

## Joint Report of Strategic Director, People Group and the Strategic Director, Resources Group

### Ethnic Minority Achievement Grant and English as an Additional Language Funding for 2012/13

#### ***Recommendation***

#### **The Schools Forum is recommended to:**

- Agree to amend the allocation methodology from April 2012 of Ethnic Minority funding to focus on schools with pupils from vulnerable ethnic groups where the pupil is attaining below the Age Related Expected position
- Agree to the retention of £200,000 for English as an Additional Language funding from the individual school budgets
- Note that a policy will be developed in 2012/13 to identify the preferred option for allocating this funding going forward
- Exclude the Gypsy and Romany Travellers from this funding allocation arrangement due to other funding being available

#### **1.0 Introduction**

1.1 Historically, the Ethnic Minority Achievement Grant (EMAG) was one of the Department for Education Standards Funds Grants allocated to schools based on a locally determined allocation methodology. This was then later merged into the Dedicated Schools Grant in 2011/12 at which point it was decided to retain the existing methodology for allocation until the main schools' funding review was undertaken. The overall value of the grant is just in excess of £1m.

1.2 This report details the work undertaken in the last few months to develop an improved allocation methodology that places more emphasis on the critical skills of speaking, reading and writing in English, rather than just the child's ethnicity.

1.3 At the same time, the government's recent funding consultation paper discussed the issue of English as an Additional Language (EAL) and noted that, due to its significance in a child's attainment, this may affect the level of DSG that the Local Authority receives in any new national funding formula.

1.4 It seems clear therefore, that whilst the Warwickshire schools' funding formula included a specific provision for additional support to children due to ethnicity, it was not focused sufficiently on those children that actually required the funding and that EAL is a significant issue alongside ethnic background.

## 2.0 Development of Improvements

2.1 Various meetings have been held between the Schools Funding and Strategy Team and Ethnic Minority and Traveller Achievement Service (EMTAS) Officers to suggest the best way forward. The attached appendix details the work of this team.

2.2 In both the October Schools Forum report and the December Cabinet Report relating to the review of the main schools funding formula, it was reported that discussions were under way to improve this allocation methodology and that any recommendations would be reported to the Schools Forum in March for implementation from April 2012 onwards.

2.3 The annual ethnicity data return was undertaken with schools just before Christmas and this year, pupil achievement was defined in National Curriculum sub-levels for a more detailed analysis than previous data collections. For example, rather than level 4 recorded, the detail included the sub-levels level of 4a, 4b or 4c levels. Each of the levels is then allocated a score. With this level of data, it is possible to fund more precisely those children who are not achieving as expected.

2.4 The table below illustrates the scoring.

**Table 1**

Assessment Level	1c	1b	1a
<b>Score</b>	<b>1</b>	<b>2</b>	<b>3</b>
Assessment Level	2c	2b	2a
<b>Score</b>	<b>4</b>	<b>5</b>	<b>6</b>
Assessment Level	3c	3b	3a
<b>Score</b>	<b>7</b>	<b>8</b>	<b>9</b>
Assessment Level	4c	4b	4a
<b>Score</b>	<b>10</b>	<b>11</b>	<b>12</b>
Assessment Level	5c	5b	5a
<b>Score</b>	<b>13</b>	<b>14</b>	<b>15</b>

2.5 The score of each pupil can then be crosschecked against the national Age Related Expectation (ARE) level.

## 3.0 Primary School Funding

3.1 The national ARE's are as follows:

Year One	score of 1
Year Two	score of 3
Year Three	score of 5
Year Four	score of 7
Year Five	score of 8
Year Six	score of 10

3.2 Following discussions with the EMTAS Officers, it is suggested that in the primary stage, funding should be given to those pupils below the Age Related Expectation level. Historically, funding has been weighed based on the degree of under achievement and this was considered an approach worthy of continuation.

<b>Value below the expected score</b>	<b>Weighting</b>
Score minus 1 of ARE	1.0
Score minus 2 of ARE	1.2
Score minus 3 of ARE	1.2
Score minus 4 of ARE	1.4
Score minus 5 of ARE	1.4
Score minus 6 or more of ARE	1.5

3.3 The effect of this process on the December 2011 school data is that funding will be allocated to 3,090 weighted pupils, as opposed to 7,648 in 2011/12.

#### **4.0 Secondary School Funding**

4.1 EMTAS officers recommend that pupils from the identified ethnic groups, with an attainment level of below 4a at secondary school level, should attract funding. It is considered that this level is the benchmark for a pupil's potential to achieve a grade C at GCSE.

4.2 As such, from the December 2011 school data, funding will be allocated to 1,248 weighted pupil units as opposed to 2,062 in 2011/12.

#### **5.0 English as an Additional Language**

5.1 In the Autumn Term period from September 2011 to December 2011 there were 120 children joining Warwickshire Schools as New Arrivals to this country where English was not their first language. If this profile is assumed as typical, the annual number of New Arrivals would be around 360 (350 - 400 newly arrived pupils have joined Warwickshire schools each year for the last 5 years.)

5.2 Currently, the EMTAS team carry out a specialised assessment of each child and produce a report for the school detailing the appropriate support and strategies required to assist these children. Based on this work, the estimated cost for supporting each new arrival can be up to £500; that is £250 for the assessment and £250 as a contribution to the school to allow targeted work to be undertaken. However, as secondary pupils often need "fast tracking" because they will be in the schooling system for a shorter period than primary pupils will, the costs for these students can be higher.

5.3 There is currently no specific funding to cover this work and, in fact, in 2011/12 has been funded by the under spend from the previous year. That will not be available in the future of course.

5.4 As it is not possible to second-guess which school these children will report to, the recommendation is that from 2012/13 onwards, a level of funding is not allocated directly to individual schools but is retained to provide support as and when required. Appendix A details the work that would be carried out with such funding and the implications on a vulnerable group should the funding be devolved.

5.5 The manner in which this retained funding could be utilised has been discussed recently at the Resources Policy Group and the Primary Strategy Group as a means of gauging opinion. It could be that the funding continues to fund a central team to carry out assessments or alternatively it could be devolved directly to schools to provide direct pupil support. Some of the feedback received from headteachers was negative and so it is suggested that further consultation takes place

5.6 However, a sudden reduction to the central EMTAS team would affect schools who had not had the chance to organise themselves ready for April. A full Equality Impact Assessment of the service will need to be undertaken and the ability of the Local Authority to support these vulnerable pupils who initially have no school place or who need additional support with physical and/or mental issues will also need to be considered. A centrally retained team would carry out these roles.

5.7 It is therefore recommended that funds be retained centrally for the 2012/13 financial year and that the current service is continued whilst a review is undertaken to agree an approach to be implemented in 2013/14. Further update reports will be brought to future Schools Forum meetings.

## **6.0 Gypsy and Romany Travellers**

6.1 Gypsy and Roma Travellers (GRT) is a group that is recognised nationally as under achieving and, as such, is included in the national ethnic groupings. However, at Warwickshire, there are around 230 GRT children in mainstream education and a separate central DSG budget of £217,120 already exists to offer support for these children. It is therefore recommended that this group is not included in the EMA funding. This will allow a greater level of the EMA funding to be utilised for other ethnic groups.

## **7.0 Budget**

7.1 Assuming that around 360 newly arrived pupils with EAL will present themselves each year in Warwickshire and that the current unit cost is approximately £500, this means that around £180,000 would need to be retained centrally in order to be able to deal with this issue. However, as mentioned above, the “fast tracking” of secondary pupils is important and so it is suggested that a further £20,000 is set aside, leaving a total of £200,000, to allow for additional capacity working.

7.2 Historically, the overall EMAG funding has been just over £1m and it was agreed by the Schools Forum that £110,000 would be retained centrally

to employ staff to carry out a core service for these vulnerable pupils from ethnic groups. This funding is still required for this purpose. The remaining £890,000 was previously allocated based on the pupil data submitted by schools. With just under 10,000 weighted pupil units being identified in 2011/12, the unit funding value is £88 per pupil

7.3 With a more focused approach to funding, around 4,400 weighted pupil units will be used as the basis of allocation. If the £110,000 for central EMA is taken into account along with the £200,000 EAL funding, then this leaves £690,000 to be allocated to schools, a unit value of funding of around £157.

## **8.0 Conclusion**

8.1 The methodology for allocating funding to vulnerable ethnic groups should be focused so that those schools with pupils from these groups who are not achieving the nationally expected age related levels receive additional support. The Local Authority has collected this data from schools and is recommending that this be used to prioritise Ethnic Minority funding for 2012/13 onwards.

8.2 There is a growing issue within schools of children arriving without English being their first language. Currently there is limited funding specifically identified to assist with this. As it is difficult to predict which school these children will attend, it is suggested that in 2012/13 funding of £200,000 is not allocated directly to schools but retained to assist these pupils on a case-by-case basis. This would cover a comprehensive needs assessment and funding for the school to undertake focused support.

8.3 However, the way in which this £200,000 fund is allocated on an on going basis should be subject to confirmation and update reports will be brought to the Schools Forum.

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