Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: Thursday, 8 December 2016

Meeting time: 09.15

For further information contact:

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Committee Clerk

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09.15 – 09.30 – Informal meeting

1 Introductions, apologies, substitutions and declarations of interest

(09.30)

2 Inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children – evidence session 3

(09.30 – 10.25) (Pages 1 – 34)

Trudy Aspinwall, Senior Programme Officer – Save the Children's Travelling Ahead Project

Attached Documents:

Research Brief

CYPE(5)-14-16 – Papur | Paper 1

3 Inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children – evidence session 4

(10.25 – 11.20)

(Pages 35 – 93)

Regional Consortia
Gill James, Central South Joint Education Service
Helen Morgan-Rees, Head of Eastern Hub – Education through Regional Working (ERW)
Martin Dacey, Head of Gwent Education Minority Ethnic Service (GEMS) – Education Achievement Service for South East Wales (EAS)

Attached Documents:

CYPE(5)-14-16 – Papur | Paper 2 – GwE

CYPE(5)-14-16 – Papur | Paper 3 – CSC

CYPE(5)-14-16 – Papur | Paper 4 – EAS

CYPE(5)-14-16 – Papur | Paper 5 – ERW

Break – 11.20 – 11.30

4 Inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children – evidence session 5

(11.30 – 12.15) (Pages 94 – 97)

Association of Directors of Education in Wales and Welsh Local Government Association
Dr Chris Llewelyn, Deputy Chief Executive, Director of Lifelong Learning, Leisure and Information – WLGA
Nick Batchelar, Director of the Association of Directors of Education in Wales

Attached Documents:

CYPE(5)-14-16 – Papur | Paper 6

5 Paper(s) to note

(12.15)

Letter from the Cabinet Secretary for Communities and Children – Welsh Government draft budget

(Pages 98 – 105)

Attached Documents:

CYPE(15)-14-16 – Papur | Paper 7 – i'w nodi | to note

Letter from the Cabinet Secretary for Education – Welsh Government draft budget

(Pages 106 – 112)

Attached Documents:

CYPE(15)-14-16 – Papur | Paper 8 – i'w nodi | to note

Letter from the Cabinet Secretary for Health, Well-being and Sport & Minister for Social Services and Public Health to the Chair of the Health, Social Care & Sport Committee – Welsh Government draft budget

(Pages 113 – 119)

Attached Documents:

CYPE(15)-14-16 – Papur | Paper 9 – i'w nodi | to note

6 Motion under Standing Order 17.42 to resolve to exclude the public from the meeting for the remainder of the meeting.

(12.15)

7 Committee forward work programme

(12.15 – 12.30) (Pages 120 – 125)

Attached Documents:

CYPE(5)-14-16 – Papur | Paper 10 – preifat | private

8 Technical Briefing on the Additional Learning Needs and Education Tribunal (Wales) Bill

(12.30 – 13.15)

Emma Williams, Deputy Director Support for Learners Division and Senior Responsible Officer for the Bill
Tania Nicholson, Head of Additional Learning Needs Legislative Programme and Bill Manager
Paul Williams, Additional Learning Needs Legislative Programme Manager

By virtue of paragraph(s) vi of Standing Order 17.42

Agenda Item 2

Document is Restricted

Save the Children
Achub y Plant

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 group[1] according to Welsh Government benchmarks and that they have the highest rates of absenteeism from primary and secondary schools (this includes authorised absences[2]).

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 learners[4] 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 2014[5] 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 Children[6] (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 changes[7]. 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 us[9], 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 leaners, 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 2011[10] 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 identity 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 – 2016[11]; whilst a survey of local authority TES put the number of children registered as EHE (including alternative provision) at 77 across Wales[12]

Estyn also noted in 2011[13] 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. Its 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 research[15] 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 2005[16] 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 Meals[17] 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 Ahead[18] 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 re-iterated 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.

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[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

For further information please contact: Trudy Aspinwall Senior Programme Officer Travelling Ahead

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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

CYPE(5)-14-16 - Papur | Paper 2
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.

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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:

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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.

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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.

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

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**

range and quality of teaching and learning in order to increase student achievement.	To build capacity of schools to ensure excellent teaching and learning. This will be achieved through: • 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			by March 2016 All schools with EAL families access translation services when necessary	On-going through tracking progress of identified groups of ME/EAL pupils
BRIDGEND MEAG PRIORITY TWO: To work collaboratively both within Bridgend schools, neighbouring authorities and across CSC to facilitate and share good practice.					
What - *focus*	Actions	Resources	When *(Exact Dates)*	Milestones	Monitoring
To work collaboratively both within Bridgend schools, neighbouring authorities and across CSC to facilitate and share good practice.	Facilitating training events and PLCs to showcase Good Practice in both Primary and Secondary sectors within and across local authorities and CSC.	£1,000	04/15-03/16	Schools to access specialist training. Improved attainment for targeted pupils by March 2016	Shared practice across the PLC on a termly basis

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)
• 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	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	Every school has a clear, outcome driven action plan in place to raise the attainment and achievement of the EAL/ME population I their school Examples of good ME/EAL practice have been gathered and school to school support is starting to establish

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** **Establish the role of the Partnership Inclusion Officer (EMTAS) to undertake key functions:** • **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** **September 2015**	**Evaluation of the effectiveness of the role in March 2016**	**Achievement Leader (Closing the Gaps)** **SMT Cardiff LA**

	performance • 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				
	Establish the role of the Closing the Gap Officers (EMTAS) to work within an area of schools to undertake the key functions: • 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
EMTAS will take a strategic lead on the use of data for raising achievement and narrowing the gap on outcomes	**The Closing the Gap officers (EMTAS) and Partnership Inclusion Officers (PIOs) will ensure that all schools in their area are analysing their ME/EAL data and targeting support appropriately**	**CGOs (6) and PIOs (2)**	**September 2015 onwards**	**April 2016 all schools have analysed the**	**Achievement leader (Closing the Gap)**
Learning mentors at KS4 to focus on borderline C/D pupils	**To establish homework clubs / home school links to ensure improved outcomes**	**Learning Mentors (3)**	**September 2015 onwards**	**Evidence of impact Autumn 2015 (14/15) and ongoing monitoring evidence of pupils' progress**	**Achievement leader (Closing the Gap)**

CARDIFF MEAG PRIORITY THREE: Effective teaching and learning					
What - *focus*	Actions	Resources	When *(Exact Dates)*	Milestones	Monitoring
To support schools to identify their own training needs and areas where they need to develop	Closing the Gap officer to audit training needs in each of their schools especially the training needs of all mainstream staff and to produce an action plan with each school that clearly details the way forward.	CGOs with schools	Autumn term 2015	January 2016 – clear picture of training needs across all schools in the LA	Achievement leader (Closing the Gap)
Mainstream teachers and Subject teachers in high schools	All newly qualified teachers in primary and secondary schools in Cardiff to undertake ME/EAL friendly training	CGOs	Spring term 2016		Achievement leader (Closing the Gap)
Monitoring of ME/EAL practice	Closing the Gap Officers and PIOs to review practice in all their area schools to identify good practice and areas for improvement	CGOS and PIOs	Spring term 2016	March 31st 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 31st 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 31st – publish paper on the impact of the intervention across the city	Achievement leader (Closing the Gap)
WRAP training	To continue the role 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 31st – 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
To maintain and develop parental links and community involvement	**To share good practice developed by schools e.g. parent –teacher drop in sessions School readiness programmes, Families First programmes**	**CGOs and schools**	**Summer term onwards**	**March 31st – examples of good practice shared in written format and plans to spread out across schools communicated**	**Achievement leader (Closing the Gap)**
	To develop further links with the voluntary sector and communities to enhance provision	**CGOs**	**Summer term onwards**	**Report 31st March on positive examples of engaging the community and the voluntary sector**	**Achievement leader (Closing the Gap)**

MERTHYR TYDFIL CBC : MINORITY ETHNIC ACHIEVEMENT GRANT	
Budget 2015-16	£101,658
Targets / Outcomes	
Priority One- Strong Leadership	to work in line with the priorities of the Education Department to improve learner outcomes, wellbeing and inclusion in order to safeguard all pupils; track performance in order to provide effective coordination of staffing and resources; build capacity within the EAL team and schools
Priority Two- High Expectations and Use of Data	EAL team will take the strategic lead on the use of data for raising achievement and narrowing the gap on outcomes; effective use of data to monitor progress and provide support accordingly
Priority Three- Effective Teaching and Learning	build capacity within teaching and support staff to better address the specific needs for EAL pupils; embed IT "Nessy" programme to enhance English language; support pupils in taking examinations in their home language; deliver Read Write Inc in line with LA steer; deliver effective training programme to meet the ever increasing and complex needs of this cohort
Priority Four-Ethos of Respect	continue to develop a culture of inclusion and respect for diversity; support schools in the delivery of this with the anti-bullying Strategy; engagement in anti-bullying week; providing resources, training and workshops around diversity and inclusion; ensure that the resources available reflect the diverse nature of the borough
Priority Five- Parental/Community Involvement	Continue to foster a culture of parental engagement and support; provide translatory assistance; to work with colleagues in the community and across the Department to improve communication with families.

KEY ACTIONS	MILESTONES (DEC 15)	MILESTONES (APRIL 16)
Priority1 - Establish new delivery plan of timetabled support		
Priority2 - To monitor pupil progress using the WG 5 stage model and target support where needed most		
Priority3 - To establish a comprehensive training programme for schools and to provide bespoke training on moderation and assessment.		

Priority4 - To undertake an audit on anti-bullying procedures within schools and to monitor incidents of bullying; to provide schools with up to date resources in relation to bullying; Inclusion Manager to attend WG Anti-bullying meetings.		
Priority5 - to attend LA TAFG and to work with colleagues in the community to foster good lines of communication with families.		

MERTHYR TYDFIL CBC - MEAG PRIORITY ONE: Strong Leadership

What - *focus*	Actions	Resources	When *(Exact Dates)*	Milestones	Monitoring
to work in line with the priorities of the Education Department to improve learner outcomes, wellbeing and inclusion in order to safeguard all pupils; track performance in order to provide effective coordination of staffing and resources; build capacity within the EAL team and schools	• **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.**	**Staff time & in-house resources** **£101,658**	• **April 2015** • **Termly** • **April 2015 & new training programme as from Sept 2015** • **Audit- Autumn term 2015** • **Meetings with WG – March 2015**	• **Half-termly review of timetable** • **Termly EAL returns** • **Monitor training uptake** • **Audits- Autumn Term** • **Anti-bullying week**	**Termly monitoring of progress** **Half-termly monitoring of timetable** **Termly monitoring of bullying incidents**

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/Dictionaries/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.

Prioritise ME support to target L1+ 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**
Deliver training and guidance to schools in line with equality objectives using Show Racism the Red Card. **Deliver a rolling programme in partnership with corporate equalities.**	**15 schools receive workshops**	**40 schools receive workshops**
Ensure schools have access to translation services for all home school liaisons.		**All schools with EAL families accessed translation services.**

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

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

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

VALE OF GLAMORGAN - MEAG PRIORITY THREE: To promote health and wellbeing and ensure the safety of learners.					
What - *focus*	Actions	Resources	When *(Exact Dates)*	Milestones	Monitoring
Safeguarding	**Deliver training and guidance to schools in line with equality objectives using Show Racism the Red Card** **Deliver a rolling programme in partnership with corporate equalities**	**£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**	**6 x days Grade G £137.78 x 6 £826.68** **Translation costs £8875**	**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**

CARDIFF

For 2015/16:

If your LA combined EMA/GT Service Provision, please assign an approximate proportion of funding and dedicated staff time/staff members to each area of provision.

(greyed-out boxes to be left blank)		
How much money did your LA get from the WG EIG? (The total WG EIG allocation covering all areas of provision, not just that for the EMA/EAL and GT services/provision areas.)	**17,709,840**	
How much of your LA's EIG was directed towards supporting Minority Ethnic Achievement/EAL Provision and Gypsy Traveller Provision? (The amount taken from the EIG only, directed to these areas of provision, either to maintain a service or delegated to schools)	**EMA/EAL Provision**	**GT Education Provision**
	4,003,960	**232,200**
How much *additional* money did your LA contribute towards supporting Minority Ethnic Achievement/EAL Provision and Gypsy Traveller Provision in your LA? (This is funding taken from other sources, not the EIG)	**0**	**76,369**
Total Service/Area of Provision Budget:	**4,003,960**	**308,569**
Amount of the total budget figure above directed *to maintain central service provision*:	**2,033,792**	**238,335**
Amount of the total budget figure above *delegated to schools*:	**1,970,168**	**70,234**
How many staff members were employed to work for the Minority Ethnic Achievement/EAL Service and Gypsy Traveller Service/Areas of Provision in total:		
a) **f/t equivalent** (the total of *ALL f/t and p/t staff time* to make a single FTE figure)	**78.7**	**6.2**
b) **f/t equivalent administrative only** (from within the total figure for a) e.g. 0.6fte)	**0.5**	**0.5**
c) **on zero hours contracts** (number of zero hours contract staff not included in a))	**0**	**0**
d) **actual people** (total number of workers a) - c) whatever amount of time they worked)	**79.2**	**6.7**
e) **any unpaid volunteers in addition to those in a) to d) above**	**0**	**0**
How many of the paid staff (incl. zero hours contract but not volunteer) **members were of:**		
a) **White British/Welsh majority ethnic background?**	**60**	**7**
b) **Black, Asian, Minority ethnic/Gypsy Traveller background?**	**49**	**1**
How many pupils were on roll in your LA:		
a) **of minority ethnic background** (The total number of all pupils of all minority ethnic backgrounds in your LA, i.e. those who are not recorded as White British)	**16261**	
b) **i. of EU Roma/Gypsy background**		
ii. of White British/Irish Traveller/Gypsy background		
c) **at EAL Stages A-E**	**16261**	
d) **at EAL Stages A-C**	**8193**	
e) **who were asylum seekers**	**773**	

Monday 17th October 2016

Dear FOI Officer

New request for information on funding, staffing and pupil numbers

In May 2015, I submitted a request for information pertaining to the impact of changes made by the Welsh Government to the Minority Ethnic Achievement Grant and Gypsy Traveller Education Grant, for the period 2013-2015, with a follow-up request in August 2015 to clarify inconsistencies in the data returns.

You kindly responded to those requests.

An aggregated summary of information received from all Local Authorities in Wales was sent to all LA Directors of Education in December 2015.

I am now submitting a new request for finalised data pertaining to the past year 2015/16 and indicative data for 2016/17. I'd be grateful if the tables on the two pages below can be fully completed. The information provided will be used to complement and update the earlier information and will be submitted to the National Assembly for Wales' Children, Young People and Education Committee in response to their call for evidence enquiring into the Education Improvement Grant: Gypsy, Roma and Traveller and Minority Ethnic Children: http://www.senedd.assembly.wales/mgConsultationDisplay.aspx?ID=229

I understand that some services in this area of work are shared between authorities but I would like a response based on each Local Authority's figures, disaggregated from any collective service agreements.

The closing date for the National Assembly committee's evidence is November 18th so please provide the returns within the obligatory 20 working day time limit.

Many thanks

Yours faithfully

Dr Jonathan Brentnall
Education Consultant
01654 712194

CARDIFF

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 *additional* 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 maintain central service provision*:	**1,048,190**	**263,243**
Amount of the total budget figure above *delegated to schools*:	**2,765,086**	**35,590**
How many staff members are employed to work for the Minority Ethnic Achievement/EAL Service and Gypsy Traveller Service/Areas of Provision in total:		
a) **f/t equivalent** (the total of *ALL f/t and p/t staff time* to make a single FTE figure)	**22.9**	**5.9**
b) **f/t equivalent administrative only** (from within the total figure for a) e.g. 0.6fte)	**0.5**	**0.5**
c) **on zero hours contracts** (number of zero hours contract staff not included in a))	**0**	**0**
d) **actual people** (total number of workers a) - c) whatever amount of time they worked)	**23.4**	**6.4**
e) **any unpaid volunteers in addition to those in a) to d) above**	**0**	**0**
How many of the paid staff (incl. zero hours contract but not volunteer) **members are of:**		
a) **White British/Welsh majority ethnic background?**	**19**	**7**
b) **Black, Asian, Minority ethnic/Gypsy Traveller background?**	**13**	**1**
How many pupils are on roll in your LA: (indicative as of Sept 2016)		
a) **of minority ethnic background** (The total number of all pupils of all minority ethnic backgrounds in your LA, i.e. those who are not recorded as White British)	**41364**	
b) **i. of EU Roma/Gypsy background**	**? don't always state if EU Roma. Having trouble locating information**	
ii. of White British/Irish Traveller/Gypsy background	**343**	
c) **at EAL Stages A-E**	**12301**	
d) **at EAL Stages A-C**	**9008**	
e) **who were asylum seekers**	**552**	

Additional Comments:

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

Closing the Gap Officer (Gypsy/Travellers)	
Service Area: Education	**Division/Section: Achievement and Inclusion**
Grade: Soulbury 7-10 rising to point 13 through structured professional assessment	**Job Family: Achievement and Inclusion**

Purpose

Work in partnership with schools and key stakeholders to contribute to the effective and efficient realisation of key objectives
Promote efficient and effective practice in provision for pupils from Gypsy /Traveller communities

Key Accountabilities

- 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

- 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

- 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

Work in partnership with schools and key stakeholders to contribute to the effective and efficient realisation of key objectives
Promote efficient and effective practice in provision for pupils from a Minority Ethnic background and those with English as an additional language

Key Accountabilities

- 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

- 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

- 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

CYPE(5)-14-16 – Papur | Paper 4

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee
Grant gwella addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd ethnig | Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children

Ymateb gan : Gwasanaeth Cyflawni Addysg (GCA)
Response from : Education Achievement Service (EAS)

Background
All Local Authorities across Wales have received the following information from The Children, Young People and Education Committee:

"The National Assembly for Wales' Children, Young People and Education Committee is undertaking an inquiry into Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children.

The overall aim of this inquiry is to consider the impact of amalgamating the previously ring-fenced grants into the new Education Improvement Grant from 2015-16 on Gypsy, Roma and Traveller, and Minority Ethnic children. The inquiry will focus specifically on their educational outcomes and will consider:

- *How the Welsh Government monitors the way local authorities use the Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;*
- *the effectiveness of other Welsh Government policies and strategies for supporting the education of Gypsy, Roma and Traveller, and Minority Ethnic children; and*
- *any key issues arising from amalgamating the other previously separate grants into the Education Improvement Grant. "*

As GEMS provides support for learners who speak English as an additional language (EAL) across the consortium and supports Gypsy, Roma and Traveller pupils in Newport it was decided by The Chief Schools Officer (Newport) that the Head of GEMS was best placed to provide a response on behalf of SEWC. In addition to this written response the Head of GEMS has also been nominated to give oral evidence to the committee on the 30/11/16.
The information below has been compiled in response to the lines of enquiry outlined above.

1. **Education Improvement Grant and how the new, amalgamated grant supports Gypsy, Roma and Traveller, and Minority Ethnic children, with specific reference to improving educational outcomes;**

- Gwent Education Minority Ethnic Service (GEMS) is a support service that operates across Newport, Caerphilly, Blaenau Gwent, Torfaen and Monmouthshire funded entirely through the Education Improvement Grant. The service is primarily staffed by teachers and teaching assistants who provide support to pupils within main stream settings. Additionally, GEMS staff work alongside school based staff to build capacity to support pupils who speak English as an Additional Language (EAL)
- GEMS have devised an EAL assessment document linked to the Literacy and Numeracy Framework (LNF) and based upon the WG stages of language development. This document contains strategies for all professional to utilise with EAL learners.
- EAL pupils in need of support are identified through liaison with pupil admissions, schools and the GEMS referral system. The outcomes of any such monitoring is shared via engagement with Additional Educational Needs Co-ordinators (AENCOs)/nominated Teachers.
- GEMS have adapted the WG five stage model that tracks EAL pupil's progress and attainment. The adaptation is called the Language Acquisition Records (LARs) are updated in a collaborative manner involving all stakeholders.
- Schools are aware of training packages available (more detail) related to all aspects of making provision for EAL/Gypsy Roma Traveller (GRT) learners and the numbers of schools undertaking training is monitored.
- On-going liaison between GEMS staff and school based staff to update on progress, share ideas concerning resources and strategies and the pupils ability in L1.
- Close working with AENCOs in schools is evident on a termly basis to ensure that EAL learners are being monitored and assessed at regular intervals during the academic year. This information can then be shared with the relevant staff via the staff shared area or in class files.
- Increasing First Language (L1) qualification figures year on year.

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%

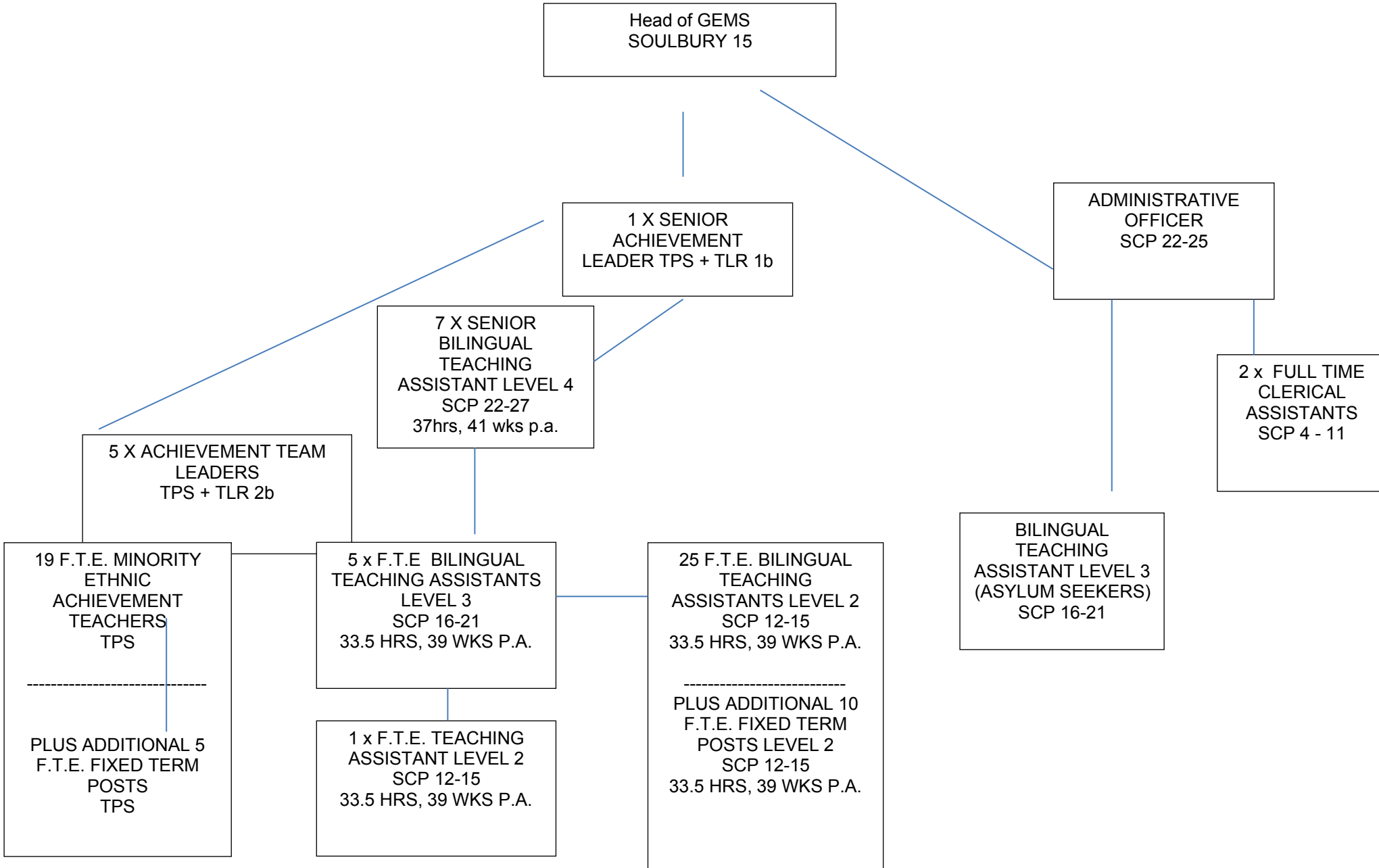
Comparison of EAL against all pupils in Newport (2015 data) reveals EAL pupils perform:

- -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)



ERW
Ein Rhanbarth ar Waith
Education through Regional Working
www.erw.org.uk

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

Written Submission for Children, Young People and Education Committee

8 December 2016

Lines of questioning

1. **From 2015-2016, 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?)**

Local authorities in the region have taken individual responsibility and retained a portion of the Education Improvement Grant (EIG) for supporting the education of Gypsy, Roma and Traveller (GRT) and minority ethnic (ME) children. The large variation among numbers of pupils from one local authority to the next requires a localised approach for supporting the education of these groups of children, in a bespoke manner. However, a localised approach does not mean that collaboration is not required.

The overarching regional school improvement strategy, namely, to build capacity in schools is beginning to influence work with children in this area. For example, targeted specialist support for particular year groups is currently serving to maintain a strong track record of educational outcomes for learners from minority ethnic backgrounds. The four strategic objectives within Welsh Government's *Qualified for life* improvement plan are now utilised to help monitor the effective use of the EIG. However, discrete objectives and accountability measures for this element of the grant would be more useful, given the localised approach to service delivery.

Levels of educational support vary according to local need. However, ME children generally do well in comparison to non-ME children across a range of educational performance indicators.

See **Annexe 1** on ME pupil performance across ERW.

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?)**

The Welsh Government needs to take a much stronger lead on GRT and ME pupil achievement for Wales through the development of aligned strategies that recognise diversity.

Overall, there is limited join-up between all local government projects and strategies. A national champion, with a proven track record, to co-ordinate the local strategies for supporting the education of GRT, and ME children would be a sensible way forward. With less resources available and growth in numbers of children within this particular cohort, it would be appropriate to collaborate in order to maximise best practice and share re-modelled methods of service delivery, where appropriate. Welsh Government's *Qualified for Life* plan is too widely focused in terms of raising educational outcomes for learners from GRT and ME backgrounds. Discrete strands to meet the distinctive needs of these children would be beneficial, in a similar way to national strategies for the pupil deprivation grant. Reducing the impact of poverty strategies do not sufficiently capture the needs of GRT and ME children. GRT children not in school may require further support to access wider services in order to attend school. A long-term, cohesive, strategy championed on a national level may support greater effectiveness in the future.

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?)

Good teaching and the embracing of an embedded approach to pupil wellbeing (including education on diversity and tolerance) remains the single most effective way of ensuring fair entitlement to all pupils in schools.

Local authorities require a single platform for sharing best practice at a time of reduced resource. In addition, a clearer understanding of how services can be delivered differently across Wales would be timely. As local authority resources have declined, capacity building for schools has become an often-used phrase. However, there needs to be a mutual understanding of what this can mean. Good practice on vulnerability profiles exists so that resources can be targeted. Further development of the Vulnerability Assessment Profile (VAP) is required across Wales.

Consortia have a strong role to play in identifying common ground and creating an appetite for pooling ideas and creating clear definitions of capacity building within schools. Experts with consortia (under localised services) could be working together to inform national strategy. Cross-consortia collaboration is essential so that similar local contexts can work together across Wales.

For Welsh Government, see question 2.

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?

a. Ensure that cohesive strategic planning is aligned in a manner that avoids the adopting of a "project-based" approach.
b. Select an experienced national champion to work on a national framework that helps schools meet the needs of GRT and ME children, given that local authority resources are now reduced.

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.

No

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

None

Annexe 1 (ERW background data)

The number of minority ethnic children in ERW schools has steadily risen over the last five years (2011-2016), peaking in 2015-2016 at 10,334 pupils.

Foundation Phase

Foundation Phase Outcome (based on mandatory areas of learning including Welsh/ English) Percentage of pupils achieving the Foundation Phase Indicator (FPI) has risen from 81% in 2011-2012 to 86% in 2015-2016. This is from a total of 606 Foundation Phase pupils in 2011-2012 and a total of 866 in 2015-2016. This indicates simultaneous growth in both amount of total Foundation Phase pupils and the amount from that total achieving Outcome 5 or greater at Foundation Phase – Growth of numbers is not stagnating performance.

Breaking this down, Foundation Phase Welsh Outcome (LCW) has risen from 80.8% to 96.2% in the same timescale, showcasing the highest percentage of growth from all FPI.

Smaller progress has been made in English and mathematics (83.4-86.8% and 87.6-89.3% respectively).

Similar progress has again occurred regarding Personal and Social Development, but it must be noted that the starting percentage of 91.1% obviously limited room for improvement. Nonetheless, this percentage has risen to 94.3% by 2015-2016.

Summary

All four of the FPI have seen higher percentages of ME children achieving Outcome 5 or higher, with Welsh language being a standout. English percentages, as well as Personal and Social Development percentages have also risen over this five-year period, although there has been a small fall from 2014-2015 in both. Mathematical Development has also seen percentages rise since 2011-2012, but there has been stagnation from 2014-2015 to 2015-2016.

Key stage 2

The number of key stage 2 ME pupils has risen within the region from 574 in 2011-2012, to 668 in 2015-2016. The percentage of pupils achieving the core subject indicator from 2011-2012 to 2015-2016 has also risen from 83.3% in 2011-2012 to 90% in 2015-2016.

While there was a minor drop from 2012-2013 to 2013-2014, this could be attributed to the 2012-2013 percentage jumping 4.1% (above the regional average) and regressing to the mean of growth the next year.

Level 4+ in Welsh among ME pupils is up to 92.6%, despite experiencing significant regression between 2011-2012 and 2012-2013 (87.5% down to 76.7%).

Level 4+ in English has risen from 85.5% to 91.5% over the same five-year timescale

In mathematics, the percentage of ME pupils achieving Level 4+ has risen from 88.7% to 92.4%, with similar growth being seen in science (88.2% to 92.8%).

Summary

All core subject indicators are showing growth between 4% and 6% over the last five years.

Key stage 3

The number of key stage 3 ME pupils in the region has grown from 493 in 2011-2012 to 538 in 2015-2016. Core subject indicators are showing significant growth, with the overall percentage of ME pupils achieving the core subject indicator rising from 73.6% in 2011-2012, to 86.4% in 2015-2016.

Level 5+ in Welsh has witnessed a minor drop in percentages, from 86.7% in 20112012 to 86.5% in 2015-2016, although it peaked at 91.2% in 2012-2013.

Level 5+ in English has shown steady, continuous growth over the five-year period, from 79.7% in 2011-2012 to 89.6% in 2015-2016.

Mathematics Level 5+ percentages have risen from 85% to 91.6% of ME pupils from 2011-2012 to 2015-2016, outperforming the regional averages in 2012-2013 and 2013-2014.

Science Level 5+ percentages have ultimately risen from 84.8% to 92.9% despite a drop in 2014-2015.

Summary

Core subject indicators for mathematics, English and science have shown growth over the last five years but Welsh has regressed 0.2%

Key stage 4

The number of key stage 4 ME pupils in the region has risen from 474 to 577 over the last five years

The percentage of these pupils achieving the Level 2+ threshold over this time has risen from 59.1% to 69.2%

Agenda Item 4

CYPE(5)-14-16 – Papur | Paper 6

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee
Grant gwella addysg: Plant Sipsiwn, Roma a Theithwyr, a phlant o leiafrifoedd ethnig | Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children

Ymateb gan : 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 Associated 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 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 delivery against national outcomes, meeting the Welsh Government's strategic priorities, whilst ensuring that funding supports the delivery of locally appropriate services.

Carl Sargeant AC/AM
Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children

Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA - P/CS/7633/16

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29th November 2016

Dear Lynne,

Thank you for your letter dated 16 November following the Committee's meeting on 2 November to discuss the draft budget proposals for my portfolio. I address your points below.

Families First, Flying Start and Communities First

The Prevention and Early Intervention Budget Expenditure Line (BEL) has been created from merging three existing revenue budget lines: Flying Start, Families First and Community Purposes. The latter budget funds a number of different activities, namely Communities First, Communities for Work (C4W) and Lift. This new combined budget line reflects my focus on early intervention. More detailed allocations within this new BEL have yet to be decided but I have previously confirmed that Flying Start and Families First revenue budgets will remain cash flat in 2017-18.

This new revenue budget allocation shows a reduction of £1.15million in 2017-18. This is the amount my portfolio has contributed to the austerity cuts for the year and I have chosen to reduce the Prevention and Early Intervention BEL, it being the largest and most flexible to manage in-year. To assist the Committee with its scrutiny, Annex 1

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provides a breakdown of 2016-17 allocations reconciled to the new 2017-18 Prevention and Early Intervention BEL allocation.

Whilst savings are required, we will be working with partners, to consider how greater alignment between programmes could reduce the potential impact on front line services. This will also provide Local Government with more flexibility to achieve outcomes in line with programme priorities.

I share the Committee's concerns to ensure value for money. Integrated service delivery reflects a more citizen centred approach and will I believe help to increase the effectiveness of our programmes and enhance value for money. Scrutiny processes may need to adapt to reflect this increasing integration, as none of us would wish scrutiny arrangements to curtail improvements to the quality of services received by our citizens.

Many local authorities working with their partners have sought to align Families First and Flying Start and other community-based programmes, to improve service integration and better support families in need. In doing so their aim is to enhance their capacity to prevent and intervene earlier. This is an approach I support wholeheartedly and is vital in addressing Adverse Childhood Experiences. My move to merge preventative budgets signals encouragement for greater alignment and the priority I place on a relentless focus on early intervention..

I am concerned that area based programmes result in those in need missing out on vital support and so there has to be some flexibility. This is what the Flying Start outreach work has sought to address. The new approach to evaluation we are piloting should allow us to gain a better understanding of the programme, including outreach. In the meantime, outreach is subject to the same Account Management oversight as the rest of the programme. Likewise, the ongoing evaluation of Families First evidences the effectiveness of multi-agency systems to support for families across all Local Authority areas.

In my statement on resilient communities on 11 October, I signalled that I was minded to close Communities First. Since then we have begun a broad programme of engagement on the new approach to building resilient communities, including detailed consideration of the impact on people, communities, community buildings and other organisations. As part of our engagement process, we are working closely with delivery partners to gain an understanding of the implications of any decision.

The engagement programme will provide a broad evidence base to inform my decision. There has already been a considerable response to "Talk Communities", our online survey, and we are drawing on the expertise of the WCVA to ensure we understand how any potential changes to Communities First might impact on Third Sector organisations and individuals.

I cannot pre-empt the outcomes of the engagement programme so I am unable to provide firm budgets and plans at this stage. I will make a further statement after the first phase of engagement has concluded in the New Year.

I am happy to provide the committee with further information on Children's Zones in due course.

Childcare

I welcome the support of the Committee for our childcare offer. As you note, this is an ambitious programme and is in its very early stages and I am grateful for your recognition of the challenges this poses.

There are a range of factors that will influence the costs of our new childcare offer. These include the number of children born in any year, the number eligible to receive the offer and the numbers of hours of childcare a family may choose to access. The rate payable for the childcare and the likely behaviour change the programme will drive are also critical factors. At this point we are modelling a number of assumptions.

Our modelling will be informed by the research being undertaken by Alma Economics which has been appointed to provide evidence on the economic value of the childcare sector. I would be happy to return to Committee and discuss that work with you in more detail when the report has been published.

The Public Policy Institute for Wales modelled costs for both a targeted offer, available to working parents, and a universal offer, available to all families. The cost range of £125m to £228m referred to in your letter, was PPIWs estimate for a universal offer available to all families. We are committed to an offer aimed at working parents. PPIWs cost range for a targeted offer was £53m to £97m.

Our modelling and analysis builds on the work undertaken by PPIW to estimate the cost of the childcare offer. However, there are differences in the data sources, assumptions and methodologies used. For example, while PPIW did look at holiday periods, the work assumed that 20 hours a week would be provided rather than the full 30 hours when the Early Years Foundation Phase offer is not provided. Another difference is the data sources used. The PPIW work used Family Resources Survey data from 2005/06 to 2013/14 to produce its eligibility estimates. Our modelling uses Annual Population Survey data with an average for the 2013-15 period, which shows there have been successive increases in the proportion of 3 and 4 year olds who are eligible for the offer.

We are currently working with the Wales Institute of Social and Economic Research Data and Methods to assess and analyse the capacity of the sector and we will be extending this analysis to assess workforce capacity in the coming months. We are using information from both the recent Self Assessment Statement of Service (SASS) undertaken by the Care and Social Services Inspectorate for Wales and work commissioned by CWLWM to better understand the composition of the workforce. My colleague, the Minister for Lifelong Learning and Welsh Language, will be publishing our 10 year plan for the childcare, playwork and early years workforce in the spring, picking up on many of these issues.

We are committed to ensuring there is sufficient provision available in the Welsh Language and see the childcare offer as an important contribution to the goal of growing the number of Welsh speakers to one million by 2050.

While the work with early adopter Local Authorities will be important, there are a number of other strands of work which we will be undertaking. For example, the Welsh Language Commissioner has recently commissioned research into Welsh medium childcare provision in Wales which will be important in informing the current position and the expansion required to meet parental demands. We will also be utilising SASS data, and the Childcare Sufficiency Assessments currently being undertaken by Local Authorities, to undertake capacity modelling in relation to Welsh language provision. This will look at existing places, the current workforce, demand and the gaps in services across Wales. We will also be working closely with Mudiad Meithrin to develop a plan to support the Welsh medium childcare sector to expand to meet demand and offer proactive choices for parents.

Since my attendance at Committee I have made a statement to plenary providing details of the authorities we will be working with as early adopters, and I hope this has provided some of the information on the forward timetable you are seeking. In the coming months we will be working very closely with Gwynedd and Anglesey, Blaenau Gwent, Flintshire, Rhondda Cynon Taff, and Swansea in developing their pilots. Key decisions need to be made over the spring including where they will run, the numbers of children involved and the data to be collected.

We anticipate that the majority of the £10m available in 2017-18 will be allocated to the Local Authorities to pay for government-funded childcare, and this should allow us to test with at least 3,800 children in the first instance. Some of the funding will be needed for administrative costs and to commission an independent evaluation of the scheme. Learning from these early implementers will help us fine-tune policies and systems prior to a wider roll-out across the rest of Wales. The pilots themselves will be running from September 2017 and over the following 12 months we will monitor and evaluate them, expanding them to additional areas from September 2018.

During this period my team will also be progressing the work around the capacity of the sector and the workforce, working with the findings from Alma Economics and the support of CWLWM. Our Talk Childcare campaign will continue in its current guise until the late spring at which point I would hope to be able to play back some of the key messages we have received from parents and consult on some more detail around the offer itself. I have also instructed my team to look closely at the work underway in other parts of the UK. My officials have good working relationships with other administrations in the UK, including their counterparts in England and Scotland who are also developing childcare offers, and it will be important to share information, approaches and the learning as things progress.

During the Committee session, I made it clear my commitment to the delivery of 30 hours of free early education and childcare for working parents of 3 and 4 year olds, for 48 weeks of the year. Given the significance of this commitment and the associated complexity, I would be happy to return to Committee and discuss key aspects of work as the programme develops and expands over this Assembly term.

Positive parenting and costs associated with legislation to remove the defence of reasonable punishment

I would be happy to provide the Committee with the results of the evaluation of our social media and wider positive parenting campaign when it becomes available.

The Committee also asked for further information on the proportion of funding allocated to deliver projects within the positive parenting programme. There are no standalone projects funded under the positive parenting programme which comprises a public awareness campaign and advice available direct to parents via our website Facebook page, booklets and leaflets.

In terms of the preparatory work for the proposed legislation to remove the defence of reasonable punishment, I should clarify that this work is being managed within current resources through the newly established Parenting team within the Welsh Government.

Looked after Children, Adoption, CAFCASS Cymru

First, I would like to clear up the location of the budget, an issue you raise at the beginning of your letter. Some of the Ministerial responsibility post creating the new Government changes took some time to unpick and the elements related to 'looked after children' and adoption were examples of such. The 2017-18 budget amounts are being transferred to my portfolio within the Draft Budget and the amounts for 2016-17 will be formalised in the forthcoming Supplementary Budget. To be clear, the budgets have belonged to me from the start and I have acted accordingly; the physical budget transfer has taken a bit more time to action.

I have tasked the Ministerial Advisory Group to develop a national approach for looked after children that will help reduce the numbers of children taken into care and improve outcomes for those already in care, or who have had experience of care. The group is building on work already undertaken in phase one to identify what preventative and early interventions can be undertaken.

The solutions to these challenges are complex and require closer working across health, housing, education, family justice and social services. The Group's phase two work programme covers a broad spectrum of areas, linking with partners across local government, the third sector and Welsh Government. It covers areas where an immediate impact can be felt, from looking at improvements to professional practice to piloting projects which support young mothers to help prevent them having their children

taken into care, as well as importantly, developing a longer term strategy for improved outcomes.

I look forward to the Group's findings which will inform the development of a national approach that will help raise ambitions for looked after children in Wales and look to deliver the transformational changes that are needed to support these vulnerable children to more successful futures.

The Committee also seeks reassurance that, should demand continue to increase, the service CAFCASS Cymru delivers is sustainable. CAFCASS Cymru's management information systems and its close working relationship with the courts and local authorities, enables it to effectively respond to increases in workloads and deploy its resources accordingly. The senior management team and Chief Executive of CAFCASS Cymru will continue to monitor and review the management information every month to ensure the service is able to respond to fluctuations in demand across Wales. These arrangements have to date enabled CAFCASS Cymru to ensure that no child has had to wait for a service.

Children's Rights, Participation and Play

The Draft Budget has again taken an integrated approach to impact assessment, focusing on making informed strategic decisions based on the analysis of supporting evidence about protected groups and children. This has again enabled us to give full consideration to socio-economic disadvantage, Welsh language and sustainable development, in addition to the focus on equality, tackling poverty and, of course, children's rights.

Impact assessments are a key element of our policy making principles and are conducted as part of our ongoing policy development and review. This means, in the context of the budget allocations, evidence and understanding of equalities and other impacts will have been considered from the outset and throughout the course of our budget preparations. I provided you with some of my specific CRIAs, but none of these impacted on the budget for 2017-18.

Yours sincerely,

Carl Sargeant AC/AM
Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children

Annex 1

Reconciliation of current year (2016-17) BEL allocations to the proposed Prevention and Early Intervention BEL allocations for 2017-18.

2016-17 Final Budget Allocations	
Flying Start	£ 76.89m
Families First	£ 42.58m
Community Purposes**	£ 36.06m
2016-17 Total Allocations	**£155.53m**
Less: 2017-18 reduction	£ 1.15m
2017-18 Draft Budget merged BEL Prevention and Early Intervention allocation	**£154.38m**

*****This budget line includes Communities First, C4W and Lift funding.***

Kirsty Williams AC/AM
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Cabinet Secretary for Education

Llywodraeth Cymru
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Ein cyf/Our ref: MA-P/KW/7636/16

Lynne Neagle AM
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30th November 2016

Dear Lynne,

Thank you for your letter dated 16 November following the Committee's meeting on 10 November to discuss the draft budget proposals for my portfolio. I have set out below responses to the issues raised in your letter which incorporates the additional information requested at the Committee meeting.

School Reserves

I welcome the Committee's support in relation to ensuring school budgets are used to best effect and that local authorities have a clear understanding of the position of their school balances.

As of 31 March 2016 there were 489 schools in Wales with reserves exceeding the monetary thresholds set out in the School Funding (Wales) Regulations 2010, over which local authorities may direct schools to spend or recover surplus funds. The monetary thresholds are £50,000 for a primary school and £100,000 for a secondary or special school. Of the 489 schools, 412 were primary schools and 77 secondary and middle schools. A breakdown by local authority is summarised in the table at Annex 1.

In order to ensure that the level of reserves held by schools is appropriate and proportionate, I have asked for my officials to develop some options to revise the School Funding (Wales) Regulations 2010, including the threshold levels. We recognise amongst the 489 schools there is significant variation in size, and in developing options for change, we will need to account for the fact that for some schools the current thresholds equate to a smaller or larger proportion of the overall funding delegated to them.

Childcare offer

At Committee a query was raised about whether there was sufficient revenue funding available to deliver the Foundation Phase in light of the introduction of the new childcare offer. As I outlined in our discussion the revenue funding to implement the childcare

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offer is available within the Cabinet Secretary for Communities and Children's budget and this will also include additional funding to support changes in the delivery of the Foundation Phase. For 2017-18, £10 million of revenue funding has been allocated within the Communities and Children MEG to take forward the development of the offer, including the pilots to test elements of the childcare offer.

Within my portfolio, additional capital of £20 million per annum from 2018-19 has been allocated for investment in infrastructure to support the offer which will be delivered in conjunction with the 21st Century Schools and Education Programme.

Schools Challenge Cymru

Schools Challenge Cymru programme was developed as a time-limited intervention to accelerate improvement in our most challenged schools. The programme was allocated central funding from Reserves for three years, which included £15 million for 2016-17. I have been clear that central funding for the programme ends on 31 March 2017. As a result of the programme being centrally funded from Reserves, there was a requirement to transfer the funding back to Reserves in 2017-18. As I set out to the committee and in the chamber on previous occasions, I am continuing to reflect on emerging evidence and the varying performance and attainment of Pathways to Success schools. I will continue to keep the committee updated as further evaluation and information comes available and how that informs funding and school improvement programmes.

Pupil Deprivation Grant (PDG)

Early Years Provision

The Committee has requested clarification on the rationale for paying the Early Years £600 rate for Reception age children rather than the higher school rate of £1,150. As I have said to the Committee, we are working under difficult financial circumstances and decisions on funding have to be taken on the basis of affordability and sustainability. I will continue to consider carefully any spending plans, balancing priorities right across my portfolio. I am pleased that the Committee welcomed the approach in placing more emphasis on the needs of younger learners and recognised the advantages of tackling barriers to learning when they are first identified, rather than playing catch up later on. There is clear evidence that well targeted intervention prior to the child entering education and subsequently early in a child's school career is the most cost effective approach to delivering benefits.

Availability of PDG to Armed Forces Children

The Welsh Government's commitment to the Armed Forces Covenant and to the Armed Forces Community is included in the new Programme for Government, Taking Wales Forward 2016-2021, published on 20 September.

As I confirmed to the Committee, if there are groups of children who are disadvantaged in education in Wales then we will of course consider what arrangements might be put in place to remove barriers to their education. I have been in correspondence with Royal British Legion on these issues and officials are meeting with them on 2 December to further discuss these issues. I will in fact be launching digital resources shortly to support Service children in education and will continue to consider what further support might be provided and how we might achieve that.

Looked After Children

This is the second year of the new funding arrangements where education consortia are responsible for delivering support to looked after and adopted children, working closely with local authorities and schools. The feedback we are receiving suggests that this approach is resulting in a better understanding of the challenges faced by these learners in education, and especially where these are a result of their early childhood experiences.

While specific support can still be provided to individual looked after and adopted children, whole schools approaches which, for example, focus on trauma and attachment awareness, will have a considerable benefit for all children – but will disproportionately benefit children who are looked after and adopted. This is a very effective way of making best use of finite resources, and this approach continues to support schools and carers to better support individual children, and thus contribute towards stability at school and at home.

Support for adopted children is targeted in exactly the same way as looked after children. Each consortium has provided an outline spending plan for the use of the allocated funding. At the end of this financial year they will be required to demonstrate how they have used the grant to support both looked after and adopted children. They will also need to evidence how the funding has had a positive impact on the educational attainment of these learners.

School Standards

I am happy to share the OECD's formal feedback with the Committee when available. As I outlined, we have developed proposals for the £100 million (£20 million in 2017-18) around our shared priorities for education and I am keen to reflect on the OECD's report before finalising my decisions. I believe my priorities are the right areas for investment but note the Committee's comments, and will of course review progress and make any necessary changes to ensure this funding delivers.

School budgets

Gross schools expenditure this year is budgeted to be £2.519 billion and includes funding from all sources. The commitment to protect school budgets at 1% above the overall change to the Welsh Revenue Department Expenditure Line (DEL) was a commitment of the Programme for Government for the last Assembly term. The commitment played an important role in focusing local authority investment on schools. We should not forget that local authorities are responsible for schools funding, as set out in law in Wales.

The £100 million allocated over this Assembly term to raise school standards should not be seen as a replacement for the 1% protection. This funding, as with all our reforms, seeks to raise standards and help reduce the attainment gap. Therefore it will be targeted at those areas. I am keen to target this funding at the areas we believe will yield the greatest return on our investment; around well-being, the curriculum, assessment, pedagogy, leadership and the self-improving system.

This funding does not exist in isolation. I am eager to ensure that as much of it goes to the frontline as possible, but the key will be to create the conditions where this investment can both deliver improvements in standards and add value to the existing funding which goes to schools.

Infant class sizes

The Committee has asked for clarity on whether the £1 million reduction to the Education Improvement Grant is linked to the £1 million investment in class sizes. I can confirm that the decisions are separate and formed part of the wider line by line review and reprioritisation of budgets across my portfolio. The Committee will be aware of the difficult financial circumstances under which we are working. I will continue to consider carefully my spending plans, balancing priorities right across the budgets for education under my responsibility. It is important to note that we are still making available over £133 million through the Education Improvement Grant in 2017-18, the vast majority of which will go to schools.

We know that smaller class sizes have most impact on the youngest children and those from deprived backgrounds. This is why we are targeting the largest infant class sizes first, with priority given to those schools which have high levels of FSM. How the funding is used will depend on the particular issues facing each school. We will be working with local authorities and consortia to ensure the right schools are targeted. The effectiveness of the funding will ultimately be measured by improved outcomes for learners.

Higher Education (HE) and Further Education (FE)

Higher Education

I will set out my priorities and expectations to the Higher Education Funding Council (HEFCW) in my remit letter in the new year. This will confirm that I expect HEFCW to target improved collaboration and strategic links between HE and FE - this was further emphasised when I issued the Welsh Government response to Diamond on the 22 November.

It has become apparent that the post-compulsory sector is becoming increasingly diverse. The Hazelkorn Review was commissioned because this has led to concerns about growing complexity, duplication and overlap in the way the sector is monitored and regulated.

Professor Hazelkorn's Report gives us a great opportunity to consider how we make the post compulsory system work as well as possible for learners. We need to think about how we design a system that supports all learners, whatever their level of education, to reach their potential and gain the skills that will enable them to progress and meet the needs of the Welsh economy. Professor Hazelkorn's approach is to treat the post compulsory education and training (PCET) sector not as several discreet sectors, but as one joined up sector, with learners at its core.

I am currently considering her proposals carefully, because if we are to have a replacement system, it needs to be fully integrated and to provide the best information, opportunities and outcomes for all learners, whatever their circumstances or aspirations. It is vital to ensure that any changes are for the benefit of learners.

I will make an announcement on the Welsh Government response to Hazelkorn in the new year.

Further Education

We are currently revising our adult learning policy in line with the development of our employability plan which aims to support adults to enter, remain and progress within sustainable employment. Funding for part-time and adult learning remains challenging but we are working with the sector to ensure we offer as wide a curriculum as possible; utilising all of the funding we have available. Our focus is on providing support for those in most need of our help. As such our priorities for funding are Essential Skills, English for Speakers of Other Languages (ESOL) and Digital Literacy.

You were keen to understand how the FE sector will continue to prioritise and protect provision for 16-19 year old learners. We have recently announced additional funding of £1.7m in 2016/17 to support growth of Full Time level 3 provisions in Further Education institutions. We will be considering how to recognise and support changes in levels of 16-19 provision as part of future year's allocations.

Welsh for Adults

The Welsh Government will publish the final Welsh language strategy in March 2017.
In relation to the Welsh in Education Strategic Plans (WESPs), officials continue to hold regular discussions with local authorities as they develop their new plans for submission by 20 December.

The Minister for Lifelong Learning and Welsh Language wrote to you on 9 November regarding the progress of WESPs following the Committee's Inquiry into the Welsh in Education Strategic Plans published in December 2015. The letter provided a detailed account of progress made against each recommendation made by the Committee.

Capital Funding

As confirmed in my evidence paper, there has been no change to the revised 2017-18 baseline for the 21st Century Schools and Education Programme of £100.8 million for 2017-18.

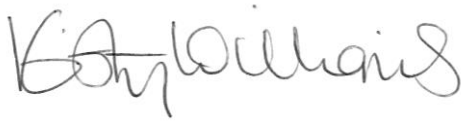
As reflected in previous budgets and in-year supplementary budgets, any additional capital announcements from the UK Government or Reserves are allocated against the priorities across the Welsh Government. For 2016-17, an extra £32 million capital was allocated from centrally retained capital funds to the Education Main Expenditure Group (MEG) - £21.9 million was reflected in Draft Budget 2016-17 and £10 million in Final Budget 2016-17. The funding was allocated for specific further education projects and support included provision of skills equipment, IT equipment and small scale capital build projects. The funding was non-recurrent, for 2016-17 only, and therefore £32 million has been removed as part of the reconciliation between the First Supplementary Budget 2016-17 and the revised baseline for 2017-18.

I can confirm that the transfer of £43 million to the Local Government MEG from 2017-18 onwards reflects a presentational change only and will have no impact on the amount of funding which is made available or how it is used by local authorities. General Capital Funding (GCF) is allocated as un-hypothecated capital funding, and is

provided to local authorities as part of the Local Government capital settlement. Although GCF is un-hypothecated, historically there has been a notional split across the relevant portfolio MEGs, including Education, for presentational purposes. However decisions on funding allocations continue to rest with local authorities where spend is based on priorities according to local needs and circumstances. The allocation can also be used to support their 50% contribution towards the programme. The transfer of GCF to the Local Government MEG will help to provide greater transparency, provide consistency of presentation between revenue and capital settlements, and will reduce the current administration associated with the management of this funding.

I hope this response is sufficient to provide clarification on your points raised.

Yours sincerely



Kirsty Williams AC/AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education

Annex 1

Number of schools exceeding the reserve levels set out in the School Funding (Wales) Regulations 2010 as at 31 March 2016 broken down by authority.

	Primary schools exceeding £50k	Secondary and middle schools exceeding £100k	Total number of primary schools	Total number of secondary and middle schools	Percentage of primary schools exceeding £50k	Percentage of secondary and middle schools exceeding £100k
Isle of Anglesey	14	2	47	5	30%	40%
Blaenau Gwent	10	1	23	4	43%	25%
Bridgend	11	2	50	9	22%	22%
Caerphilly	18	3	75	14	24%	21%
Cardiff	35	5	97	19	36%	26%
Carmarthenshire	17	7	103	12	17%	58%
Ceredigion	9	4	47	7	19%	57%
Conwy	16	5	59	7	27%	71%
Denbighshire	4	4	46	8	9%	50%
Flintshire	23	0	67	12	34%	
Gwynedd	14	5	98	14	14%	36%
Merthyr Tydfil	5	0	22	4	23%	
Monmouthshire	15	2	31	4	48%	50%
Neath Port Talbot	19	3	65	11	29%	27%
Newport	34	7	44	8	77%	88%
Pembrokeshire	11	1	61	8	18%	13%
Powys	20	4	84	12	24%	33%
Rhondda Cynon Taf	35	4	105	17	33%	24%
Swansea	60	9	81	14	74%	64%
Torfaen	12	4	27	8	44%	50%
Vale of Glamorgan	16	3	48	9	33%	33%
Wrexham	14	2	61	9	23%	22%
Wales	**412**	**77**	**1,341**	**215**	**31%**	**36%**

Vaughan Gething AC/AM
Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport

Rebecca Evans AC/AM
Gweinidog Iechyd y Cyhoedd a Gwasanaethau Cymdeithasol
Minister for Social Services and Public Health

Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref : MA-(P)/VG/7733/16

Dr David Lloyd AM
Chair of the Health, Social Care and Sport Committee,
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA

30 November 2016

Dear Dai,

We refer to your letter of 17 November, outlining your main conclusions which have been drawn from your scrutiny of the Welsh Government's 2017-18 draft budget. Please find below our responses in relation to those issues on which you have asked for further information.

1. Additional allocation for NHS Services

In terms of our expectations for the use of the additional £240 million for NHS Wales, these are set out in outline in the evidence paper. The first call on this funding will, inevitably, be to enable NHS organisations to meet normal cost growth, including funding the pay award for NHS staff, and increases in contract agreements for general medical and dental practitioners.

As we outlined, we will also set aside some of this funding to support the particular financial issues in Betsi Cadwaladr and Hywel Dda University Health Boards.

In line with our budget agreement with Plaid Cymru, £20 million of the additional funding will be allocated to mental health services, and included in the ring-fenced mental health allocation. This will take this allocation to over £620 million in 2017-18.

In addition, we intend to use some of this funding to push further with our aim to provide more care closer to home. We are considering options on how best to incentivise further progress on this, and further details will be provided to the Committee on this in due course. We will write to the Committee in due course with details of the work that is being taken regarding the targeted intervention with the three health boards.

Bae Caerdydd • Cardiff Bay
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We can confirm that the £30 million 2016-17 allocation for older people and mental health, and the primary care, delivery plan, health technology and mental health funding allocated in 2015-16 has been provided for recurrently in 2017-18.

2. Financial Planning and the Financial Position of LHBs

We will continue to keep the Committee appraised of the financial position of LHBs and the position on the overall Health, Wellbeing and Sport budget as we progress through this financial year. As in 2015-16, a written statement will be issued following the completion and audit of the NHS accounts for 2016-17 before the summer recess.

The position regarding Betsi Cadwaladr and Hywel Dda University Health Boards was set out in the Cabinet Secretary for Finance and Local Government's written statement on 2nd November, confirming the allocation of £68.4 million from reserves to manage the deficits in these two organisations. In addition, we have been open about our concerns at the ability of Abertawe Bro Morgannwg and Cardiff and Vale University Health Boards to develop an approvable plan, which is part of the reason why these organisations were placed into targeted intervention in September. We are not confident that these organisations will achieve financial balance in 2016-17, and will continue to work with them through the escalation framework to address these issues.

Leaving aside our concerns regarding these four organisations, we are confident at this stage that the remaining six NHS organisations will achieve financial balance in 2016-17, and that the overall Main Expenditure Group budget will balance.

In terms of the longer term, we are committed to getting these organisations into a sustainable financial position. As outlined in our evidence paper, we will target some of the additional funding to providing support for Betsi Cadwaladr and Hywel Dda University Health Boards. The extent of this support is still to be determined. We will use the NHS Planning Framework to support other organisations develop financially sustainable medium term plans.

3. Financial Position of Local Government

Each local authority is an autonomous and democratically accountable body and is statutorily responsible for managing its own financial affairs. The overall settlement of £4.1 billion is unhypothecated. It is for each authority to determine how it uses this funding in conjunction with the other resources available to it – for example from council tax, grants, and fees and charges – to meet local needs and priorities.

It is vital that every authority ensures it has robust arrangements for informed scrutiny of its spending plans by local elected members and for the ongoing monitoring of performance against these plans. Spending on different services is monitored through the information on the annual revenue account and revenue outturn returns collected by Welsh Government. The expenditure data is published on the Welsh Government's website.

The additional £25 million in the settlement for social care recognises the particular pressures faced by the sector. As you recognise in your letter, it will be for each individual authority to decide how best to spend its share of the additional £25 million taking account of its own particular circumstances. Consideration of social care outcomes is a matter for the Minister for Social Services and Public Health.

- **Social Care Charging**

The Committee enquired about the annual cost of implementing our Taking Wales Forward commitment to increase to £50,000 the capital limit in charging for residential care. Taking our phased approach to implementation of this, the independent research we commissioned estimated this cost as £19.398 million per annum from 2019-20 at that year's prices.

As to the number who would benefit from our other commitment to introduce a full disregard of War Disablement Pensions in financial assessments for charging for social care, the independent research estimated 134 people in receipt of such pensions would benefit. This number is, however, set to reduce over time as the Ministry of Defence has closed this particular pension to newly injured armed forces personnel.

4. Prioritisation of Spending

- **Intermediate Care Fund (ICF)**

The Welsh Government is in the process of working with regions to develop robust new guidance in relation to the Intermediate Care Fund. Regional partnership boards will be expected to continue to utilise ICF to deliver effective integrated and preventative care and support services in keeping with the requirements of the Social Services and Well-being (Wales) Act 2014.These Boards are required to respond to the population assessment also required by the Act and prioritise the integration of services in several areas, including in relation to:

- Children and older people with complex needs;
- People with learning disabilities; and
- Carer, including young carers.

The Welsh Government is not prescriptive on the outputs and outcomes expected from ICF. Regions are required to set out their proposals for projects and services based on evidence contained in their population assessment.

We are continuing to engage with regional partnership boards to support their ongoing implementation. This includes in relation to sharing best practice on the utilisation of ICF.

- **Primary Care**

We can confirm Welsh Government provided a £42.6m national primary care fund to support health boards' implement primary care improvements as set out in their IMTPs and £10m was allocated for the 64 primary care clusters to invest in their locally determined service improvements. The fund is also supporting a national programme of pathfinders and pacesetters to test new ways of working and new workforce roles.

The intended outcomes of the national primary care fund are sustainable services, better access and more care closer to home. For example, service sustainability is being achieved through the flexibly deployed primary care support teams and appointing pharmacists, physiotherapists and social workers to free up GPs' time and expertise. Better access to the right care at the right time is supported by new clinically led triage of calls to GPs and directing these to the right response. More care is being provided closer to home, reducing unnecessary demand on hospital services, by extending community resource teams to 7 days a week and delivering care for people with chronic conditions like diabetes in the community avoiding the need to travel to hospital clinics.

- **Children**

The Improving Outcomes for Children Ministerial Advisory Group, chaired by David Melding, AM, is taking forward a broad programme of work to drive forward improvements across the looked after children, fostering and adoption agendas. Through its work, the group will contribute to reducing the incidences of adverse childhood experiences (ACEs), seek to build resilience within the family, focus on prevention and early intervention and improve outcomes for children in care. This group has a budget of £100k to take forward specific strands of work, although there will be other funding across portfolios which will contribute to achieving the group's activity. The rights of the child are intrinsic to our work programme and new work developed will take account of UNCRC as part of its policy impact assessment process.

- **Sport & physical activity**

We will be happy to provide you with details of the agreed budget allocations for Sport Wales for 2017-18, together with a statement setting out both the outcomes Welsh Government will seek to have delivered for this investment and the timeframe over which these outcomes should be delivered, in due course.

- **Mental Health Services**

It is recognised that all parts of the NHS face financial challenges. We recognise the particular interest in Wales for mental health funding. We have provided specific additional funds last year and this year. The additional £20.5m for mental health services (including £0.5m for eating disorders) is in addition to the funding previously made available for 2015-16 and 2016-17. In 2015-16 the additional funding comprised £7.65m for CAMHS, £5.6m for older adults, £1.9 m for psychological therapies (*£1m of which was made available from the £10m delivery plan funding) and £1.5m for perinatal services. In 2016-17 £6.375m has been made available from the £30m older persons and mental health funding. This included recurring funding of £2.3m for hospital flexible resource teams, £1.5m for local primary care mental health support services, £1.15m for inpatient psychological therapies, £325,000 for transitional support staff and £100, 000 for dementia risk reduction awareness. There was also an additional £1m for extra memory clinic capacity and £329,000 for deprivation of liberty safeguards made available on a non-recurring basis. As referred to earlier this will take the allocation to over £620 million in 2017-18 and it is considered appropriate funding has been allocated.

- **CAMHS**

The almost £8m annual new investment we have made in CAMHS is beginning to show real impact with health boards prioritising funding on improving access whilst new staff and new services are developed.

As a result between August 2015 and September 2016, the total number of children of children and young people reported as waiting for a first outpatient CAMHS appointment has reduced by 27% (3216 to 2355). The new services we are developing for neurodevelopmental conditions, with investment of £2m annually is also ensuring those

young people have a route to help and support rather than being referred to CAMHS, where they often did not reach treatment thresholds.

Our investment in Local Primary Mental Health Support Services has also meant that over 5,400 children and young people have been referred for assessment between April 2015 and September 2016

With the establishment of CAMHS Community Treatment Teams across Wales in 2015 fewer young people are being sent out of area or are away for shorter times resulting in a predicted halving of the cost of these expensive placements in 2016-17 compared to 2014-15 [£2.3m from £4.7m]. Young people themselves in the Making Sense report by CAMHS service users [January 2016] stated we cannot emphasise enough that the inappropriate, upward referral of young people towards mental health services is not just inefficient but is also damaging to those young people…. Inappropriate referrals harm both those young people who do not need specialist help and those who do.

Reducing inappropriate referrals is a central principle of the NHS led Together for Children and Young People Programme. It seeks to work with partners across health, education, social services and the third sector to ensure that when a young person does need support they get it from the most appropriate source and in a timely manner.

5. Capital Investment

Investment in NHS infrastructure continues to be a key priority. We will be investing over £1 billion of capital funding over the next four years on NHS buildings, equipment, vehicles and ICT. We described in the last paper to Committee that the forward NHS Capital Programme is based upon NHS organisations' Integrated Medium Term Plans (IMTPs) which described the infrastructure investment requirements to take forward two key delivery strands - service transformation and maintaining, replacing and modernising existing buildings and equipment.

There are a number of key schemes supporting service changes in the coming period including the expansion of obstetrics, paediatrics and neonatal facilities at University Hospital of Wales, Prince Charles Hospital and West Wales General Hospital, and new community hospitals at Cardigan, Tregaron and North Denbighshire. We am keen to accelerate the scale and pace of change in primary and community care settings and how the Welsh NHS can make use of technology and the estate to deliver care closer to home. We am currently considering how this might best be supported. In addition there are significant modernisation programmes that need to progress at the University Hospital of Wales, Prince Charles Hospital, West Wales General and the Wrexham Maelor, as well as continuing investment in the ambulance fleet, imaging and ICT.

Future investments will clearly need to be prioritised and will have to demonstrate real benefits. However, our capital funding will be supplemented by other funding sources. We have already advised that the new £210m Velindre Cancer Centre will be supported through revenue financing using the Welsh Mutual Investment Model and other developments are also being considered, including A Regional Collaboration for Health (ARCH) in West Wales which is examining a number of alternative funding sources and mechanisms.

We would welcome the opportunity to provide further details in a future Committee session.

6. Impact of the EU Referendum

You asked for further reassurance on activities considering the impact of the EU referendum. Work is underway across the Welsh Government to ensure we maximise our influence in discussions within the UK, and in turn in formal EU negotiations, to secure the best possible outcome for Wales. We are working closely with the UK Government and other devolved governments to ensure the interests of Wales are heard and protected.

Committee members will be aware from the Plaid Cymru debate on NHS Overseas Workers on 16th November 2016 that, in our view, EU citizens working and living in Wales now should be able to remain here after the UK's exit from the EU. We value the contribution that citizens of other countries living in Wales make to our economy, our public services and our communities. We are committed to exploring all options to facilitate recruitment and retention of NHS workforce from the EU and beyond after the UK leaves the EU. We do not want to see controls introduced that would harm the Welsh economy or Welsh public services, including the NHS.

Clinical research and innovation are key components of NHS activity. EU Research and Innovation programmes enable our researchers to work collaboratively with counterparts across Europe to address the common challenges facing our health systems. This collaboration has helped the NHS to develop new treatments, adopt innovation more quickly, and improve the quality of healthcare delivered. We are working to ensure that, alongside our universities and other research institutions in Wales, health and care organisations can participate in future EU health, research and innovation programmes.

A single EU regulatory framework enables new health technologies to be made available more quickly for the benefit of patients while ensuring a higher level of patient safety and public health protection. We will seek to avoid regulatory divergence between the UK and the EU to ensure that our patients and public services can continue to benefit from early access to innovative health technologies

It is essential that Wales remains an outward looking and engaged player on the European stage and beyond, regardless of the EU exit.

Yours sincerely

Rebecca Evans.

Rebecca Evans AC/AM
Gweinidog Iechyd y Cyhoedd a Gwasanaethau Cymdeithasol
Minister for Social Services and Public Health

Vaughan Gething

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport

By virtue of paragraph(s) vi of Standing Order 17.42

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