birmingham University, and my colleague gained his Teaching English as an Additional Language Masters degree from Newport University. I have encouraged several other teachers to specialise in EAL teaching. With continued cuts in Education training and resources it is obvious that schools will be expected to meet the

needs of EM/EAL learners without adequate specialist training or support and crucial bilingual support for pupils and their families (to access school/post 16). As a team, in training school staff, we often use Estyn guidance on what the school should have in place for EAL learners and also from an equality perspective. However this is not part of the remit of Challenge Advisors, so we rely on the moral goodwill of schools to take our training on board as something they should all be doing as a school. However due to the turnover of staff in schools – Headteachers and staff leave – this is an ongoing process not met by occasional training and in collaboration with our various partners from different ethnic groups/organisations. There has been much research into what looks like effective EM/EAL practice in Wales, but sadly none of it has been made into policy and support varies from LA to LA. “ Capacity Building” is the buzz word for EMAS teams in Wales. We have aimed to build capacity in our schools for a number of years, with training, Cultural diversity events and activities, employing teaching staff from ethnic minority communities to work in partnership with schools, developing EM/EAL policy and practice with the Senior Management teams and teachers in schools, working with families and community organisations and other partners. But there is no clear definition across Wales of what Capacity building looks like for EM/EAL pupils – it is not enough to just say schools should be providing the support themselves and reducing specialist provision at the same time. There needs to be a long term programme and commitment from the Welsh Government to do this.

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 should continue with LA specialist support which can provide the training and development of mainstream teachers whilst supporting new arrivals, more advanced learners to gain qualifications, home-school liaison and bilingual needs. Neath Port Talbot MEAS team, work closely with the Senior Management teams (including SENCOs) in Primary, Secondary, Special, Welsh Medium and Post 16 establishments, to ensure that EM/EAL pupils are fully supported. This also ensures the high status of EM/EAL learners in these establishments, as much support is also about advocacy and mentoring for both the learners and sometimes their families. Other types of support that the MEAS team provides include Professional Development, Bilingual support (interpreting and translating), in-class support and limited withdrawal support, signposting ESOL classes, primary to secondary and post 16 transition support, Black History Month activities, facilitating Chinese Language Assistants for schools (through the British Council), and accessing other funding streams to supplement EIG funding, such as 14-19, BHM and European funding. NPT's EM/EAL Policy was devised with school Head teachers and promotes a whole school policy/approach to supporting their EM/EAL pupils. We work collaboratively with other partners both locally and outside the authority to ensure EM achievement. I.e. Within the authority Social Services, English Advisory teachers, Psychologists, SEN team, Flying Start, Language and Play team, as well as local EM groups such as the BME forum and Neath Port Talbot Tigers. Outside the authority, we work with groups such as Ethnic Youth Support Team, BHM Wales, Race Council Cymru, the British Council, Global Learning Partnership, Polish School, the Chinese and the African Associations.

EM/EAL teaching needs to be more than superficial in teacher training colleges. Students could have placements with EM/EAL services to really learn the importance of this specialism but also to use knowledge gained in their classroom practice. We have had two such students in the past who have continued using this specialist knowledge in later roles. More recruitment of EM teachers are required as well as Bilingual teaching Assistants. Our team seems to be the main provider of jobs for members of the Ethnic communities who find it so difficult to get employment elsewhere despite their teaching qualifications and higher degrees and experience.

We try to have a designated teacher in school with responsibility for EM/EAL pupils, but without any funding attached to this, again we are relying on goodwill and the role can have low status in some schools, unlike the SENCO/ALNCO role.

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?

To keep funding for EM children ring fenced, especially in these terrible times of backlash of BREXIT and election of Donald Trump, which openly encourage the General Public to protest against immigration and increase incidences of racism whether intentional or otherwise. Members of our own team from Ethnic Minority communities have already experienced increased incidents of racism either personally or in their wider community, which must reflect what is happening in our wider communities. They are very fearful of the consequences of recent political events. Our EM/EAL pupils will not be a priority for schools in general, and as those already trained and experienced in providing support for our pupils move on, so will the expertise of the schools diminish/disappear. WG need to take a strategic policy lead, in conjunction with Ethnic Minority community groups and organisations such as Show Racism the Red Card and Race Council Cymru, using the good practice research already commissioned and ensure that ring fenced funding is available to deliver this good practice throughout Wales. Involving our ethnic minority communities in the process is essential – they need to part of the ongoing policy formation for Wales.

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.

I would think that GRT support will suffer in the same way as the EMAS services if the grant is not protected and based on need, rather than a static or reduced commodity year on year.

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

What happens after April 2018? We have been told by colleagues in another authority that the EIG will cease to exist.

The timing of this consultation (taking out the week of half term) at a time when most authorities are dealing with the Refugee new arrivals, is not conducive to sharing with a wider group of stakeholders ie Schools and community groups. I received notice of this consultation via a colleague in Carmarthenshire this week.

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 12

Ymateb gan : Estyn

Response from : Estyn

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

This section explains how Estyn contributes to the monitoring of educational outcomes and provision for Gypsy, Roma and Traveller, and Minority Ethnic children. For details of Estyn's national thematic work and best practice work, see answers to the next two questions.

As part of Estyn's inspection of individual providers and local authorities, inspectors consider the performance of different groups of learners including minority ethnic groups, and gypsies and travellers. Inspectors judge how well a provider establishes an ethos that is inclusive as well as other equality and diversity issues. Inspectors also judge how well the provider promotes the prevention and elimination of oppressive behaviour including racism. For more details, see for example Estyn's handbook for secondary school inspections, which is available here:

<http://www.estyn.gov.wales/document/guidance-inspection-secondary-schools>

Estyn also has supplementary guidance for inspecting Equality, human rights and English as an additional language, available here.

https://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20%E2%80%93%20equality_0.pdf

As part of the above, inspectors report on how well an individual provider has supported Gypsy, Roma and Traveller and Minority Ethnic children in improving educational outcomes using different funding streams including the Education Improvement Grant and the Pupil Deprivation Grant. Estyn has not evaluated how local authorities use the Education Improvement Grant specifically and without detailed work it is difficult to differentiate between the different funding streams. Some of the good practice identified below and the recommendations of Estyn reports such as 'The education of Gypsy Traveller pupils: An update on provision in secondary schools' do not necessarily require additional funding to implement.

The following are extracts from a selection of inspection reports of individual providers that give a flavour of this reporting. Good practice is identified and areas of improvement noted. The extracts from the school inspection reports are from reports published since the grants were amalgamated in April 2015. The extracts from local authority reports are from inspections since 2011.

Blaenau Gwent LAESCYP Inspection January 2013

In the Foundation Phase, key stage 3 and key stage 4, minority ethnic pupils generally perform better than their cohort groups. Gypsy and Traveller pupils and looked-after children generally perform less well than the cohort group.

Torfaen LAESCYP Inspection, October 2011

Support for parents of pupils with Autistic Spectrum Disorder and for parents from the Gypsy and Traveller community is particularly effective. However, the authority does not do enough to ensure that all parents are aware of the range of support and advice available to them.

West Monmouth School, Torfaen March 2016

In partnership with the Torfaen Equal Project, the school provides exceptional support for Gypsy Traveller pupils and their parents. This is having a very positive impact on the attendance and outcomes for pupils from this community. This is a very strong feature of the work of the school.

Flintshire County Council, October 2011

The authority provides effective support to Gypsy and Traveller learners that has improved their literacy levels and helps them achieve good attendance. All Gypsy and Traveller primary-age pupils attend primary school.

Queens Ferry School, Flintshire September 2015

Many pupils for whom English is an additional language, and those from the community of Gypsy Travellers, make very good progress from their starting-points. Staff work closely with specialist services, such as the Gypsy Traveller service, speech and language support and the service for pupils with English as an additional language. This work has a positive impact on pupils' achievements.

Coleg Cambria, Flintshire, Wrexham and Denbighshire November 2015

Learners from the most deprived areas of the three local authorities, those with a declared disability and learners from ethnic minority backgrounds achieve in their learning at a rate equal to, or greater than, their peers.

Pembrokeshire County Council, June 2011

Gypsy traveller children improve their literacy skills and many make good progress into work.

Monkton Priory Community School, Pembrokeshire April 2016

Monkton Priory Community Primary School is a 'window on the world' for its pupils and the heart of a learning community based on equality, respect and doing your best. Thirty percent of pupils are from the gypsy traveller community. There is a permanent traveller site in Monkton and the school has an attached unit for traveller pupils aged 11-16 years old. The school has strived to create a stimulating learning environment that engages all learners. Leaders ensure that they place all staff in settings that match their skills. All staff are committed to supporting pupils' wellbeing and providing a learning community based on equality, respect and doing one's best.

Stepaside School, Pembrokeshire April 2016

The school focuses well on promoting good attendance. Over the last year or so, the school has been very successful in engaging the traveller community and ensuring that traveller children attend school regularly.

Conwy County Borough Council, March 2011

Specialist services provide good support for Gypsy Traveller children and those who have English as an additional language (EAL). This has impacted on improvements in attainment and attendance of the supported pupils.

Carmarthenshire County Council, March 2012

At key stage 4 the performance of looked after children and learners from traveller families is good. The authority offers a wide range of provision outside of schools for pupils at key stage 4. This helps vulnerable learners, such as looked after children, young people at risk of dropping out of education and children from traveller families to achieve good outcomes by the end of their school careers.

St Mary's R.C. primary school, Carmarthen October 2015

The school works well with several specialist agencies such as the police, health and social services. Liaison with the ethnic minority advisory service is particularly effective and enables the majority of pupils to make suitable progress in acquiring English as a second language. The school works effectively in partnership with a wide range of agencies, such as the ethnic minority advisory service, health and social services, to support all pupils' learning and wellbeing.

Wrexham County Council

Effective strategies to support Gypsy Traveller pupils

St. Joseph's Catholic and Anglican High School, Wrexham have developed effective strategies to support Gypsy Traveller pupils such as engagement with pupils and parents and working with the local

youth service and the traveller education service teacher. Pupils are more confident, exclusion rates have fallen and participation in extra-curricular activities has increased

Newport City Council, November 2011

Attendance rates for most vulnerable groups such as looked after children and minority ethnic learners are good.

Ringland Primary School, Newport June 2015

Many pupils benefit from the school's partnerships with a wide range of specialist agencies, such as the local authority's learning and behaviour support service and its ethnic minority support service.

Pillgwenlly C.P. School, Newport June 2015

The school works successfully with a broad and effective range of specialist agencies to support pupils well. For example, its close collaboration with the Gwent ethnic minority service has a positive impact on the progress specific pupils make in their acquisition of the English language. This in turn allows them to integrate effectively into the school community.

Maindee C.P. School, Newport March 2016

The headteacher's leadership is highly effective in setting and promoting a vision for the school. She has responded very effectively to recent changes in the school's population resulting from a significant increase in pupils of Roma heritage. In a short period, she has put in place a series of pioneering arrangements that are proving highly successful in meeting the very diverse needs of pupils who often have had little or no previous experience of education.

The school makes very good use of the pupils' diverse cultural heritage to ensure they have a good understanding of the need to respect one another. The school promotes pupils' attendance rigorously. For example, the Family Engagement teacher who works with ethnic minority groups has established close relationships with

families to emphasise the educational and social importance of regular attendance.

The outstanding collaborative working arrangements between the school, the ethnic minority service and other outside agencies, including the speech and language therapy service, ensure that all identified pupils make at least good and often very good progress, especially in their acquisition of English.

The school has highly effective practices in the integration of newly arrived pupils with no English into the school and this has had a very positive impact on pupil wellbeing and progress. The close working with local authority ethnic minority service provides excellent support for all pupils and their families, enabling them to access all areas of the curriculum as well as supporting one another in learning.

The school has highly effective partnerships with the local authority, particularly in relation to the support from specialist services. A notable feature is the close partnership working with the ethnic minority education service.

Cardiff City Council, January 2011

The performance of minority ethnic learners is improving and the gap in performance between them and white UK learners is narrowing. The percentage of ethnic minority learners achieving the level 2 threshold (equivalent to 5 GCSEs at grade A* to C) has increased and the gap in attainment between them and white UK learners has reduced considerably. The authority's Ethnic Minority Achievement Service provides good support to learners whose first language is not English or Welsh.

St Mary's R.C. Primary School, Cardiff September 2015

Pupils from an ethnic minority background and those who have English as an additional language make good progress by the end of the Foundation Phase, and most perform at the expected level or above by the end of key stage 2.

There are good links with a range of specialist agencies, and support services such as the sensory impairment, speech and language therapy service and the ethnic minority achievement service support pupils' specific needs well.

Greenway Primary School, Cardiff July 2016

The school's current performance is good because most pupils make expected or better progress as they move through the school, including those with English as an additional language. Pupils from Gypsy Traveller families who attend well make good progress.

The school's partnership with Gypsy Traveller families is excellent and has a positive impact on their children's attendance and achievement.

Swansea City Council

Plasmarl Primary School, Swansea October 2015

The school has good links with a range of outside agencies. For example, staff work closely with the educational psychologist and ethnic minority language acquisition service to support pupils' particular needs.

St Helen's Primary School, Swansea February 2016

All staff support pupils with English as an additional language exceptionally well. The highly effective arrangements between the school and the Ethnic Minority and Achievement Unit ensure that all identified pupils make at least good but often excellent progress, especially in their oracy and writing skills

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

In addition to the inspection of individual providers, Estyn publishes thematic reports requested by the Minister in annual 'remit' letter to Estyn. In recent years, Estyn has published several reports relating to the education of Gypsy, Roma and Traveller, and Minority Ethnic learners.

In 2011, Estyn published a thematic report on **‘The education of Gypsy Traveller pupils: An update on provision in secondary schools’**

<https://www.estyn.gov.wales/sites/default/files/documents/The%20education%20of%20Gypsy%20Traveller%20pupils%3A%20%20An%20update%20on%20provision%20in%20secondary%20schools%20-%20June%202011.pdf>

The report updated the 2005 Estyn report, **‘The Education of Gypsy Traveller Learners’**. Only modest progress had been made between 2005 and 2011. Estyn recently completed inspections of all four Regional Consortia in Wales and in each case was critical of the consortium’s ability to use pupil-level data to identify strengths and areas for improvement, in particular for groups of vulnerable pupils.

The report’s main findings are outlined below:

1. Despite the best efforts of a few local authorities and secondary schools, much remains to be done to ensure improved outcomes for Gypsy Traveller pupils. Only one of the five recommendations made in the 2005 Estyn report on ‘The Education of Gypsy Traveller Learners’ has been addressed.
2. The most important factors in improving Gypsy Traveller pupils’ outcomes are improving pupils’ attendance and their attitudes towards school. Improving low attendance rates and the resulting low achievement of Gypsy Traveller pupils is a challenge for traveller education staff as it involves changing well-established attitudes in the Gypsy Traveller community and in secondary schools.
3. The Welsh Assembly Government’s All-Wales Co-ordinators Group for Gypsy and Traveller Education was set up to enable staff to discuss common issues and share best practice across the 22 Welsh local authorities. There is now a forum for sharing best practice in Gypsy Traveller education. However, as yet, the work of this group has not impacted widely on policy and practice in many secondary schools.
4. Provision for Gypsy Traveller pupils varies across authorities. Most local authorities provide only mainstream secondary education placements, but

in a few authorities Gypsy Traveller pupils are inappropriately taught in separate discrete units for their entire secondary education.

5. Most traveller education staff provide high-quality support for schools. They also provide important support for parents of Gypsy Traveller pupils and often the wider Gypsy Traveller community. In a few local authorities, traveller education staff work closely with education welfare officers to improve the attendance of Gypsy Traveller pupils. They make joint visits to Gypsy Traveller sites to establish the whereabouts of pupils. In a few cases, these actions are beginning to improve the attendance rates of Gypsy Traveller pupils.
6. Despite this support, the overall attendance rates of secondary school age Gypsy Traveller pupils are still too low. Many Gypsy Traveller pupils still have levels of attendance that fall below the Welsh Assembly Government's minimum target for this pupil group of 50% attendance a year. In several local authorities, Gypsy Traveller families are not prosecuted for attendance below this level. This would be counter-productive as there is little evidence to show that prosecution improves the attendance of Gypsy Traveller pupils.
7. In a very few schools, an ethos of inclusion is embedded in all aspects of school life, and there are comprehensive policies that cater appropriately to the needs of Gypsy Traveller pupils. However, overall, few secondary schools have policies or practices that specifically address the needs of Gypsy Traveller pupils or encourage a positive attitude towards school, even in schools with large numbers of these pupils. Most schools treat Gypsy Traveller pupils the same as other pupils, instead of according to their particular needs. Few secondary schools actively promote Gypsy Traveller culture as part of the curriculum. Very few schools make additional arrangements to avoid excluding Gypsy Traveller pupils on a temporary or permanent basis. Few schools provide homework for pupils when they are travelling, to support continuity in their education. Only a few schools have suitable mechanisms in place to gauge the views of Gypsy Traveller pupils and this group of pupils is rarely represented on school councils. Few local authorities offer extra support when Gypsy Traveller pupils are moving from primary to secondary schools.

8. The data that the Welsh Assembly Government collects on the numbers of Gypsy Traveller pupils is not always accurate and this can lead to inequalities in the allocation of grant funding. Many local authorities also collect data on the achievement and attainment of Gypsy Traveller pupils. However, very few use this local data well to target support where it is most needed.
9. Most local authorities use aspects of the Welsh Assembly Government circular 'Moving Forward - Gypsy Traveller Education' to inform their policy and to enhance their provision for Gypsy Traveller pupils. However, although the circular contains much helpful advice, its overall impact in most schools has been limited. The best practice is in Wrexham, Cardiff and Newport where initiatives such as joint working with youth services and events to raise awareness of Gypsy Traveller culture are impacting positively on the achievement and wellbeing of Gypsy Traveller pupils.

The recommendations of the report were as follows:

Local authorities and schools should:

R1 continue to find ways to improve the attendance rates of Gypsy Traveller children at secondary schools*;

R2 ensure that all schools have policies that address the specific needs of Gypsy Traveller pupils*;

R3 ensure that the curriculum promotes the positive aspects of Gypsy Traveller culture, particularly in schools where this group of pupils is on roll*;

R4 improve the use of attendance, exclusions and attainment data to evaluate the impact of support for Gypsy Traveller pupils; and

R5 ensure that any discrete provision for Gypsy Traveller pupils is only a short-term arrangement prior to full integration into mainstream secondary schools.

The Welsh Assembly Government should:

R1 ensure that the data collected on Gypsy Traveller pupils from information supplied by designated local authority support staff is accurate and consistent*;

R2 consider ways in which funding can be allocated so that it places greater emphasis on the needs of secondary age pupils*; and

R3 provide guidelines on prosecution in cases where Gypsy Traveller pupil attendance falls to under 200 sessions a year, to ensure a consistent approach across Wales.

*Recommendation in the 2005 Estyn report

In 2014, Estyn published a report called ‘**Action on Bullying – A review of the effectiveness of action taken by schools to address bullying on the grounds of pupils’ protected characteristics**’.

<https://www.estyn.gov.wales/sites/default/files/documents/Action%20on%20bullying%20-%20June%202014.pdf>

The report’s main findings are outlined below:

Pupils’ experiences of bullying

- 1 Too many pupils suffer from bullying at some point during their time in school. The effects of being bullied can be short or long-term, psychological or social, and often result in underachievement or attendance problems. Certain groups of pupils are at a higher-than-average risk of being bullied, including:
 - pupils with special needs or a disability;
 - lesbian, gay, bisexual and transgender pupils; and

- pupils from a minority ethnic or religious background.
- 2 Pupils' experiences of bullying and the ways in which schools deal with it vary widely. In many secondary schools, how well staff deal with bullying may also vary within a school. In these secondary schools, staff lack a clear understanding of what constitutes a 'reportable incident' of bullying, because the school does not have an agreed definition of bullying that is clearly understood by the school community as a whole. Even in schools that have robust strategies to address bullying, there is often not a common understanding of the importance of the protected characteristics or their legal implications.

Ethos and values

- 3 Pupils report lower instances of bullying, both generally and on the grounds of the protected characteristics, in schools where there is a strong ethos that promotes equality and diversity. However, too few schools establish a positive basis for dealing with bullying by helping pupils to understand their rights and using the United Nations Convention on the Rights of the Child. The schools where leaders do use the convention to establish an ethos in which children understand that they have and can exercise a right to be safe often achieve success in countering the effects and incidence of bullying. Case studies of such schools are quoted in chapter 2 of this report.
- 4 There is a close link between how pupils treat one another and how well leaders communicate expectations about pupil behaviour. The best schools take a proactive approach to preventing bullying and to mitigating its effects when it occurs. For example, they make sure that there is effective supervision between lessons, at breaks and lunchtimes, when bullying is more likely to occur, and provide safe places for vulnerable groups during these times. They provide counselling services and use external agencies to support pupils who experience bullying.

Consulting pupils

- 5 Very few schools consult with groups of pupils to gain a true picture of the extent and nature of bullying at the school. The best schools use a range of

methods to collect the views of pupils, parents or carers, and staff about bullying.

Verbal bullying

- 6 In a minority of primary schools, staff do not have a clear picture of the extent of verbal bullying that takes place or the sort of language that is used routinely as a form of insult. In a minority of secondary schools, staff do not treat remarks that can cause offence seriously enough but treat it as normal 'banter'.

Keeping records

- 7 Most schools in the survey keep records of behavioural incidents and a minority keep a specific record of bullying incidents. Very few primary schools categorise incidents according to the protected characteristics. As a result, they do not have a clear picture of patterns of behaviour over time that they can use to inform anti-bullying planning.

Supporting pupils

- 8 Most pupils know whom to tell if they witness or experience bullying. The best schools display details of where help is available, and provide details of local and national helplines. These schools provide opportunities for pupils to support each other, for example through buddy systems. Overall, most primary school pupils are confident that the school will deal with their issues effectively. However, as pupils get older, they become less confident that the school will be able to resolve bullying issues.
- 9 Most schools hold an 'anti-bullying week' annually that normally includes issues related to the protected characteristics. These weeks usually focus on developing pupils' personal, social and emotional skills, including greater resilience in dealing with bullying. However, developing resilience is less well planned for in the school curriculum generally. In many schools, the curriculum celebrates individual differences, but often shies away from the aspects that staff feel less confident in discussing, such as homophobia and gender reassignment. A minority of schools are anxious about highlighting

diversity issues and see this as potentially contentious. This attitude means that a minority of schools only tackle issues as they arise, rather than building them into the curriculum proactively.

Cyberbullying

- 10 In most secondary schools, pupils and staff are concerned about the rise in cyberbullying, particularly in relation to the protected characteristics. Cyberbullying has created new forms of bullying that are unfamiliar to some staff. In the best practice, staff keep up-to-date with the technologies that pupils use and understand their potential for misuse inside and outside school.

Policies, plans and procedures

- 11 Many school strategic equality plans do not pay enough attention to the full range of protected characteristics. The Equality Act 2010 has resulted in some confusion, particularly in primary schools, between a disability equality plan and a strategic equality plan, and actions relating to the protected characteristics may appear in neither. Of the schools in the survey, only a few identify 'reducing bullying on the grounds of protected characteristics' as one of their equality objectives. Even these schools do not refer to specifics, such as how they plan to tackle bullying on the grounds of race or address issues of homophobic bullying.
- 12 Many schools have separate behaviour and anti-bullying policies. In the best examples, these policies are well understood and set out the school's expectations about how members of the school community should treat each other. A few schools have combined these policies into a single document. These schools see bullying within a continuum of behaviour and tend to deal with it more successfully.
- 13 In drawing up strategic equality plans, schools are required to consult widely with the community and with groups representing protected characteristics. Many schools consult pupils, parents and staff, but few ask the views of groups linked to the protected characteristics.

- 14 In many schools, governing bodies review progress towards meeting the strategic equality plan annually. However, the quality of this monitoring and the information provided to governors varies too much and is generally unsatisfactory.
- 15 Local authorities provided schools with support when drawing up strategic equality plans. Not all local authorities and regional consortia provide schools with ongoing support and advice through monitoring the appropriateness of schools' strategic objectives or the progress towards meeting them well enough. Many do not provide governors with effective training that enable them to fulfil their statutory responsibilities to monitor strategic equality plans and objectives.
- 16 In a few clusters, schools collaborate to identify possible issues in relation to the protected characteristics when preparing strategic equality plans. These clusters share useful information and expertise in combatting discrimination and bullying. However, there are very few cases where feeder and receiving schools work towards joint strategic equality objectives.

Staff development and attitudes

- 17 Many schools train staff on bullying, although the training tends to be general and does not relate specifically to the protected characteristics. Where staff receive specific training, they find this useful. Schools report an absence of high-quality face-to-face training, especially related to transgender issues. Many schools are unaware of the Welsh Government's useful guidance 'Respecting Others'.

The recommendations of the report were as follows:

Schools should:

- R1 raise awareness of bullying on the grounds of protected characteristics with pupils, parents, staff, and governors and take a more proactive approach to preventing and mitigating its effects (see Appendix 3 for a checklist);

- R2 consult pupils, parents, and others, to identify the extent and nature of bullying in the school and to agree the contents of strategic equality plans;
- R3 plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils' resilience to bullying;
- R4 ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including cyberbullying,
- R5 make sure that staff know how to deal with and record incidents of bullying;
- R6 record and monitor incidents of bullying in relation to the protected characteristics and use this information to review strategic equality objectives; and
- R7 make sure all policies and procedures meet the requirements of the Equality Act 2010.

Local authorities and regional consortia should:

- R8 provide training and support for school staff to improve their understanding of the Equality Act 2010 and its implications;
- R9 provide training and support for school governors to enable them to fulfil their statutory responsibilities to monitor strategic equality plans and objectives; and
- R10 monitor the quality and effectiveness of schools' strategic equality plans more closely.

The Welsh Government should:

- R11 publicise the 'Respecting Others' guidance.

Estyn has published two thematic reports recently on the barriers that prevent learners from black and minority ethnic communities, and those with disabilities, from engaging in apprenticeship programmes.

Barriers to apprenticeship – November 2014

<https://www.estyn.gov.wales/sites/default/files/documents/Barriers%20to%20apprenticeship%20-%20November%202014.pdf>

Breaking down barriers to apprenticeship – October 2015

<https://www.estyn.gov.wales/sites/default/files/documents/Breaking%20down%20barriers%20to%20apprenticeship.pdf>

The first report identifies the barriers, which include:

- lack of awareness of apprenticeships by parents, employers and learners themselves
- few apprenticeship role models from the BME communities or from disabled groups
- difficulties in finding suitable work placements, especially where employers believe there will be a need to provide additional support for learners
- real or perceived discrimination
- language difficulties for students for whom English is an additional language and cultural differences
- available support for learners not being accessed or fully utilised
- parental anxiety that the young people may not be able to cope
- insufficient co-ordination between schools, employers, work-based learning (WBL) providers and local community organisations to promote apprenticeships

The report also identified that, although the majority of providers have good arrangements to ensure compliance with the Equality Act 2010, they are unable to show that this translates into measurable improvement in reducing barriers or stereotyping.

The second report builds on the work undertaken in the first report. It identifies examples of good practice in promoting diversity in

apprenticeships, with a focus on young people from BME communities and young people with disabilities, as well as identifying good practice examples of joint working between providers, employers and communities to achieve diversity in apprenticeships.

Other relevant thematic reports include:

How effective is provision for learners aged 16 to 19 years with language acquisition needs? – July 2009

<https://www.estyn.gov.wales/sites/default/files/documents/How%20effective%20is%20provision%20for%20learners%20aged%2016%20to%2019%20years%20with%20language%20acquisition%20needs%3F%20-%20July%202009.pdf>

Effective practice in tackling poverty and disadvantage in schools – November 2012

<https://www.estyn.gov.wales/sites/default/files/documents/Effective%20practice%20in%20tackling%20poverty%20and%20disadvantage%20in%20schools%20-%20November%202012.pdf>

Attendance in secondary schools – September 2014

<https://www.estyn.gov.wales/sites/default/files/documents/Attendance%20in%20secondary%20schools%20-%20September%202014.pdf>

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

Although not specifically relating to grant funding, Estyn also identifies and publishes relevant good practice case studies, for example:

Bishop Gore Comprehensive school's commitment to supporting disadvantaged learners has made a significant impact on achievement, exclusion rates, understanding and tolerance. A close partnership with the local Ethnic Youth Support team has also helped to build strong community ties.

<https://www.estyn.gov.wales/best-practice/community-partnership-supports-disadvantaged-learners>

Through a combination of after-school classes for pupils and wider family engagement, staff at **St Helen's Primary School** have reduced pupil absence and created an inclusive learning environment.

<https://www.estyn.gov.wales/best-practice/engaging-parents-improve-pupil-attendance-0>

Pupils at **Mount Street Infants School**, Powys, come from a variety of ethnic groups, the largest of which is Nepalese. The school has worked hard to support the diverse needs of all learners, including creating a Hindu temple, appointing Nepali speaking staff and developing the outside learning environment for creative activities such as survival skills.

<https://www.estyn.gov.wales/best-practice/supporting-needs-diverse-school-population>

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 13

Ymateb gan : Undeb Cenedlaethol yr Ysgolfeistri Undeb Athrawesau
(NASUWT Cymru)

Response from : The National Association of Schoolmasters Union of
Women Teachers (NASUWT Cymru)

1. The NASUWT welcomes the opportunity to submit written evidence to the Children, Young People and Education Committee (CYPEC) inquiry into the impact of amalgamating the previously ring-fenced grants from 2015/16 into the Education Improvement Grant (EIG) on Gypsy, Roma and Traveller, and Minority Ethnic Children (the EIG inquiry).
2. The NASUWT is the largest teachers' union in Wales representing teachers and school leaders.

GENERAL COMMENTS

3. The NASUWT maintains that the development of effective provision to support the progress and achievement of minority ethnic pupils and those with English as an Additional Language (EAL) and/or Welsh as an Additional Language (WAL) would provide a hallmark in Wales for a genuinely inclusive education

system in which all children and young people are given the fullest possible opportunity to make the most of their potential as learners.

4. The Union asserts that while levels of funding made available to support ethnic minority achievement and EAL and WAL services are an essential aspect of an effective programme in this area, evidence also makes clear that securing good-quality provision in practice depends on the establishment of mechanisms that seek to ensure that resources made available to support such services are used for the purpose for which they are intended and are not diverted to support other areas of activity. For example, the removal of dedicated funding for EAL services in Northern Ireland following funding reforms introduced in 2005 led to significant deterioration in the extent and quality of provision across the greater part of the education system.
5. The NASUWT is concerned that the decision to amalgamate the previously ring-fenced grant for specific areas relating to Gypsy, Roma and Traveller, and Minority Ethnic children into the EIG in Wales could result in problems similar to those experienced in Northern Ireland.
6. NASUWT members working in these service areas, and other related services, have expressed strong opposition to the decision to amalgamate the Minority Ethnic Achievement Grant (MEAG) and the Gypsy and Traveller Grant into the EIG, as it is felt that the

lack of ring-fencing of the these grants is seriously compromising the effectiveness of support for the intended learners.

7. The Union notes that in March 2014, the Minister for Education and Skills stated:

'Unlocking every child's potential is at the heart of the Welsh Government's strategy for education and reflects article 29 of the United Nations Convention on the Rights of the Child. We have high aspirations for all learners, and are committed to supporting the success of students from all backgrounds. This vision is equally true for our minority ethnic pupils who may need English and/or Welsh language support, or face risk of underachieving for other reasons. I recognise that some pupils from minority ethnic backgrounds may need additional support to fully embrace the educational opportunities in Wales. That is why we have continued to provide Minority Ethnic Achievement Grant and the Gypsy and Traveller Education Grant - discrete funding through which, we ensure pupils from minority ethnic backgrounds needing our support are provided with it, to reach their potential.'

8. The NASUWT asserts that the discrete nature of the funding referred to in this statement has been lost because the EIG is now distributed through the Consortia/local authorities and has then been devolved directly to schools to be used at they see fit. This has led to a reduction in the number of centrally employed staff who can be deployed on a needs basis.

9. In addition, the Union maintains that the identification of discrete, ring-fenced funding provided a greater degree of transparency and accountability over the money provided by the Welsh Government for the MEAG and Gypsy, Roma and Traveller learners each year.

SPECIFIC COMMENTS

10. The NASUWT offers the comments and observations which follow on the three areas under scrutiny by the CYPEC.

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.

11. The Union is not sure how the Welsh Government monitors the way the EIG is used by local authorities but the perception of NASUWT members working in related services is that the Consortia hold the purse strings and, as such, influence how each local authority uses the EIG.

12. The NASUWT maintains that, under the terms of the EIG, the specialist teachers, previously employed to provide support for Gypsy, Roma and Traveller, and Minority Ethnic children, are

having to change, or have changed, to new models of support which distance them from directly supporting these children. The focus on outcomes within the EIG has diminished the nurture that was provided previously.

13. The CYPEC should note that the EIG has only been in place for two years. Consequently, the NASUWT suggests that any correlation between the outcomes achieved through the EIG and previous outcomes would lack security as children may have already received specialist support which could have impacted positively on their education under the previous grant support system.
14. The NASUWT reminds the CYPEC that the Welsh Government and all public authorities have a legal duty to demonstrate how they are meeting the Equality Act 2010 and the corresponding Public Sector Equality Duties (PSED).
15. The PSED make clear that public authorities are required to demonstrate how they are eliminating unlawful discrimination, advancing equality and fostering good relations for groups with protected characteristics. The educational outcomes and support for Gypsy, Roma and Traveller, and Minority Ethnic children fall within the remit of these duties as groups with a protected characteristic.
16. Consequently, in assessing how local authorities monitor the use of the EIG, the NASUWT suggests that the CYPEC should

considered how the Welsh Government met its statutory equality obligations under the Equality Act 2010.

17. The Union believes that the CYPEC would be assisted in this endeavour by requesting sight of the Equality Impact Assessments (EIAs) that have been, or should have been, undertaken in relation to the decision to amalgamate the previously ring-fenced grants into the new EIG, and those that have been undertaken subsequently by local authorities on the use of the EIG, as these should demonstrate, or otherwise, that 'due regard' has been given to the Equality duties in terms of the move to, and distribution of, the EIG as it applies to Gypsy, Roma and Traveller, and Minority Ethnic children.
18. The NASUWT maintains that scrutiny of the EIAs should enable the CYPEC to contextualise the experiences of NASUWT members working in the related services referred to here, and elsewhere in this written evidence.

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

19. In acknowledging that it could be argued that other funding streams – for example, the Pupil Deprivation Grant (PDG) and/or Fresh Start – may address particular needs for some Gypsy, Roma and Traveller, and Ethnic Minority children who are eligible for

free school meals (eFSM), the NASUWT asks the CYPEC to note that those needs are not specific to all the learners within these areas, and that these initiatives do not address the very specific needs of these learners generally, such as language acquisition, or of those who fall into the eFSM categories because they are asylum seeker or refugee children.

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

20. The NASUWT maintains that the EIG does not lend itself to addressing appropriately and adequately the huge variation in need in relation to Gypsy, Roma and Traveller, and Minority Ethnic children across the Consortia regions. Furthermore, the Union questions seriously the understanding within the Consortia of the needs of these learners and maintains that they are not prioritised in the way envisaged by the Minister for Education and Skills in March 2014.

Rex Phillips

Wales Organiser

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 14

Ymateb gan : Cyngor Bwrdeistref Sirol Merthyr Tudful

Response from : Merthyr Tydfil County Borough Council

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?

It has reduced the number of staff available to support these groups. The LA service has been reconfigured by allocating support for those pupils in levels A and B in order to target those with the greatest need.

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

Those for the GTs have been revised recently, but that for Minority Ethnic children is less clear. However, the LA has produced its own guidance.(We have not received any guidance from WG on EAL other than the 5 stage model)

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

- in schools; improve parental engagement, provide alternative curriculum, increased understanding of their particular needs, engage with anti-bullying training,
- by Local Authorities; improve community engagement
- by regional consortia; increased support for specific groups,
- by the Welsh Government- increased funding

(Do you know of examples of good practice or successful policies? If so, what are they?) SRTRC - Gypsy, Roma and Traveller Children in the Welsh School system: Promoting Equality and Tackling Racism

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?- initiatives to improve community engagement and to reduce hate crime

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. Concern- that as part of the amalgamation that the additional funding for these groups will get side lined/lost.

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



Comisiynydd Plant Cymru Children's Commissioner for Wales

Ymateb i Ymgynghoriad / Consultation Response

Date / Dyddiad: 18th November 2016

Subject / Pwnc: National Assembly for Wales' Children, Young People and Education Committee Inquiry into the Education Improvement Grant.

Background information about the Children's Commissioner for Wales

The Children's Commissioner for Wales is an independent children's rights institution established in 2001. The Commissioner's principal aim, under the Care Standards Act 2000, is to safeguard and promote the rights and welfare of children. In exercising their functions, the Commissioner must have regard to the United Nations Convention on the Rights of the Child (UNCRC), as stipulated in regulation 22 of the Children's Commissioner for Wales Regulations 2001. The Commissioner's remit covers all areas of the devolved powers of the National Assembly for Wales insofar as they affect children's rights and welfare.

The UNCRC is an international human rights treaty that applies to all children and young people up to the age of 18. It is the most widely ratified international human rights instrument and gives children and young people a wide range of civil, political, economic, social and cultural rights which State Parties to the Convention are expected to implement. In 2004, the Welsh Assembly Government adopted the UNCRC as the basis of all policy making for children and young people and in 2011, Welsh Government passed the Rights of Children and Young Persons (Wales) Measure, which places a duty on Welsh Ministers, in exercising their functions, to have 'due regard' to the UNCRC.

This response is not confidential. I have not responded to every consultation question but only to those of direct relevance to my remit. Although the Education Improvement Grant provides support to a number of protected characteristic groups, my response focusses specifically on the impact on Gypsy and Traveller children and young people.

Submitted by:

Professor Sally Holland

Children's Commissioner for Wales

Introduction

The UN Committee on the Rights of the Child concluded in June 2016 that substantial inequalities persist in educational attainment particularly for Roma, Gypsy and Traveller children in the UK¹. It also concluded that Gypsy, Roma and Traveller children and children belonging to minority groups continue to experience discrimination and social stigmatization, including through the media,² bullying remains a serious and widespread issue for these children³ and they experience an inequality of access to health services and health outcomes.⁴ EHRC research has also shown that Gypsy and Traveller communities experience wide ranging inequalities and that accommodation issues including shortage of sites has an impact on children's education and educational attainment⁵. Indeed, addressing the end of term review for 'Travelling To A Better Future', Lesley Griffiths AM, as Minister for Communities, stated 'Educational attendance and attainment rates remain stubbornly low' and that 'there is much work still to do to ensure engrained inequalities experienced by Gypsy and Traveller communities are challenged'⁶.

There is clear evidence that Gypsy and Traveller children and young people are socially disadvantaged in relation to education, rendering it all the more important that duties under the Rights of Children and Young Person (Wales) Measure (2011) and the Equality Act 2010 are met. Gypsy and Traveller children and young people, their parents and organisations with whom they are engaged, have on several occasions raised concerns with me about access to the education system and their educational outcomes. I remain concerned about the implementation of the Education Improvement Grant (EIG) and the potential negative impact, both now and in the future, on the support and access to education for children and young people from Gypsy and Traveller backgrounds.

The issue of the EIG and its impact on Gypsy and Traveller education has previously been brought to our attention by Travelling Ahead, the Swansea Bay Regional Equality Council, and Jonathan Brentnall (Education Consultant on Race Equality), who share concerns around the rationalised Educational Improvement Grant, and the level of funding allocated through it causing a negative impact on Gypsy and Traveller Education Services (TES) and the Ethnic Minority Achievement Services more widely.

I have engaged with a number of Gypsy and Traveller children and young people since the start of my tenure, including through my Beth Nesa' consultation. My Community Ambassadors Scheme (including the New Leaf Forum for Gypsy and Traveller Young People), ensures that I hear from children and young people with expertise through their life experiences of belonging to communities including Gypsy and Traveller and Black and Minority Ethnic communities. I have also attended the All Wales Gypsy Traveller Young People's Forum and visited two Gypsy and Traveller sites.

¹ UNCRC (2016), *Concluding observations on the fifth periodic report of the United Kingdom of Great Britain and Northern Ireland*. Available at: <http://gov.wales/docs/dsjlg/publications/cyp/160727-final-concluding-observations-2016-en.pdf>. Accessed 07.11.2016, p18

² UNCRC (2016), *Concluding observations on the fifth periodic report of the United Kingdom of Great Britain and Northern Ireland*. Available at: <http://gov.wales/docs/dsjlg/publications/cyp/160727-final-concluding-observations-2016-en.pdf>. Accessed 07.11.2016, p5

³ UNCRC (2016), *Concluding observations on the fifth periodic report of the United Kingdom of Great Britain and Northern Ireland*. Available at: <http://gov.wales/docs/dsjlg/publications/cyp/160727-final-concluding-observations-2016-en.pdf>. Accessed 07.11.2016, p11

⁴ UNCRC (2016), *Concluding observations on the fifth periodic report of the United Kingdom of Great Britain and Northern Ireland*. Available at: <http://gov.wales/docs/dsjlg/publications/cyp/160727-final-concluding-observations-2016-en.pdf>. Accessed 07.11.2016, p14

⁵ The Equality and Human Rights Commission (2015) *Legal Briefing on disparaging comments about Gypsy Travellers and their sites*, p1. Available on request.

⁶ Welsh Government (2016), *Lesley Griffiths: Written statement - Travelling to a Better Future end of term review and migrant Roma consultation summary*. Available at: <http://gov.wales/about/cabinet/cabinetstatements/previous-administration/2016/romaconsultation/?lang=en>. Accessed on 01.11.2016

My response to this Inquiry focuses on the following key issues:

- Ensuring robust and effective monitoring and outcomes of the EIG;
- Tackling issues of discrimination, equalities and understanding;
- Ensuring ring-fenced funding and specialist support for Gypsy and Traveller communities.
- Reviewing *Moving Forward* (2008);
- Ensuring flexible and innovative provision to meet the needs of Gypsy and Traveller communities and learning from best practice;
- Ensuring that attention is paid to the needs of Gypsy and Traveller children in Curriculum reform and other forthcoming measures including the ALN Bill, the review of Respecting Others guidance and the ongoing debate about elective home education;
- Ensuring that Gypsy and Traveller children and young people are involved.

How the Welsh Government monitors the way local authorities use the Education Improvement Grant:

My response to this question focusses around the following key issues:

- *need for robust monitoring of the outcomes of the EIG,*
- *the lack of data collated around Gypsy and Traveller children and young people specifically through the EIG.*

It is vital that local authorities are monitored effectively around how they are implementing the EIG and that data are analysed and used to inform future work. From discussions with Local Education Authority representatives, I am aware that the delay in providing the EIG Terms and Conditions and the lack of an outcomes framework, or any detailed accompanying guidance, and the lack of apparent engagement and consultation on the changes has proven to be challenging for local authorities implementing the grant. I remain unclear about the monitoring and accountability employed to date to evaluate the effectiveness of the EIG and how adherence to the terms and conditions of the EIG are being monitored. Ensuring a comprehensive, meaningful and effective Outcomes Framework would enable more accurate and meaningful monitoring of data to inform future service delivery and budget allocation. I raised this issue in a meeting with the previous Minister for Education in September 2015, and he acknowledged the need for a more structured outcomes framework to measure the effectiveness of the Education Improvement Grant and Pupil Deprivation Grant⁷. Welsh Government's research report, *Gypsy and Traveller Education: Engaging Families* (2014), identified areas for further potential action for local authorities to improve data collection and analysis, to continue to support TES and continue to support levels of support for Gypsy and Traveller communities⁸.

Whilst having flexibility to provide resources as deemed appropriate on a local or regional level can ensure provision can be more appropriate to local need, it can create difficulties in ensuring that the move towards the EIG is leading towards improvements in educational outcomes for Gypsy and Traveller children and young people. Under the EIG there are no consistent means by which to monitor data and access to education in relation to specific subpopulation groups. This lack of data can be demonstrated through the vast disparity in figures - approximately 70% - between the Pupil Level Annual School Census (PLASC) figure of January 2015 (957) and the figure identified through Dr. Jonathan Brentnall's research on the impact of cuts to the EIG (1682) for the end of the 2014/15 academic year⁹. With numbers of Gypsy and Traveller

⁷ Children's Commissioner for Wales (2015) *Note of Introductory Meeting with Minister for Education and Skills: 09.09.2015*. Available on request.

⁸ Welsh Government (2014), *Gypsy and Traveller Education: Engaging Families – A Research Report*. p78. Available online at <http://dera.ioe.ac.uk/21443/1/141125-gypsy-traveller-education-engaging-families-en.pdf>. Accessed 07.11.2016

⁹ Jonathan Brentnall (2016) *Summary of FOI Request information on MEAG, GT Education Grant and EIG between 2013/14 and 2015/16*, p5. Available on request.

children and young people now being counted through the school roll under EIG arrangements, but with many Gypsy and Traveller children and young people not in school, the lack of accurate data will result in an under allocation of resources which will in turn affect Gypsy and Traveller children and young people's needs being met within the education system and across the community. Resources are therefore needed to identify and develop provision for those who are not currently in school.

How the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes:

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?

My response to this question focusses around the following key issues:

- *discrimination, equalities and understanding,*
- *communication and collaborative working,*
- *the availability of ring-fenced funding and specialist support for Gypsy and Traveller communities.*

I am aware of a deep concern around education for Gypsy and Traveller families. I have met with Gypsy and Traveller children and young people from a number of local authority areas and sites and have heard similar messages of concern. I have met a number of children who are not in school having not made the transition from primary to secondary school and are receiving very little alternative education. I find this very concerning. Children and young people have told me that they want to engage with the education system and want to attend and remain in school, but they feel their views are ignored and that they are discriminated against, stigmatised and bullied, to the extent that one young person expressed the view that they felt they would never be accepted as equals in society. Gypsy and Traveller children and young people participating in Travelling Ahead's 'Good Practice in Education: Peer Research Project' raised issues around bullying, discrimination and lack of understanding¹⁰, which was echoed by The Romani Culture & Arts Company (RCAC)'s research project on Educating Gypsies and Travellers, highlighting a feeling of poor communication between schools and Gypsy and Traveller parents or carers, as well as inadequate training for school staff¹¹. Welsh Government's research report, *Gypsy and Traveller Education: Engaging Families* (2014) lays out potential actions for schools to fulfil their role in working with families in facilitating attendance, transition, retention and re-engagement, and in working closely with TES and other services in implementing and supporting academic and pastoral support¹². Schools and educational services need to be more understanding, tolerant and accessible to Gypsy and Traveller communities, improve communication between families and schools, and tackle issues of bullying and discrimination effectively.

I am confident that such approaches are achievable and I have met children and their parents who feel that they have had a positive and successful experience of education where local schools have made specific arrangements to ensure that children and young people feel safe and their culture is valued. These children were being educated in Torfaen and Pembrokeshire.

¹⁰ Save the Children (Travelling Ahead) (2015), 'Good Practice in Education: Peer Research Project: Young People's Report' <http://www.travellingahead.org.uk/wp-content/uploads/2016/05/Travelling-Ahead-Young-Peoples-Education-Research-report-Eng.pdf>

¹¹ Isaac Blake RCAC, 2016, *Awards for All Research Report 2016: Educating Gypsies and Travellers: What Gypsy and Traveller children, young people and their parents really think of the education service they receive and what do they really want?*. Available on request from RCAC.

¹² Welsh Government (2014), *Gypsy and Traveller Education: Engaging Families – A Research Report*. p78. Available online at <http://dera.ioe.ac.uk/21443/1/141125-gypsy-traveller-education-engaging-families-en.pdf>. Accessed 07.11.2016

I am concerned that the move away from separate grant streams to the EIG risks the potential lack of priority afforded to Gypsy and Traveller children and young people in relation to their education and the loss of specialist, flexible and appropriate services which have built and nurtured relationships of trust with the Gypsy and Traveller community, supporting engagement and access to this population group. None of the areas of provision now served by the EIG are ring fenced, meaning consortia and local authorities can set their own priorities as they see fit, resulting in inconsistencies in funding allocations across different areas. By ring-fencing funds to support education for Gypsy and Traveller children and young people, Welsh Government and local authorities would be better placed to improve service delivery and outcomes for this population. Without ring-fencing funds it is harder to protect valuable services that were previously supported under the bespoke grant prior to the EIG, which I am concerned may result in a loss of services which have spent long periods of time engaging with Gypsy and Traveller communities, building their trust and encouraging and enabling engagement with the education system, local authorities and the Welsh Government. Further problems are also likely to arise when additional children with needs appear or needs increase during year post funding allocation, a factor which is increasingly likely for those Traveller families who are nomadic¹³ with children who attend a number of different schools, or if children's needs escalate and a higher level of support is required within the year. Jonathan Brentnall's research stated that the cuts have been significant across Wales, even with local authorities having 'allocated a proportion of the EIG to these areas of provision that is significantly above the WG notional proportion of the contributions from the MEAG and GT Education Grant going into the EIG at the start of 2015/16'¹⁴. There has been a decrease in the ratio of FTE specialist Gypsy, Roma and Traveller staff to Gypsy, Roma and Traveller pupils and an increase in the variation in the average per pupil amount designated for Gypsy, Roma and Traveller pupils.¹⁵ The availability of specialist support to enable increased engagement with this group is paramount in ensuring they can access their rights in relation to education and having their voices heard and the reduction in specialist expertise tasked with building capacity to improve practice in schools seems at odds with Welsh Government's clearly identified need for greater capacity-building in this area¹⁶.

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?

My response to this question focusses around the following key issues:

- *a review of Moving Forward (2008),*
- *flexible and innovative provision,*
- *ensuring the voices of Gypsy and Traveller children and young people are heard.*

'Moving Forward' (2008) is now outdated and there are inconsistencies in how this guidance is followed as well as a range of different models for engaging with Gypsy and Traveller communities effectively and administering the EIG across different Local Authority areas. A review of this guidance could work towards ensuring that education services were better supported to respond to the needs of Gypsy and Traveller children, young people and their families.

Schools and educational services need to be able to work more flexibly and innovatively to meet the changing demands and mobile nature of Gypsy and Traveller children, both in relation to pastoral and

¹³ Welsh Government (2014) *Ethnic Minority Pupils, Evidence Review and Practice in Wales*, p28. Available at <http://gov.wales/docs/caecd/research/2014/140610-ethnic-minority-pupils-en.pdf>. Accessed 02.11.2016

¹⁴ Jonathan Brentnall (2016) *Summary of FOI Request information on MEAG, GT Education Grant and EIG between 2013/14 and 2015/16*, p5. Available on request.

¹⁵ Jonathan Brentnall (2016) *Summary of FOI Request information on MEAG, GT Education Grant and EIG between 2013/14 and 2015/16*, p5. Available on request.

¹⁶ Jonathan Brentnall (2016) *Summary of FOI Request information on MEAG, GT Education Grant and EIG between 2013/14 and 2015/16*, p1. Available on request.

academic support. Research to date has shown Gypsies and Travellers have a lack of confidence in the education system overall, find the curriculum inflexible¹⁷ and do not feel that schools and the current education system met their aspirations and needs.¹⁸ I believe there is a need for more flexible and more proactive provision within schools and educational services to meet the needs of Gypsy and Traveller children and young people and to minimise lack of confidence in the system meeting their child's needs.

There is good practice evident in Wales, but it is not consistent across the nation. There is a need to determine what constitutes best practice, and determine how to effectively share examples of effective engagement where they exist. It is vital that we pay heed to the views of Gypsy and Traveller children and young people and their families to ensure that all children and young people are heard and that their rights in relation to education (UNCRC Articles 28 and 29), non-discrimination and their best interests (UNCRC Articles 2 and 3) are met. In addition to engagement and meaningful consultation overall, greater emphasis needs to be paid to transitions, admissions and enrolment and positive relationships with educational staff to decrease inequalities in accessing education. Investment in support structures across local authorities to support the inclusion and engagement of Gypsy and Traveller children and young people would also help to address barriers to access and inclusion in schools, which is vital for engagement and retention¹⁹ and would support Gypsy and Traveller children and young people's rights to education being met.

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?

In order to ensure that the rights of children and young people from Gypsy and Traveller communities are upheld and that progress towards equality is maintained for these children and young people and their families, it is vital to ensure that this group remains a priority. It is my view that since the introduction of the EIG, opportunities have been lost to identify, engage with and ensure appropriate support for Gypsy and Traveller children and young people and communities. Ring-fencing funds to support education for Gypsy and Traveller children and young people, would result in Welsh Government and local authorities being better placed to work collectively to improve service delivery and educational outcomes for this population.

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

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?

Through the Curriculum Reform process, Wales is fundamentally reviewing much of its education system and it is essential that all groups of children and young people gain from the new Curriculum. This is an ideal opportunity to ensure that all children and young people's rights in relation to education are met, including disadvantaged groups such as Gypsy and Traveller communities. The impact on Gypsy and Traveller children and young people should be fully considered in the curriculum reform process and the development of other policies, guidance and legislation including Welsh Government's review of Respecting Others

¹⁷ Save the Children (Travelling Ahead) (2015), 'Good Practice in Education: Peer Research Project: Young People's Report' <http://www.travellingahead.org.uk/wp-content/uploads/2016/05/Travelling-Ahead-Young-Peoples-Education-Research-report-Eng.pdf>

¹⁸ Isaac Blake RCAC, 2016, *Awards for All Research Report 2016: Educating Gypsies and Travellers: What Gypsy and Traveller children, young people and their parents really think of the education service they receive and what do they really want?*. Available on request from RCAC.

¹⁹ Welsh Government (2014), *Gypsy and Traveller Education: Engaging Families – A Research Report*. P22. Available online at <http://dera.ioe.ac.uk/21443/1/141125-gypsy-traveller-education-engaging-families-en.pdf>. Accessed 07.11.2016

guidance, the ALN Bill, and ongoing discussions around home education. In listening to and fully taking into account the needs of Gypsy and Traveller children and young people, we can ensure they are supported to achieve their full potential in relation to educational outcomes.

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 	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>EMTAS will take a strategic lead on the use of data for raising achievement and narrowing the gap on outcomes</p>	<p>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</p>	<p>CGOs (6) and PIOs (2)</p>	<p>September 2015 onwards</p>	<p>April 2016 all schools have analysed the</p>	<p>Achievement leader (Closing the Gap)</p>
<p>Learning mentors at KS4 to focus on borderline C/D pupils</p>	<p>To establish homework clubs / home school links to ensure improved outcomes</p>	<p>Learning Mentors (3)</p>	<p>September 2015 onwards</p>	<p>Evidence of impact Autumn 2015 (14/15) and ongoing monitoring evidence of pupils' progress</p>	<p>Achievement leader (Closing the Gap)</p>

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

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/Dictionaryes/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 40% of ME pupils achieve L5 at KS2 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>
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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
<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.

<i>What - focus</i>	<i>Actions</i>	<i>Resources</i>	<i>When (Exact Dates)</i>	<i>Milestones</i>	<i>Monitoring</i>
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</p> <p>Grade G</p> <p>£137.78 x 6</p> <p>£826.68</p> <p>Translation costs</p> <p>£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

<p>1. The first part of the text discusses the importance of maintaining accurate records of all transactions. This is particularly crucial for businesses that operate in highly regulated industries, where even the smallest discrepancies can have significant consequences.</p>	<p>2. The second part of the text focuses on the role of technology in streamlining financial processes. Modern accounting software not only automates routine tasks but also provides real-time insights into a company's financial health, enabling more informed decision-making.</p>	<p>3. The third part of the text explores the challenges of budgeting in a dynamic market environment. It highlights the need for flexibility and regular communication between departments to ensure that the budget remains relevant and achievable.</p>	<p>4. The fourth part of the text discusses the importance of financial forecasting. By analyzing historical data and current market trends, businesses can better anticipate future financial needs and opportunities, allowing them to proactively manage their resources.</p>	<p>5. The fifth part of the text addresses the role of internal controls in preventing fraud and ensuring the integrity of financial reporting. Strong internal controls are essential for maintaining the trust of investors and other stakeholders.</p>	<p>6. The sixth part of the text discusses the importance of regular financial audits. These audits provide an independent assessment of a company's financial statements, helping to identify any errors or irregularities and ensuring compliance with applicable laws and regulations.</p>	<p>7. The seventh part of the text focuses on the role of financial management in maximizing shareholder value. This involves making strategic decisions about capital structure, investment opportunities, and dividend policies.</p>	<p>8. The eighth part of the text discusses the importance of transparency in financial reporting. Providing clear, accurate, and timely information to investors and other stakeholders is essential for building long-term trust and confidence in a company.</p>	<p>9. The ninth part of the text addresses the role of financial management in risk management. This involves identifying potential financial risks and implementing strategies to mitigate or avoid them, ensuring the company's long-term stability and success.</p>	<p>10. The tenth part of the text discusses the importance of staying up-to-date on the latest financial trends and regulations. The financial landscape is constantly evolving, and businesses must adapt to these changes to remain competitive and compliant.</p>
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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
Total Service/Area of Provision Budget:	4,003,960	308,569
Amount of the total budget figure above directed to <i>maintain central service provision</i> :	2,033,792	238,335
Amount of the total budget figure above <i>delegated to schools</i> :	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:

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

Pack Page 124

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

**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 17

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.

Academic Year	GCSE	AS	A2
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%

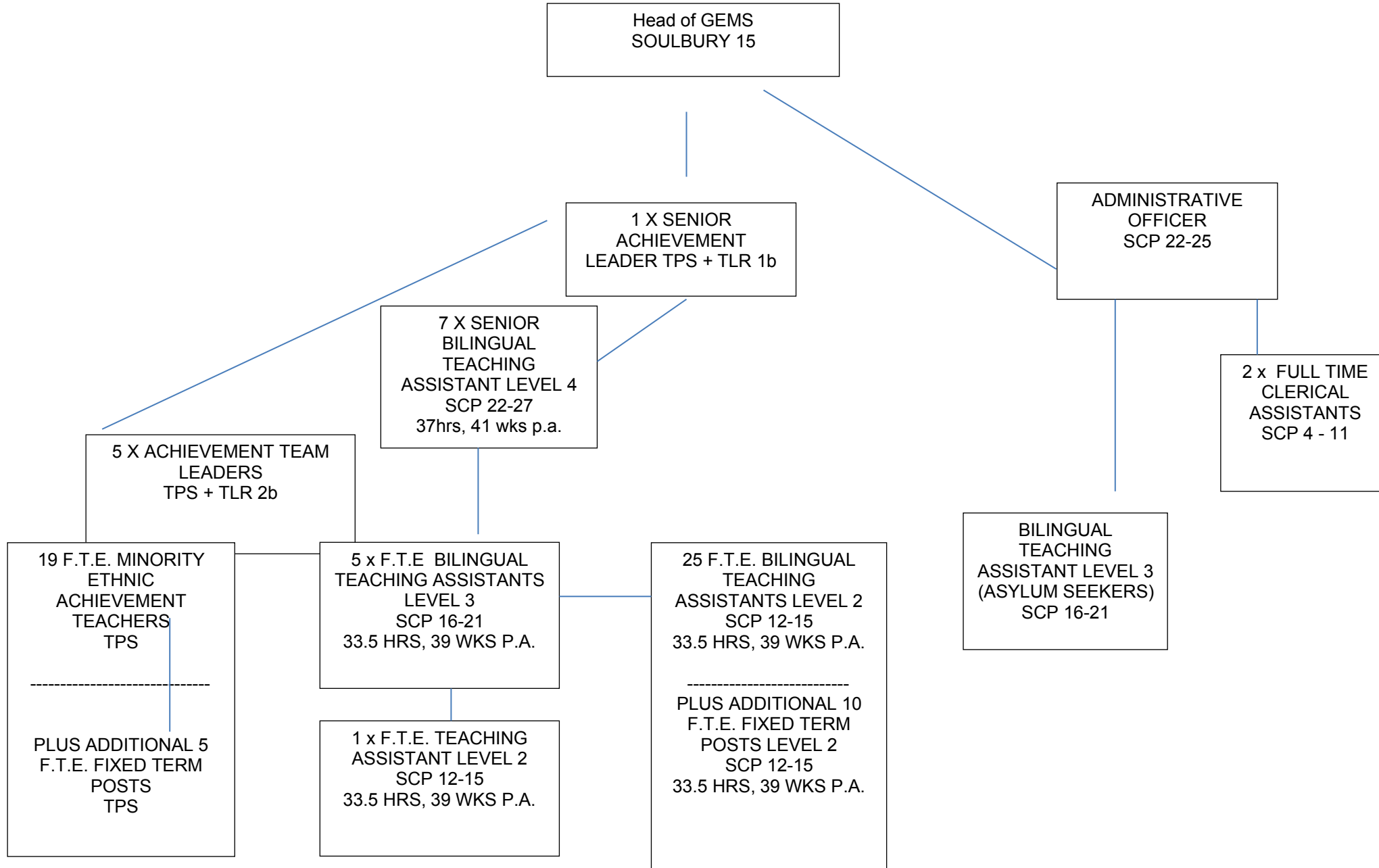
Comparison of EAL against all pupils in Newport (2015 data) reveals EAL pupils perform:

- -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)



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 18

Ymateb gan : Comisiwn Cydraddoldeb a Hawliau Dynol

Response from : Equality and Human Rights Commission

We welcome the opportunity to respond to the Committee's Inquiry into the Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children. Below are details of our recent reports and recommendations that the Committee may want to consider during its Inquiry.

Is Wales Fairer?

Last year, the Commission published [*Is Wales Fairer?*](#), which identifies seven key equality and human rights challenges that need to be addressed in Wales over the next five years. The education challenge relates to the Inquiry's topic. It is to:

Close attainment gaps in education

With priorities being to:

- Close attainment gaps by raising standards of children receiving Free School Meals, children with Special Educational Needs (SEN), looked-after children and Gypsy and Traveller children.
- Reduce exclusions from school and reduce bullying.

Is Wales Fairer? shows that there are significant attainment gaps between ethnic groups. Some children's attainment of five or more GCSEs at Grades A – C, including Maths and English or Welsh, remains strikingly low. Just 13% (2013/14) of Gypsy/Roma children achieved this level compared with 53% (2012/13) of all children.

Is Wales Fairer? states that between 20% and 50% of pupils in Wales are estimated to have experienced bullying at some point in their school lives. Bullying is identified as a particular risk for ethnic minority pupils.

Many schools' strategic equality plans were found to not 'pay attention to the full range of protected characteristics'. Schools' awareness and understanding of bullying and their policies and procedures were often found to be weak (Estyn, 2014).

The Welsh Government and many public authorities have set Public Sector

Equality Duty (PSED) objectives based on the Is Wales Fairer? education challenge.

The Committee may wish to consider how these objectives are being taken forward. Furthermore, the PSED in Wales requires Welsh Government and public authorities to assess the equality impacts of new policies and procedures. The Committee may want to examine the Equality Impact Assessment carried out in relation to the introduction of the new Education Improvement Grant.

Who do you see? and Not Just Another Statistic

The Commission's *Who do you See?* report revealed that Gypsies and Travellers are one of the four groups of people in Wales who face the most discrimination and prejudice (the other three groups are asylum seekers and refugees, transgender people and people with a mental health condition). Our follow-up report, [*Not Just Another Statistic*](#), explored the real-life experiences of Gypsies and Travellers (supporting report attached). The education system was identified as a major concern.

Many Gypsy Traveller parents that we interviewed were unhappy with the way in which their children were treated within the education system. Some Gypsy Travellers thought teachers had low expectations of Traveller children and did not push them to succeed. Discrimination was experienced outside of the classroom from other parents and children. Participants in our interviews reported feeling powerless and that Gypsy Travellers had few or no effective rights. The impact of these experiences and others led Gypsy Travellers to mistrust the education system and staff.

Not Just Another Statistic set out practical measures for improvement. These include raising awareness, building relationships within the community and the issuing of guidance to staff.

The Committee may wish to explore if and how the concerns raised in *Not Just Another Statistic* are being addressed under the Education Improvement Grant.

Convention on the Elimination of All Forms of Racial Discrimination

This year, the [Commission made a submission](#) to the UN Committee on the Elimination of Racial Discrimination about how the rights of children are being promoted and protected in Britain in relation to race. Our report identified a number of concerns in relation to education. As a result, our recommendations included that the Committee ask the UK and devolved government to:

- collect qualitative and quantitative data on identity-based bullying across all the protected ethnic groups, and use the data to develop strategies to protect pupils
- take action and publish progress on addressing persistent issues experienced by Gypsy/Roma, Irish Traveller, Scottish Gypsy Traveller, ethnic minority children, including bullying, disproportionalities in exclusion, absences and attainment rates
- investigate the causes and take actions to address the consistent underperformance of pupils from particular ethnic groups.

The Committee may wish to consider these specific recommendations. Furthermore, the Committee may want to explore the impact of the Welsh Government's changes to its grant programme on the protection and promotion in Wales of the UN Convention on the Elimination of All Forms of Racial Discrimination.

We look forward to contributing to the Committee's findings.

Kate Bennett

National Director for Wales

Equality and Human Rights Commission

Annex

[Not Just another Statistic: Life in Wales for Gypsy Travellers](#)

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 19

Ymateb gan : Dr Jonathan Brentnall

Response from : Dr Jonathan Brentnall

INTRODUCTION

Challenges facing pupils of minority ethnic backgrounds

Many minority ethnicity children and young people (CYP) in Wales face challenges, ranging from high levels of social disadvantage, to frequent experience of racism, to having to adapt to an unfamiliar country and culture knowing little or nothing of the languages of Wales. Yet, many of these CYP are resilient, rise to the challenges and, in time, manage to achieve well in school. Those who are welcomed, whose identities are positively acknowledged and who are given appropriately tailored educational support for language development and learning can go on to succeed.

Long-term gains

The kinds of support and differentiated teaching provision offered by local authority specialists and school staff to such learners yield gains over the long-term. Helping an EAL/WAL learner to develop a new language, or building the trust of a Traveller family to improve their children's school attendance, can take a long time and the educational outcomes of such support may only be seen several years later. Since at least 1992, discretely funded, targeted support has been provided for minority ethnic learners in schools across Wales, with teams of teachers becoming more widespread and better qualified as time has gone on. Concurrent with this provision, the attainment percentages of most minority ethnicity groupings have progressively increased and, in some cases, overtaken the percentages for the majority White British pupil population. Although improving, the figures for some Black, Mixed White and Black, Gypsy, Roma and Traveller ethnicities have not shown such consistent increase and this needs to be addressed with greater focus. (See: <http://learning.gov.wales/docs/learningwales/publications/121119ethnicminoritypupilsen.pdf> and <http://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?tab=previous&lang=en>)

Current high attainment figures highlight the success of past support provided by sustained dedicated funding and specialist interventions. The outcomes for CYP who are no longer receiving such support as a result of the recent changes in policy and funding are likely to become evident in coming years.

Demographic changes

The demographic profile of Wales' pupil population is continuously changing. Recently, an increase in numbers of CYP coming directly from EU nations, many of whom arrive with little or no English, has changed the profile of the *Any Other White Background* grouping, with attainment percentages dropping, indicating a clear need for continued support. Roma from Eastern Europe and refugee and asylum seeker

children from places like Iraq, Afghanistan and Syria have also increased, some coming with considerable personal, social, educational and linguistic needs. The education system needs a body of specialist expertise and flexibility in its allocation to adapt to such changing circumstances and meet these learners' needs.

Policy and funding changes

At a time when numbers and needs have been increasing, funding and targeted provision for these groupings of learners has been systematically reduced, removed or generalised within broad initiatives for 'all learners', with a reduction in accountability for targeted spending and interventions. The 2014 policy on Minority Ethnic Achievement in Education in Wales indicated a need for capacity-building, yet many of the specialist teams tasked with delivering this have been reduced, with more funding delegated to schools.

EVIDENCE

Most of the following evidence has been collated through analysis of Welsh Government data, correspondence with Welsh Government and Local Authority officials and from Freedom of Information requests made to all 22 Local Authorities (LAs) in Wales in 2015, to identify some of the short-term impacts of the recent changes in policy and funding for minority ethnic achievement and Gypsy, Roma and Traveller education. Greater detail including charts illustrating the statistics, further analyses of data pertaining to poverty and attainment and copies of documentation are available but have been omitted for brevity.

FOI update 2016

Another FOI request was made on 17th October 2016 to update information for 2015/16 and 2016/17 but several returns from LAs have not been received by the required deadline or have been returned incomplete, so an accurate picture for this year is not possible to provide. Provisional indications from the incomplete 2016 FOI returns suggest that:

- Consortia and individual local authorities are making very different choices about these areas of provision, with some maintaining levels of funding and support and others making considerable cuts or changes;
- aggregated across Wales, there has been a further reduction of over £0.5m directed to minority ethnic and Gypsy Traveller education from within EIG and additional local authority funds;
- approximately £0.5m more of the allocated funding has been devolved to schools, away from specialist central services;
- the number of 'eligible' pupils has increased by several hundred in the past year;
- there has been a further reduction in specialist staff numbers employed in these areas of work.

Teacher Training

A GTCW survey of NQTs in 2012 found that coverage of EAL was the least satisfactory element of their ITT courses and a 2015 British Council report on EAL in Initial Teacher Training in Wales (<https://eal.britishcouncil.org/information/eal-and-initial-teacher-education-wales>) found that substantial percentages of qualifying trainees felt inadequately prepared to meet EAL pupils' needs. The report also found that preparation for the relevant QTS standards was very inconsistent between courses. With the increased focus on schools and class teachers taking on the full responsibility of meeting the needs of minority ethnic and EAL/WAL learners, with far fewer centralised specialist support workers, this weakness is of particular concern.

All teachers should be adequately trained and equipped to inclusively meet the needs of all learners in their schools and they should take on full responsibility for the teaching and learning of minority ethnic, Roma,

Gypsy, Traveller and EAL/WAL pupils. However, it can sometimes be difficult to meet every child's needs without additional support, some pupils' needs extend beyond the classroom and partnerships are often required to ensure high quality provision and raise skill levels. The capacity and skillset of the current teacher workforce needs to be considerably developed before Wales is in a position to do away with its trained specialists in fields of work that are both important and very sensitive, and to delegate funding to schools without close accountability. The need for greater capacity-building and mainstreaming was highlighted in the 2014 Policy statement on Minority Ethnic Achievement in Education in Wales.

KEY POINTS

- 50 years of dedicated government funding to support the language development and achievement of minority ethnic pupils in schools has been brought to an end by the Labour-led Welsh Government, following Conservative-led Coalition policy changes in England in 2010, which are now being called into question by its own MPs.
- 40 years of dedicated government funding for Traveller Education has been brought to an end, also following policy in England.
- Both the Minority Ethnic Achievement Grant (MEAG) and Gypsy Traveller Education Grant (GT Grant) were used primarily to employ frontline members of specialist staff working directly with pupils of minority ethnic and GRT backgrounds, who were in need of targeted support, and their families.
- In 2012, a Review of MEAG was commissioned by the Welsh Government (<http://dera.ioe.ac.uk/1877/1/110112meagfinalen.pdf>) and the consultation responses detailed in the appendices indicated overwhelming support for retention and increase of the grant with greater security of long-term funding with ring-fenced protection and tighter Terms and Conditions. There were some criticisms and suggested improvements, with a lack of consensus about the benefits of delegating some funding to schools but nothing in the review indicated that the MEAG should or would be done away with.
- Beginning with a 4.76% cut to the MEAG at the start of 2014/15, followed by additional in-year cuts of up to 15% and then the amalgamation of both the MEAG and GT grants with nine other education grant schemes to form the new general Education Improvement Grant for 2015/16, without ring-fenced areas of provision, the amount of funding made available to provide for pupils of these backgrounds was systematically reduced. The decision about how much of the EIG to allocate was devolved to Consortia and LAs. This EIG arrangement has continued into 2016/17.
- Between 2013/14 and 2015/16, the Welsh Government's funding for Minority Ethnic Achievement was reduced by -24.7% and funding for Gypsy Traveller Education provision was reduced by -7%; a combined reduction of £2.67m from £11.6m to £8.93m (-23%). This amount was the final combined contribution of these two grants to the EIG for 2015/16.
- According to figures provided by WG and LAs under FOI, between 2009/10 and 2015/16, minority ethnic and GRT pupil numbers increased by approximately 50%.
- The increase in pupil numbers, combined with the funding cuts, means that between 2009/10 and 2015/16 there was an effective reduction in the WG's average per pupil funding of -42.7% (or -47.7% if using the LA FOI figure for the end of 2014/15) for eligible minority ethnic pupils and -24.3% for GRT pupils. Between 2013/14 and 2015/16 alone, the effective reductions were -27.4% for minority ethnic pupils and -21.2% for GRT pupils.
- To ameliorate the severity of the WG's funding reductions on levels of provision, LAs increased the amount of additional funding drawn from other sources, or committed from within their EIG allocations, from £1.86m in 2013/14 to £2.95m in 2015/16. However, this still resulted in an overall reduction in total funding dedicated to these areas of £1.48m or -

11.1%. Provisional figures for 2016/17 suggest that several LAs have further reduced EIG allocations or additional contributions for these areas of provision.

- LA's have historically contributed varying amounts of additional funding to support provision in these areas but the removal of ring-fencing means allocations are no longer protected to any extent. Figures from the 2015 FOI responses show that within the period from 2013/14 to 2015/16, the per pupil allocation for minority ethnic achievement decreased in 20 of the 22 LAs, and the per pupil allocation for GT education decreased in 13 of the 18 LAs who had been in receipt of GT Grant funding in 2013/14. Not only that, but the range of variation between LAs' per pupil allocations increased. This variation means there is an even greater post-code lottery in which a minority ethnic, EAL/WAL, Gypsy, Roma or Traveller pupil gets significantly more or less funding per head, depending on which authority they are in. This contrasts markedly with the single per head amount for eFSM pupils allocated through the PDG.
- In Autumn 2014, the Welsh Government had recommended that at least 80% of the EIG funding should be devolved directly to schools. This would have completely decimated specialist services but, following intervention by ADEW and the WLGA, this recommendation was relaxed, allowing individual Consortia and LAs to decide how much to delegate. Despite the initial expressions of concern, the amount of money directed to support EMA and GT education provision that was devolved to schools increased by 571% from £349,795 to £2,347,443, between 2013/14 and 2015/16. For 2016/2017, provisional figures from FOI suggest this is now closer to £3m.
- 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%.
- The reduction in White British/Welsh majority ethnicity staff was -16.2% and the reduction in Black, Asian, Minority Ethnic/Gypsy Traveller ethnicity staff was -21.8%. As these specialist services employ a sizeable proportion of the BAME and GT staff members working in education in Wales, there has been a disproportionate impact on minority ethnic workers within these services and consequently in the education workforce as a whole.
- The ratio of FTE specialist teaching staff to minority ethnic pupils went from 1:109 in 2013/14 to 1:161 at the end of the 2014/15 academic year. For EAL pupils at Stages A-C (those in most need of additional specialist input) the ratio went from 1:58 to 1:76. The 2016 FOI figures suggest this ratio is now even wider. Bearing in mind that the 21,377 (in 2015) EAL Stage A-C pupils are distributed widely across a large number of schools, provision of effective individualised support has become much more difficult.
- From 2013/14 to 2015/16, the ratio of FTE specialist GRT staff to GRT pupils went from 1:36 to 1:40. (Based on the GT Grant application figures which include GT children and young people who are in need of support but NOT registered in schools, the ratio went from 1:44 to 1:59.) When we consider that a class teacher to pupil ratio of 1:30 would be considered barely acceptable in a school, such a ratio is particularly unsatisfactory for pupils who are spread over a number of schools and sites, who may move between schools and between LAs, who may need to be supported out of school, and who are likely to have considerable educational, socio-economic and sometimes linguistic needs.
- During this time period from 2013/14 to 2016/17, when austerity has compelled the Welsh Government to make some difficult financial decisions and reductions in many areas, it has sought to preserve levels of funding for frontline school budgets to the benefit of all

children and young people. However, the cuts made to targeted, frontline support for minority ethnic, EAL/WAL and GRT pupils, in particular, have been disproportionately high by comparison. Combined with the impact on BAME staffing, there may be a case to make for breach of Equality legislation and potential racial discrimination.

Equality compliance

- Despite its many commitments and obligations under the Equality Act 2010 (Statutory Duties) Wales Regulations 2011, the Welsh Government did not carry out Equality Impact Assessments of the decisions to make in-year cuts to the MEAG in 2014/15 or to terminate the MEAG and GT grant schemes by incorporating them in the EIG until months after the decisions had been made (the specific EIAs are dated April 2015, published on web as 19/05/15, although they confusingly include reference to two other dates, June 2014 for the in-year cuts and August 2014 for the two EIG EIAs). Several requests were made for the EIAs during 2014 and 2015 but they were not forthcoming in any form until April/May 2015).
- However, the Integrated Strategic Impact Assessment carried out for the Supplementary Budget in 2014, identified that the incorporation of the MEAG and GT Grants in the EIG and the accompanying reductions in funding: "... could reduce the positive impact on the protected characteristic of race".

"9.4 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..." (pages 20, 21 <http://wales.gov.uk/funding/budget/draft-budget-2015-16/?lang=en>)

Despite the acknowledgement that the decrease in the quantum of funding 'could reduce the positive impact' (rather than 'could have a negative impact'), no consultation or search for evidence to assess the potential 'reduction in positive impact' was initiated. The inability to foresee that making these changes would result in a substantial (-17.7%) reduction in staffing from an area of specialist education provision for pupils with significant needs is quite astonishing.

- The individual EIA for the 2014/15 in-year cuts, even though it was written retrospectively, omitted any reference to the changes taking place relating to the EIG and was written as if the MEAG were continuing as a dedicated grant e.g.

"The MEAG supports children from ethnic minority backgrounds to acquire the language skills in English/Welsh to improve their chance of equality of opportunity in their school careers, and beyond, so that they will be able to reach their full potential.

The grant continues to represent significant Welsh Government funding in 2014-15 and reflects the Welsh Government's commitment to equal opportunity for this learner group.

Local authorities are able to supplement this funding with additional resource from RSG. This reflects the Welsh Government's commitment to equal opportunity for this learner group.

Local Authorities and Regional Education Consortia are being tasked with redesigning service provision to be more focussed, better targeted and more outcomes focussed. In this way children with EAL (and WAL) will continue to have their needs met and the support they need to overcome barriers to learning associated with ethnic minority background through school improvement policy and practice."

(page 13 - 150519-in-year-changes-to-the-minority-ethnic-achievement-grant-2014-15-en)

- The EIAs for both the MEAG in-year funding reductions and the incorporation of the MEAG and GT Grant in the EIG, whilst acknowledging 'potential' for negative impact, concluded that the likely impact was None/Negligible in respect of all protected equality characteristics including race, religion and belief or non-belief.

"The primary aim of the MEAG was to support children from minority ethnic backgrounds and there is the potential for a change in the funding arrangements to have a negative impact on services delivered by the local authority.

However the impact should be negligible as these learners should continue to be supported through the new grant arrangements" (page 10 - 150519-incorporation-of-the-minority-ethnic-achievement-grant-in-the-education-improvement-grant-2015-16-en)

"Gypsies and Travellers are recognised ethnic groups and depending on the priorities of local authorities there is the potential for a negative impact on the race strand. However, the impact should be negligible as these learners should continue to be supported through the new grant arrangements." (page 9 - 150519-incorporation-of-the-specific-grant-for-the-education-of-gypsy-and-traveller-children-in-the-education-improvement-grant-2015-16-en)

- Large portions of the text from the EIA for the MEAG in-year cuts were copied into the EIA produced for 'incorporation in the EIG', some sections with no modification, adding weight to the idea that the EIAs were treated in a cursory, tokenistic manner e.g. the following were copied directly without recognition that the second EIA concerned the termination of the MEAG with the reduced funding amount being transferred to a non-ring-fenced grant:

"MEAG funding supports Articles 28, 29 & 30 of the UNCRC" (page13)

"The grant funding is delivered to support the education of this cohort of children, and is not to specifically designed to eliminate unlawful discrimination or harassment." (page 16 - 150519-incorporation-of-the-minority-ethnic-achievement-grant-in-the-education-improvement-grant-2015-16-en)

Some sections do not directly answer the questions asked in the EIA template.

- There was little consideration of hard data, and what was cited illustrates the success of provision under the MEAG, rather than indicating a need for change. Criticism was levelled at provision for Gypsy and Traveller pupils, suggesting insufficient improvement but the

claim that a different approach is required 'based on the evidence' is not supported by any evidence to indicate that the proposed changes will improve performance.

"Despite the resources directed at the educational achievement of gypsy and traveller children, the rate of progress for some has not demonstrated sufficient improvement.

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."
(pages 4 and 5 - 150519-incorporation-of-the-specific-grant-for-the-education-of-gypsy-and-traveller-children-in-the-education-improvement-grant-2015-16-en)

In the Rewriting the Future programme (2014: 12) for tackling the link between poverty and educational disadvantage, the Welsh Government used comparative data for England to highlight how much Wales needs to improve in that area. Comparison of 2014 attainment figures for Gypsy/Roma pupils in England and Wales shows that more pupils of these backgrounds in Wales are succeeding, with 23.4% gaining the Level 2 Threshold and 12.5% gaining the Level 2 Threshold inclusive, compared to England's figure of only 11.6% attaining 5 A*-C GCSEs. (Wales figures for Travellers are not disclosed). On this evidence, there is a case to maintain and perhaps expand provision as it is.

(<http://gov.wales/docs/statistics/2015/150331-academic-achievement-pupil-characteristics-2014.pdf> <https://www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2014>).

- No formal consultations were carried out with the key stakeholders: pupils and their parents, over the changes and potential reductions in specialist support for pupils.
- In the EIAs, two meetings were misleadingly cited as being a part of the formal EIA consultation process; one from 12 November 2014 with the MEALA group and GT Forum LA representatives, and another from 21 January 2015, which was an annual scheduled meeting between the Minister for Education and EALAW (the professional association for EAL/WAL in Wales). The record of the November workshop, which was not for 'evaluating potential equality impact' but for 'managing transition to the EIG', shows that the delegates who were present expressed 'considerable disquiet' about the funding cuts and proposed changes they were presented with. Whilst they identified some potential positives of more collaborative working at Consortium level, they were deeply concerned about many of the implications and the impact they would have on pupil support and staffing. These concerns were not included in the EIAs as potential impacts, despite this being a requirement of the EIA review process. Nor do they appear to have been heeded, as no changes were made to the funding and policy decisions.
- Page 24 of the Annual Report on Equality 2014-2015 (<http://gov.wales/docs/dsjlg/publications/equality/151123-annual-report-2014-2015-en.pdf>) states:

"Equality Impact Assessments

The Welsh Government, as with other devolved public bodies covered by the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, is required to carry out Equality Impact Assessments in respect of protected groups, across its proposed policies and practices, those it has decided to review, and the changes it proposes to make.”

Pages 25 and 26 outline the need for filling evidence gaps, development of action plans and future reviews. There appears to be little evidence that these commitments were acted upon in respect of the MEAG and GT grants. On page 38, both grants are discussed in the present tense, as if still extant and continuing, but at the bottom of the page, the last three lines mention:

“In the draft Budget statement in September 2014, a new single grant funding stream, the Education Improvement Grant, was announced for introduction in 2015-2016. This new funding stream will draw together separate grant arrangements, including those for minority ethnic and Gypsy and Traveller attainment.” (page 38 of the Annual Report on Equality 2014-2015 <http://gov.wales/docs/dsijg/publications/equality/151123-annual-report-2014-2015-en.pdf>)

This is the only comment included in the report on the MEAG and GT Grant funding cuts and their incorporation within the EIG.

- The Equality Impact Assessment for the Rewriting the Future Programme also includes some potentially misleading comments, which have been cited as arguments to support the decision to terminate the MEAG and GT education grants (<http://gov.wales/docs//equality-impact-assessments/141106e-EIA-Rewriting-the-Future-Programme.pdf>):

“The proportion of pupils eligible for free school meals varies by ethnic group³. Compared to the average, high proportions of Gypsies and Traveller pupils are eFSM. There are also higher than average proportions of Black African, Black Caribbean, White and Black African, White and Black Caribbean, Pakistani, and Bangladeshi pupils. The percentage of Indian and Chinese pupils who are eligible for FSM is below the average for all pupils.”

“The programme should produce a positive impact that will be felt disproportionately by groups with high proportions of eFSM pupils. Those pupils coming from families where English is not the first language at home should also benefit from the English for Speakers of Other Languages (ESOL) provision.”

“There are no aspects of the Programme which involve the redirection of resources away from particular ethnic groups.” (p9, 10)

- Firstly, if a grouping of learners experiences disadvantage that is *disproportionate* by comparison to other groupings, then action taken to address that inequality is *proportionate* to the disadvantage – the grouping as a whole will not benefit from a disproportionately positive impact but only a proportionate one that attempts to bring about greater equality.
- Secondly, a proportion of the GRT pupils who have benefited from the GT Education Grant-funded support of GRT specialists are not on school rolls, and others move from one school to another mid-year or from year to year, so the allocation of PDG funding to the school where they were registered in the previous year may not benefit them at all.
- Thirdly, in the statement that *“Those pupils coming from families where English is not the first language at home should also benefit from the English for Speakers of Other Languages (ESOL) provision”*, it is unclear what the explicit benefit on pupils will be. Most EAL CYP learn

English much more quickly in school than their parents do, so this is just a vague generalisation.

- Lastly, the money taken from the reduced grants amalgamated to form the EIG (including the MEAG and GT grant) amounted to a similar increase in the Pupil Deprivation Grant from 2014/15 to 2015/16: approximately £10m came out of the grant reductions at transition and the PDG was increased by approximately £10m that year, so the assertion that *“There are no aspects of the Programme which involve the redirection of resources away from particular ethnic groups”* could be regarded with some suspicion. The PDG is not intended for targeting the needs of EAL learners (as the MEAG was), certainly not if they are nFSM, and it has no ring-fencing for minority ethnic or GRT learners who are eFSM. Without a strict accountability framework for how these pupils are actually benefiting ‘proportionately’ or ‘disproportionately’ from the PDG in schools, it is difficult to regard this statement as supportable, or to evaluate the extent that the transition to the new arrangements is directly benefiting minority ethnic learners in the way that the MEAG and GT Grant did.
- The evidence from the 2015 FOI data referred to in this paper, which shows that the impacts on pupil funding and specialist staffing have been considerable, together with the weaknesses evident in the processes relating to Equality compliance, suggest that the Welsh Government has fallen well short of its responsibilities in respect of Equality duties, consultation and in meeting the particular needs of pupils with the protected characteristics of Black, Asian, Gypsy, Roma, Traveller and other minority ethnicities.
- It is my opinion that a thorough review of how the needs of CYP from these backgrounds should best be developed in conjunction with the new national curriculum for Wales is urgently required.

ADDENDUM

BACKGROUND AND CONTEXT INFORMATION

Historical background

Funding and provision for minority ethnic achievement and EAL/WAL in England and Wales

For almost 50 years, dedicated funding has been in place to support pupils of minority ethnic backgrounds in education in England and Wales.

In the 1960s, it was recognised that many members of minority ethnic and migrant communities, especially children and young people, faced a number of linguistic, cultural and educational challenges, which were distinct from those of the majority ethnic White British population and which were not being adequately addressed by mainstream education or other public services.

In 1966, funding administered by Section 11 of the Home Office was provided to address these issues, and was used to support the teaching of English (then referred to as English as a Second Language or ESL) and to promote integration.

Through the 1970s and 1980s, it became apparent that teaching children and young people ESL, often in segregated teaching units, was not the most effective or equitable approach and, in fact, the education system itself – the curriculum, the school environment and the attitudes of teachers and pupils to diversity – needed to change in order to ensure a genuinely inclusive school experience for all pupils.

Many local authorities set up Multicultural Education, ESL or Race Equality services to promote diversity and equality throughout the curriculum and school life, as well as to work directly with pupils. The majority of services were centralised and they employed teachers and bilingual teaching assistants to work in schools, but with the flexibility to move responsively to meet changing needs and pupil distributions.

During this time, only a small number of local authorities in Wales accessed Section 11 funding but a few others used their own core education funding to pay for individuals or small teams of teachers to work with early stage ESL learners and to promote multicultural education and race equality.

In 1991, the Section 11 Grant was reorganised to make a more accountable system in which local authorities had to bid for funding based on a quantifiable assessment of need, with clear targets for monitoring expenditure and pupil progress. This provided an opportunity for a number of local authorities in Wales to make successful bids and set up new teams, initially funded for 3-5 years, greatly expanding the range of professional expertise in Wales.

In 1994, Section 11 funding was transferred from the Home Office to the Department for Education and renamed the Ethnic Minority Achievement Grant (EMAG).

Under the national curriculum assessment arrangements, more substantial data on pupil attainment became available and, when these data were analysed by ethnicity, they revealed

patterns of low attainment percentages for several minority ethnic groupings. As a result, in the context of a wider agenda to improve educational standards for all pupils, work with minority ethnic pupils was refocused towards raising achievement outcomes, rather than just giving attention to developing English and encouraging multicultural education.

Also around this time, in recognition of the fact that many minority ethnic pupils already used at least one other language prior to learning English, ESL was renamed English as an Additional Language or EAL (English being an addition to their linguistic repertoire).

Following the devolution of responsibility for education policy to Wales, in 1999, the EMAG was retained as a discrete, ring-fenced funding stream and was later amalgamated with a separate Asylum Seeker Grant, being renamed as the Minority Ethnic Achievement Grant (MEAG).

Over time, all 22 local authorities in Wales bid for and were allocated amounts of funding via the MEAG, based on numbers of pupils, weighted according to age, levels of English proficiency and asylum seeker status. MEAG funding was used to provide achievement and language support for pupils and to offer professional development to schools, predominantly through centralised teams of specialist workers. Many of the central services encouraged their staff to pursue Masters level qualifications to ensure a high standard of professional development within this specialist field.

During the late 2000s, the growing numbers of minority ethnic pupils in Welsh-medium and bilingual schools, together with the broader focus on raising achievement, led to the MEAG terms and conditions being widened to include those learning in English-medium, Welsh-medium and bilingual contexts. Although Welsh language provision had historically been funded and provided via other means, it was considered important to recognise that minority ethnic pupils in Wales needed to learn both English and Welsh as Additional Languages to succeed in school, and that their needs were distinctive. This resulted in the use of the abbreviations EAL/WAL and CIY/SIY in Cymraeg. However, to date, there has not been any official clarification of how to address both effectively within the existing education policy frameworks.

The good practice that has been built up over the past two and a half decades across Wales has yielded a progressive improvement in the numbers of minority ethnic pupils succeeding in compulsory education. The grouped attainment figures of several minority ethnicities are higher than the national average, but there are still significant gaps in:

- the consistency of Initial Teacher Training in these areas;
- teachers' professional knowledge and confidence in meeting pupils' needs;
- the implementation of good practice in both additional language development and multicultural education;
- capacity to meet the multiple needs of pupils who are asylum seekers, refugees, EU Roma, early stage EAL/WAL learners and those with both language development and Additional Learning Needs;
- the attainment figures of a number of specific minority ethnic groupings, at various key stages, especially those of Black, Mixed and GRT backgrounds (see below on Attainment).

The effort to ensure equality in education for pupils of all racial and ethnic backgrounds and to create a genuinely inclusive mainstream education system in all schools is unfinished business – there is still much work to do. In the current political and populist media climate, it would be too easy to lower the priority given to these groupings of learners but the long-term consequences for their integration, academic success and social mobility, and for community cohesion in Wales, in general should not be underestimated. Having communities of people who might feel disadvantaged, unsupported or discriminated against is not a positive thing for a cohesive Wales.

Funding and provision for Gypsy, Roma and Traveller education

Discrete funding for addressing the varied educational and other needs of Gypsies and Travellers also pre-dates devolution in Wales.

In England and Wales, dedicated funding has been provided in a variety of ways and through different streams since at least the 1970s, following the 1967 Plowden Report which identified Gypsies as “probably the most severely deprived children in the country”, arguing that committed teams of professionals were needed to successfully “arrest the cycle” of educational disadvantage they experienced (cited in Foster and Norton, *The Equal Rights Review*, vol 8. 2012: 102/3).

Through the 1980s and 1990s, centrally-funded Traveller Education Services developed their professional practice, engaging with communities and families, liaising between agencies, working with schools and helping to raise pupil achievement.

Funding was provided for under a number of Education Acts, including Section 488 of the 1996 Education Act grants ‘for education of Travellers and displaced persons’.

At one point in England, the funding was combined with the EMAG for a short period to form the EMTAG, before being separated again in recognition of differences between the two areas of work.

During the 2000s, within the National Strategies in England, projects were targeted under the Gypsy, Roma and Traveller Achievement Programme (GRTAP) and guidance materials were produced for schools and other professionals. A few years ago, however, ring-fencing for GRT education funding in England was removed, and sources of finance for this area of work were transferred to the general Children’s Services Grant, then the Area Based Grant, then funding to support ‘vulnerable families’. The shift towards a framework of ‘universal services which support every child’ effectively reduced the focused attention given to pupils of GRT backgrounds and led to a decline in central Traveller Education Services (Foster and Norton, *The Equal Rights Review*, vol 8. 2012: 104).

In Wales, following devolution, the Section 488 Grant continued to be used as the basis for funding at a 75% matched-rate. It was increased on several occasions between 1999 and 2013/14, and was commonly referred to as the Traveller Education Grant or Gypsy Traveller (GT) Education Grant.

Prior to 2015/16, nineteen LAs have bid for GT Grant funding but only ten LAs have had centralised Traveller Education Services, with at least two LAs running combined Minority Ethnic and Traveller Education Services. Others have appointed individual officers or teachers with dedicated responsibility for overseeing this area of provision. Most specialist workers have targeted a wide range of issues and needs, building relationships with GRT communities and families, supporting children with education and other matters, working both within and outside of school premises, liaising between agencies and across authorities, teaching, training staff, and advocating on behalf of GRT pupils and their families.

Originally, most provision was focused on Gypsies and Travellers of White British and Irish backgrounds. However, since European Union (EU) Accession broadened the range of nationalities eligible for free movement within the EU, numbers of EU Roma pupils have increased in both England and Wales. Many pupils face multiple social, racial and educational disadvantages. Most have English and Welsh as Additional Language learning needs as well as other social, cultural, physical, psychological and educational needs. Consequently, in recent years, EU Roma pupils have been deemed eligible for funded support from both the MEAG and the GT Education Grant in Wales.

Together, the British, Irish and EU groupings are often referred to collectively as Gypsy, Roma and Traveller (GRT) pupils.

Data

Collecting accurate data on GRT CYP and their backgrounds has long been problematic, often leading to underestimations of population figures and support needs. CYP may move as their families travel, some may not be registered on school rolls, some do not have their ethnicity accurately recorded on school databases (many not wanting to declare it for fear of discrimination) and there is quite a high drop-out rate from formal schooling as pupils get older. The data that are available from schools reveal that a large proportion of GRT CYP are from low income households, a substantial number have Special or Additional Learning Needs, and the grouped attainment figures at all Key Stages are the lowest of all the ethnicity groupings, especially at Key Stage 4. GRT CYP also tend to experience a high level of racism and discrimination both in and out of school. The nature and extent of their needs make GRT CYP one of the groupings most in need of targeted funding and provision.

For several reasons, including those above, accurate figures for numbers of GRT CYP in Wales are difficult to obtain. When an FOI request was made of LAs and the WG in 2015, it yielded three different numbers, revealing an issue about the adequacy of data collection processes:

- PLASC – the official record of pupils ethnicity as recorded in schools SIMS for GRT pupils on roll in Jan 2015 = 891
- Local Authority FOI request responses – a mixture of LA PLASC records and numbers of other pupils known to be in schools but not recorded in schools' SIMS in Jan 2015 = 1587
- WG GT Grant Local Authority submissions – the total number of GRT pupils known to be attending schools and not attending schools: on roll, recorded on SIMS, not on roll, not recorded on SIMS, not in school but in need of off-site support = 2542*

There is a similar difficulty in identifying accurate numbers of other minority ethnic pupils:

- PLASC - the official record of pupils ethnicity as recorded in schools SIMS for pupils on roll in Jan 2015 = 34692
- MEAG submission (rolled over from 2013/14) - 39658
- LA FOI request – 43601*

*Local authority Grant submissions were based on numbers of CYP collected by staff working in schools and communities, with CYP and families, compiling lists of CYP they knew were in schools or were in need of educational support, not just those entered into the schools' SIMS databases.

Attainment

The grouped attainment figures of a number of minority ethnicity groupings are still below the national average and, in some cases, decline throughout schooling rather than narrow the gap. This is particularly the case for certain Black African, Caribbean and Mixed ethnicity groupings.

Through the 1990s and 2000s, notable progress was made in narrowing the attainment gaps between the figures of several ethnicity groupings and the national figures for All Pupils. In Wales, the figures for some minority ethnicity groupings have improved significantly with a number of groupings having percentages that are near or above the national figures.

A match-funded EU Convergence Fund project in Wales, targeting secondary age pupil achievement between 2010 and 2013 succeeded in increasing the percentage of targeted minority ethnic pupils achieving 5 A*-C at GCSE by 9%, and contributed to a doubling of the national percentage of all minority ethnic pupils achieving this target outcome during the same period, compared to the increase in the figure for All pupils, nationally.

Stage A-C EAL/WAL learners are in particular need of targeted support for several years in order to access the curriculum, demonstrate their knowledge and understanding and to develop their English and Welsh language.

With the right support, most EAL/WAL pupils make good progress, 'catching up' with their peers in English and Welsh over time and, when they approach age-appropriate proficiency, the percentages of EAL/WAL pupils at Stages D and E achieving the target levels in tests and examinations are higher than the national figures.

Nevertheless, every year, there are new arrivals, many of whom have little or no English or Welsh and who need a great deal of support to adapt to their new situation, to learn about school-life and the education system, to learn how to read, write, speak and understand English and Welsh and to make up gaps in their linguistic and curriculum knowledge. There are also many individual pupils who do not manage to catch up in time for formal examinations or to achieve well enough through their schooling to realise their academic potential.

At a national level, attainment gaps remain for some ethnicity groupings. The needs of many GRT CYP are multiple and considerable and their grouped attainment figures are the lowest of all the ethnicity groupings. The figures for several of the Black and Mixed ethnicity groupings are also lower than average or decline to become so by KS4, which is a matter of ongoing concern.

There is clearly a need to continue improving the quality of education provision and to maintain support dedicated to addressing the particular needs of minority ethnic, GRT and EAL/WAL pupils.

Consequently, it is clear that the education system in Wales is still not adequately addressing all of the issues pertaining to minority ethnic achievement and there remains a distinct need for targeted interventions and support, dedicated funding and well-qualified specialist staff to work with schools and pupils.



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

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 group¹ according to Welsh Government benchmarks and that they have the highest rates of absenteeism from primary and secondary schools (this includes authorised absences²).

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

¹ 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

² 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.³

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 learners⁴ 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

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

⁴ 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 2014⁵ 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.

⁵ (<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 Children⁶ (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 changes⁷. 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. Its noted in the record of that meeting that many concerns were expressed

⁶ <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>

⁷ "The rational 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.⁸

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 us⁹, 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.

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

⁹ 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 10th'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 2011¹⁰ 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 – 2016¹¹; whilst a survey of local authority TES put the number of children registered as EHE (including alternative provision) at 77 across Wales¹²

Estyn also noted in 2011¹³ 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."*¹⁴

Independent research¹⁵ 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

¹⁰ Travelling to a Better Future page 37 Welsh Government 2011

¹¹ Pupils Educated other than at School Statistics Wales 2015

¹² Gypsy and Traveller Education: Engaging Families. A survey of LA provision 2014

¹³ 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>

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

¹⁵ 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 2005¹⁶ 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

¹⁶ 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 Meals¹⁷ 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 Ahead¹⁸ 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.

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

¹⁸ 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

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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 21

Ymateb gan : Neath Port Talbot GRT Forum

Response from : Neath Port Talbot GRT Forum

I am a consultant Social Worker with Neath Port Talbot Social Services, and as part of my developmental role, I have helped establish a local Gypsy Traveller forum. The forum is currently made up of a range of professionals who are keen to develop better links with and services for our Gypsy Traveller community.

The forum was established in November 2015 and is still in its development phase. Membership involves Health Visitors Service, Child and Family Social Workers, Team Around the Family Workers, Action for Children, Youth Services, the Traveller Education Service, CAB, Traveller liaison Officer for the County and other NGOs such as Traveller Ahead and NPT- CVS. Over the next year we want to see the membership of the forum to include representatives of the GRT Community and Adult Services.

In Neath Port Talbot, we have a good take up of Primary School but a low take up of Secondary School placements with only four out twenty four young people of Secondary School age in formal education.

As the committee will no doubt hear, there is a long standing challenge in engaging Gypsy Travellers in full time education. This challenge is driven by several factors, such as: –

Cultural belief – As is well documented many Traveller families believe that ‘in their culture’ teenage boys should start work with their fathers and teenage girls should learn about keeping a good home with their mothers. While many families now support primary education as they believe that their children should read and write, the benefits of secondary education is less valued. Part of the lack of confidence in Secondary Education is born out of the parents own education history, having left school after primary education themselves. There is also a lack of role models from the GRT community who can demonstrate the value of secondary education.

Fear of discrimination – Many families will recount their own experience of being discriminated against and fear racist abuse against their children. Where Traveller families whose children attend small primary schools, particularly those primary school that have built good links with the local Traveller sites, the fear of racism is reduced and attendance is positive. However, the move to Secondary school presents a greater threat, in that the school population is bigger, with many of those pupils from other feeder primary schools with no experience of the Traveller community and therefore the risk of discrimination against Traveller pupils increases.

In Neath Port Talbot, the creation of the new super school Bae Baglan has reinforced negative attitudes about sending their children to school, where Traveller children would make up less than half of one percent of the entire school population.

The community is also very aware that there are plans for merging local primary schools and are already voicing their fears about their children attending the larger primary school.

Fear of exposure to risk factors – Again as the committee will be aware, many traveller families are very protective of their children, they fear that if their children attend secondary school, their children will be exposed to ‘bad

ways' such as sexual promiscuity and therefore teenage pregnancies, drug taking and other anti-social behaviour.

Social Isolation – Our forum undertook a brief engagement programme in August of this year, where myself, Action for Children and Team Around the Family, visited one of the sites for three sessions, and ran one session at the second traveller site. That led to some 20+ referrals for benefits advice, several referrals to adult services and additional requests for child care services. This very brief exercise highlighted how isolated the local GRT community are from Universal Services; this I believe is symptomatic of the wider social isolation of the GRT community which both unpins and compounds the issues already listed above. Therefore we cannot see poor educational attainment in isolation from the wider systemic problems faced by the GRT community. Often the GRT community fall off the radar of universal services, as those services believe the community is hard to reach and won't engage with outside services. However as we have found it is more about taking a proactive approach and actively engaging with the community not only allows better take up of services – it will also exposes areas of unmet need that Universal services would be otherwise blind to.

So What needs to be done?

Following on from the last point, we needed to see poor educational attainment within the context of multiple deprivations which has already been highlighted by the Welsh Government's *Travelling to better Health (2015)*. The more universal services are engaged with the GRT Community the better the dialogue can take place about promoting the Wellbeing of GRT children and young people. It has been argued that this is a hard community to engage with, but our experience has questioned that view, while trust does need to be built-up, most Traveller families are grateful for the support and in turn this opens up a forum for those Wellbeing discussions.

Traveller Education Units

Nearly all the Traveller Education units describe lack of secure funding, several have spoken about not knowing if their services will be funded from year to year. There is a need to look at keeping Traveller Education funding ringfenced and having three or five-year funding strategies, so that those units can develop longer term engagement strategies.

We need to be looking at education from the perspective of the GRT community and currently in Neath Port Talbot there has been a drive to integrate GRT pupils into mainstream Education, while this is commendable in its aspiration, it has led to families becoming more resistant to Secondary Schools resulting in the drop school attendance. Many families would rather no education for their children than integrated education.

For many Traveller Children, the formal classroom structure is a challenge, some of the traveller children find it too restrictive, they will describe how they manage better within the less formal and more supportive environment of the dedicated Traveller Ed units. I am sure that the Travelling Ahead project will be able to provide your committee with good insight into the needs of young Traveller pupils. Sadly, we have lost the small Traveller Education classroom setting in NPT, as the county has preferred integrating Traveller pupils into mainstream classes, which resulted in the drop Secondary school attendance dropping from 8 GRT young people out of 24 attending school in 2014/15, to 4 out of 24 in the 2016/17 school year.

School Performance Indicators

While it is possible to mitigate lower attendance for GRT Children via the 'T code' (i.e. teachers can mark a GRT pupil's nonattendance with a 'T mark' rather than an 'attended' or 'not attended' mark, schools appear to fear that the poor attendance by Traveller children would bring down their overall school attendance rate, therefore, removing a GRT pupil for the school role is a tempting option. Therefore there would be an argument to develop

specific 'P.I' for GRT engagement, this could also apply to other 'hard to reach groups' or communities.

There doesn't appear to be any clear measurement of how many Traveller children are of school age and how many actually attend school. While accurate figures might be difficult to obtain on those Travellers that are still mobile, or those that are living in 'bricks and mortar', it would not be difficult to establish clear figures for those young people whose families have been living permanently on Traveller sites.

Home Education

If Traveller children are not attending school, we need to look at other ways of engaging them in Education, similar to the arguments about using Youth Services, for some families and schools, reporting that their child is Home Educated is a useful opt out. As has recently been highlighted by the Serious Case Review on Dylan Seabridge, families who opt out of mainstream education, can become inviable to universal services, so where families are electing to home educate, we need to have confidence that the child is being educated and supported.

One of the issues identified by one of the two traveller sites in our area has been access to broadband, so that the children are unable to access online learning; broadband cover both through fix line and mobile signal has been problematic for residents on both of our Traveller sites.

There is also need to see Home Education as part of a more proactive engagement process, so while a young Traveller is being Home Educated, they might be provided opportunity to engage in some form of formal education. Once a young person is deemed 'off role' they face further difficulties in engaging in college vocational courses and some consideration needs to be given to improving the flexibility of the learning pathways for 'out of school' young people.

Youth Services

Youth services have a great deal of experience in working with hard to reach youngsters, providing stepping stone links to educational involvement. Part of the problem for the Youth Services is that they have to meet certain funding targets, e.g. run groups for 8 people for 10 sessions, this funding model doesn't always work with the GRT community. Therefore, we would argue that ringfence funding should be made available for Youth Services to do targeted work with the GRT community (as well as other hard to reach communities) which should be based on engagement rather than just numbers of attendees. This way the Youth Workers can provide act as bridge to education and engage in that dialogue with the families about better educational attainment for their children.

Early Years Play Opportunities

While primary school education has better engagement, there is still room to build educational links. Many Traveller children do not attend play groups and nurseries, this means that on starting school they may start behind their non-traveller class mates. As argued above, the provision of onsite early years education can help build better community confidence in outside services, assist in the development of broader parenting knowledge such as healthy diets, the importance of reading simple stories etc.

To Conclude, –it is well documented how the GRT community face multiple issues from poor health, economic deprivation and racial discrimination, therefore we need to have a proactive educational strategy as a vital tool in promoting the Wellbeing Outcomes for GRT children and young people. That proactive educational strategy needs to take a systemic / holistic approach recognising that tackling the wider needs of the GRT community will also positively impact on better educational outcomes for GRT children and young people.

Ian Rees

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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 22

Ymateb gan : Dinas a Sir Abertawe

Response from : City and County of Swansea

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?)

There have been increasing numbers of learners from ethnic minority backgrounds entering Swansea Local Authority schools. This group now makes up 13.6% of the total school population in Swansea (PLASC January 2016). The majority of these learners is in the process of acquiring English as an additional language (EAL) and in need of extra specialist support to access the curriculum in order to fulfil academic potential.

The Ethnic Minority Achievement Unit (EMAU), a central local authority team of specialist EAL teachers and bilingual teaching assistants, currently provides support for 3000 learners from ethnic minority backgrounds (aged 3 – 16 years) in 75 Swansea primary and secondary schools. The work of EMAU in schools is wholly dependent on Welsh Government external grant funding via the Education Improvement Grant (EIG).

In FY2015/16 and FY2016/17, Swansea Local Authority has maintained an equivalent level of funding for ethnic minority achievement (out of its 20% maximum retained EIG element) to that provided in the final year of the Minority Ethnic Achievement Grant (MEAG). While the local authority has endeavoured to protect funding levels, a historical legacy of reductions and cuts in real terms has affected the recruitment/retention of specialist staff and the ability of EMAU to maintain levels of support for learners from ethnic minority backgrounds. Uncertainty around future grant levels and funding streams is exacerbating this situation.

In order to mitigate against reducing levels of specialist support, the EMAU team has reduced direct learner support significantly to focus more on embedding capacity-building approaches that upskill the school workforce and grow the self-sufficiency of

schools to better meet the needs of learners from ethnic minority backgrounds. Direct EMAU specialist teacher support is now being prioritised for identified EAL learners in Years 2, 6, 9, 10 and 11 who with additional support have an improved chance of attaining expected educational outcomes. There are very limited levels of direct teacher support for EAL learners in other year groups, in particular early years, and no support for those in school-based post-16 provision.

The overarching strategy to build capacity in schools and focus specialist support on particular year groups is currently serving to maintain a strong track record of educational outcomes for learners from ethnic minority backgrounds. However, should future EIG funding levels for the local authority reduce further and/or school delegation rates increase then the capacity-building strategy would be placed in jeopardy before schools are ready to take fuller responsibility for meeting the needs of learners from ethnic minority backgrounds and maintaining their educational outcomes.

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?)

Welsh Government policies and strategies aimed at reducing the impact of poverty on educational outcomes, in particular the Pupil Deprivation Grant (PDG) and Flying Start, may impact on educational attainment for some ethnic minority learners who are eligible. In general, however, research has shown that poverty interventions do not have the same effects on all ethnic groups and ethnic minority learners are more resilient to the pressures of poverty on attainment compared with their White British peers.

Welsh Government initiatives to improving school and classroom practices are however likely to have benefits for pupils from all ethnic groups.

Other Welsh Government policies and strategies are too widely focused and hit or miss in terms of raising educational outcomes for learners from ethnic minority backgrounds as they do not have strands within them that focus on the discrete and distinctive needs of this group e.g. the need to acquire EAL. Therefore in the short-term, Welsh Government needs to develop a discrete policy and strategy specifically aimed at building capacity in schools so that in the longer-term schools will be better equipped to meet the needs of growing numbers of learners from ethnic minority backgrounds more independently.

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?)

Schools

All schools need to engage with a capacity-building agenda to upskill the workforce to better meet the needs of learners from ethnic minority backgrounds.

Local authorities

Local authorities need to develop and/or implement a capacity-building agenda to upskill the workforce in schools. Swansea local authority's EMAU is upheld as a good practice example in this area.

Regional consortia:

All regional consortia need to take a strong lead on ethnic minority achievement. Consortia may also need to take more account of the different scale of need within partner local authorities when apportioning EIG where there is disparity. For example, the urban area of Swansea is vastly different from the other local authority partners in ERW Regional Education Consortium. All regional consortia need to provide support and challenge to local authorities for developing provision in schools and improving educational outcomes for learners from ethnic minority backgrounds.

Welsh Government

The Welsh Government needs to take a much stronger lead on ethnic minority achievement for Wales through the development of a discrete policy and strategy.

The Welsh Government also needs to appoint a lead individual with proven experience and expertise to drive the ethnic minority achievement agenda forward and to act as a champion for this vulnerable group of learners.

The Welsh Government also needs to undertake more monitoring and to make regional consortia more accountable for the educational outcomes of ethnic minority learners. The development of an educational outcomes framework by the Welsh Government for ethnic minority achievement is long overdue.

The juxtaposition of achievement with safeguarding within the Welsh Government is skewing the agenda of Minority Ethnic Achievement Local Authority Forum (MEALA) meetings. Too much emphasis is placed on safeguarding matters that apply to all learners regardless of their ethnic backgrounds and not enough attention is paid to improving practice, provision and outcomes for learners from ethnic minority backgrounds

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?

Provide stable, discrete funding over three years for ethnic minority achievement linked to a clear Welsh Government strategy whereby local authorities are held accountable for building capacity within their schools.

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.

Similar points as described in answers to questions 1-5 above could apply to the amalgamation of the Gypsy Children and Traveller Children Grant into the EIG.

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

None

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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 23

Ymateb gan : Cyngor Cydraddoldeb Rhanbarthol Bae Abertawe (SBREC) a Fforwm Sipsiwn a Theithwyr Bae'r Gorllewin

Response from : Swansea Bay Regional Equality Council (SBREC) & Western Bay Gypsy Traveller Forum

This paper is submitted by Gwenda Jones, on behalf of Swansea Bay Regional Equality Council (SBREC), as one of its Trustees and as Chair of Western Bay Gypsy Traveller Forum in an official capacity.

The writer of this paper has many years' experience of working in the field of Traveller Education and with the Gypsy and Traveller communities as a whole. She was previously manager of a Traveller Education service and a founder member of the All Wales Traveller Education Forum hosted by Welsh Government.

- **All of the comments** made here will relate to the impact of amalgamating the Section 488 funding into the EIG and the way in which this was carried out.
- **The following statements** taken from the Welsh Government's Research Report, Gypsy and Traveller Education: Engaging Families- A Research Report (98/2014) indicate ongoing concerns over many years regarding the education of Gypsies and Travellers
-Gypsies and Travellers are considered one of the most marginalised and socially excluded groups in Wales (Estyn, 2011).

In Wales Gypsies and Travellers are the lowest achieving group and in 2011/12 Gypsy Traveller pupils had the highest rates of absenteeism in both Primary and Secondary school (Welsh Government 2013a). This is significant, as high levels of absence and low levels of attainment are linked. Poor levels of attendance

correspond to a distinct set of barriers that Gypsy and Traveller pupils encounter while at school (Welsh Government, 2008a)

When considered in relation to the above statements the amalgamation of the 488 Grant into the EIG, without consultation or the protection of ring- fencing, is particularly concerning.

- ***When the draft budget*** was announced along with the proposal to amalgamate grants, this was not accompanied by any detail regarding the proposed changes or evidence of an impact assessment having been carried out. It was also acknowledged at the time that amalgamation of grants might well have an adverse impact upon certain groups, *including Gypsies and Travellers*, and this has indeed proved to be the case.
- ***Letters of concern*** were sent to various ministers at the time and a reply by Jacqui Sharples on behalf of Huw Lewis AM., then Minister for Education and Skills, stated:

‘The Welsh Government has been clear that the impact of the grant must be to improve educational outcome for all learners and reduce the impact of deprivation on learner outcomes ...by addressing learners’ barriers to learning and improving inclusion... by improving the provision for learners and the engagement of learners. We are currently working with local authorities and regional consortia to develop measurable outcomes which must encompass all learners. This will include those children and young people belonging to recognised groups of learners where under attainment is a significant concern – including the education of Gypsy and Traveller children. Whilst we have not ring-fenced specific amounts within the overall grant, we will continue to be very clear in the terms and conditions of the grant that the needs of these learners must be addressed discretely.’

It is therefore a matter of great concern to learn that the current Minister for Education, addressing the CYPE scrutiny committee, has gone on record as saying that ***she does not intend to evaluate the impact of the EIG.*** She goes on to say that the vast majority of the grant actually goes to deliver

Foundation Phase and continues by saying that 'because we are not dictating to people how they use it...it would be difficult to be able to pinpoint the exact impact'. She further states that the success of the Foundation Phase and success in reaching GCSE targets ultimately demonstrate the success and impact of the programme(EIG).

This would appear to be a very narrow set of criteria against which to measure the impact of the EIG, given the range of areas previously covered by separate grants, and is not at all in keeping with the intentions stated above. It completely fails to address the needs of specific, vulnerable, groups such as Gypsies and Travellers whose additional needs were previously supported by ring fenced grants.

- The reluctance of many Gypsy Traveller parents to allow their children to access secondary education is well documented and understood. However there also needs to be flexible support available in primary schools through provision of a dedicated Traveller Education Service (TES). Many Gypsy Traveller parents are still reluctant to allow their younger children to attend school.

Dedicated TES staff who are well known to the parents and have established a relationship of trust can support those children in school for a period, to provide confidence to the child, the parents and also to the school. Indeed, schools have often been known to demand support from the TES prior to a pupil's admission and especially when admitting Gypsy or Traveller children to their school for the first time.

Whilst the need to improve attainment at secondary school is indisputable, it is vital to continue to provide support at Primary school. TES staff can support pupils and parents in the difficult transition from home to school at Nursery and infant stage, and provide essential support at transition to secondary school, liaising between home and school where necessary and can also provide the school with information regarding Gypsy and Traveller culture.

Without support for engagement in the Primary phase there will be even fewer children attending secondary school and fewer still achieving success at Key Stage 3 and above. The contribution and effectiveness of discrete

TESS has been acknowledged in a variety of Welsh Government publications and reports.

- There was **no consultation** with parents, pupils or professionals prior to this decision being made. In this local authority, anxious Gypsy and Traveller parents first learned of proposed changes when they discovered that longstanding and trusted TES staff had been issued with precautionary notice. Parents then contacted Swansea Bay Regional Equality Council (SBREC) to support them in liaising with the Local Authority regarding their concerns and seeking to establish plans for their children's education in the long term. A few inconclusive meetings have since taken place but the LEA has, as yet, failed to inform us of any decision regarding its plans for a sustainable model for Traveller Education in the future. In the meantime, two out of three highly experienced staff have now left leaving no option for flexible school- based support at primary level.
- The amalgamation of the grants was further shrouded in confusion as it coincided with cuts in Local Authority spending and also with a decision to increasingly delegate funds to schools.
- Delegation of the Gypsy Traveller Support Grant to individual schools does not allow local authorities the flexibility to ensure that funds are directed where they are most needed in the case of this particular group of vulnerable pupils. Gypsy and Traveller communities are not a single homogeneous group and circumstances differ. In some areas of Wales there are long established communities which are settled and well established. Allocation of funds directly to schools in such cases may be well managed. However, some Local Authority areas support groups which may be highly mobile, and often living in unauthorised roadside encampments even within a small geographical area. ***If funds are allocated to identified schools and the children move on, there is no mechanism to allow the money to follow specific children within the boundaries of a Local Authority or to reclaim funding if they leave the area.***

Allocation of ring-fenced funding to support Gypsies and Travellers will enable Local Authorities to develop a mixed model of provision, combining mainstream and specialist support appropriate to the needs of the particular Gypsy and Traveller groups in their localities.

- Failure to ring fence the 488 Grant for Gypsies and Travellers, combined with delegation of funds to schools has, in some instances, led to the demise of discrete, dedicated Traveller Education Services which had been built up over many years. This has resulted in the loss of a huge amount of experience and expertise through loss of staff.
- Earlier Welsh Government publications on Gypsy and Traveller Education, including 'Moving Forward-Gypsy Traveller Education' WAG Circular No:003/2008 and 'Gypsy and Traveller Education: Engaging Families-A Research Report' (98/2014) acknowledge the important role played by discrete TESs. 'Moving Forward' states that ***'Peripatetic staff within dedicated Traveller Education services are likely to play a significant role in supporting access to education for Gypsy and Traveller children and in liaising regularly with families in their homes to build trust and change their negative perceptions of education, whilst respecting the particular culture of Gypsies and Travellers.'***
- TESs also play a vital role in providing continuity when children move to other parts of the country, ensuring school records are passed on and liaising with schools and other TES across the country when children cannot be traced.

In conclusion:

Summary of issues arising from amalgamation of grants into the EIG:

- Lack of consultation with Traveller Education professionals and Children's Rights organisations at the initial stage
- Inadequate Equality Impact Assessment both nationally and locally
- Lack of clarity regarding monitoring and accountability for meeting the needs of specific minority groups. Grant conditions and monitoring were much more specific under Section 488 funding when local authorities had to report annually to WAG on targets set and outcomes achieved with use of the grant.
- Examination success at secondary level cannot be achieved without support for engagement and retention at Primary school.
- Failure to address equality issues regarding a marginalised group in supporting access to education

- Lack of understanding of the specific needs of Gypsy Traveller pupils and their families in relation to education, and the range of strategies which must be employed to engage and retain them in education.
- Failure to consult adequately with people experienced in the field of Traveller Education and to take on board their professional expertise.
- Complete disregard for effects of amalgamation on this group of pupils, and others, as evidenced in the remarks of the Minister for Education
- Section 488 Grant funding is one of the grants which could and should have continued as a distinct grant.

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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 24

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.

Merged Grants	
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)
Total	£141.021m

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 28th 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 the 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 deliver against national outcomes, meeting the Welsh Government's strategic priorities, whilst ensuring that funding supports the delivery of locally appropriate services.