

Item 3**TITLE OF REPORT: EMTAS De – Delegation****Purpose of the Report**

1. The purpose of the report is for Schools Forum to consider de-delegation the EMTAS for mainstream maintained schools.

Background

2. Revenue funding arrangements for schools have changed following the school funding review which started in 2013/14. It is now not permissible for LA's to hold budgets centrally for the provision of some services to schools. This previously centrally held funding has been delegated to schools on a per pupil basis.
3. However there are some areas that schools have the option for de-delegation.

These are:-

- a) Contingencies, (including support for schools in financial difficulties, new/closing/amalgamating schools, closing school deficits)
 - b) Behaviour Support Services
 - c) Support for minority ethnic minority pupils or underachieving groups
 - d) Free School Meals (FSM) eligibility
 - e) Insurance
 - f) Library and museum services
 - g) Licences/subscriptions
 - h) Staff costs – supply cover (long term sickness, maternity, trade union and public duties)
4. For each of these areas, it would be for the Schools Forum members in the relevant phase (primary or secondary) to decide whether that service should be retained centrally.
 5. The decision would apply to all maintained schools in that phase and would mean that the funding for these services was removed from the formula before school budgets were issued. There can be different decisions for each phase.
 6. Academies, special schools and nursery schools can buy back into these services if they wish too.

Support to Underperforming Ethnic Minority Groups - EMTAS

7. The Ethnic Minority and Traveller Achievement Service (EMTAS) aims to enhance the quality of educational opportunity and support the educational achievement of all ethnic minority and Traveller pupils by offering a range of services to Gateshead schools.

8. It works in partnership with schools and other partners in providing a challenging and exciting learning environment which celebrates cultural diversity, promotes equal opportunities and raises the level of achievement of pupils from all ethnic minority groups including travellers.
9. The number of languages in our schools has also increased to over 80.
10. Over the last year Gateshead has seen a continuous rise in the number of Ethnic Minority (EM) children joining our schools.
11. Many of these are EU migrants particularly from Poland and Romania however we have seen children arriving from other EU countries such as Portugal, Spain and Greece.
12. The percentage of ethnic minority children in our schools however has increased again this year to 8.00% in January 2015 as per graph in appendix 1, and is increasing.
13. The proportion of children with EAL is also higher in primary schools almost 10% whilst the average in secondary schools is 6%.
14. In Saltwell and Bridges wards in reception more than a third of the children are from the ethnic groups. In Dunston and Teams in Year 1, 27% are from the ethnic backgrounds. While the authority has for a number of years had percentages around 20% in the Saltwell area, this has now increased substantially to 33% and in the current Year 2 group 38%. If this trend continues there will be large cohorts coming through our schools in the future R and Y1 classes.
15. It is also worth noting that Felling, Deckham, High Fell have percentages over 11% in R and Y1, Felling has 16.1% in R this year.
16. We have also had a rise in the number of Gypsy Roma and Traveller (GRT) children attending our schools. The numbers have now almost doubled.

September 2014 – October 2015

17. The Ethnic Minority and Traveller Service (EMTAS) have provided advice, guidance and support to over **350 pupils** in **30 schools**. In addition to this EMTAS staff have assessed and monitored the progress of all EAL (English as an Additional Language) pupils (using the QCA 'A language in Common' with additional pre-steps A and B to reflect the early stages of acquiring English.). EMTAS staff also carries out initial assessments on all new EAL admissions in our schools prior to the allocation of support.
18. **87%** of pupils supported by EMTAS in primary schools have moved up at least one or more level (some of the pupils may have arrived mid-term).
19. **90%** of pupils supported by EMTAS in secondary schools/academies moved up at least one or more levels (some of the pupils may have arrived mid-term).
20. The core service supported by de-delegation will provide the following support:-

21. Teaching and learning

- Targeted teaching support to pupils with no English or at early stages of language acquisition.
- Targeted teaching support to Gypsy Roma and Traveller (GRT) pupils.
- Initial Assessment of all new arrivals to inform teaching, learning and any further support.
- Assessment of English as an Additional Language (EAL) /Ethnic Minority (EM)/ pupils with no English or at early stages of language acquisition
- Identify appropriate strategies for EAL pupils.
- Inform teachers about cultural differences for some pupils and impact on teaching.
- Targeted teaching support to EAL pupils who are not at the early stages of language acquisition but may be working considerably below the level of their peers.

22. Advice and Guidance

- Advice and guidance on English as an Additional Language (EAL)/Ethnic Minority (EM) / Refugee/Asylum seekers issues.
- Advice and guidance on Gypsy Roma and Traveller (GRT) issues.
- Support the transition of English as an Additional Language (EAL)/Ethnic Minority (EM) pupils across phase primary to secondary.
- Support the transition of Gypsy Roma and Traveller (GRT) cross phase primary to secondary. Support schools in preparation for and during OFSTED inspections.
- Co-ordinate traveller packs for pupils
- Support examinations for some pupils

23. Monitoring and Performance

- Support schools in collecting information and setting up an English as an Additional Language (EAL) file containing information on:-
 - Ethnicity
 - Country of origin
 - Languages spoken
 - Background information
 - Assessment levels
 - Strategies for EAL and GRT learners
 - List of resources for EAL and GRT learners
- Monitoring performance of English as an Additional Language (EAL)/Ethnic Minority (EM) pupils.
- Monitoring performance of Gypsy Roma and Traveller pupils.
- Monitor the attendance of Gypsy Roma and Traveller (GRT) groups.
- Assessment of English as an Additional Language (EAL) /Ethnic Minority (EM) pupils at risk of underachieving but not at the early stages of language acquisition.
- Develop an ethnicity/language/ English as an Additional Language (EAL) performance database.
- Analyse data and send annual report.

24. Multicultural and Anti-Racism work

- Advice and guidance and training on anti-racism, cultural and community integration issues.
- Identify external partners and agencies to work with the schools on cultural awareness and anti-racism.
- Deliver school assemblies and whole class activities to raise awareness on bullying /anti-racism and promote cultural awareness.

25. Home to School liaison

- Home-school liaison for English as an Additional Language (EAL) /Ethnic Minority (EM)/ Refugee/Asylum pupils.
- Outreach work/Home liaison with the Gypsy Roma and Traveller (GRT) community.
- Support schools and Gypsy Roma and Traveller (GRT) families in accessing strategies that promote the continuity of their education.
- Liaise with parents and organise /deliver parent workshops.

Proposal

26. It is proposed that Schools Forum de-delegate funding for 2016/17.

Proposed de-delegation value is £14.78 per pupil (primary only)

Recommendations

27. That School Forum provides feedback from mainstream maintained primary schools and makes a decision on the de-delegation of funds to continue with EMTAS service.

For the following reason(s):

To ensure that all children and young people in Gateshead can access education that is suitable and appropriate to their needs and abilities.

To enable schools to receive the support to accurately identify the needs of children and young people and implement support strategies as/when appropriate.

CONTACT: Ann Muxworthy

Appendix 1

