

## Ethnic Minority Achievement Grant (EMAg)

## Item 9(e)

Members of the School Forum are invited to comment on the proposed revisions to grant

**Background**

The amount of Ethnic Minority Achievement grant (EMAg) funding devolved to schools at the present time is based on a funding formula consulted on in 2005 which has now been in effect for 3 years.

After a reduction in the amount of EMAg funding allocated to Walsall for the period April 2005 to 2008, the following approach was decided upon:

- ☆ To reduce the centrally retained percentage of the EMAg grant from 15% to 10%
- ☆ To devolve funds only for underachieving ethnic minority pupils and underachieving EAL pupils which are the following groups – **Asian Pakistani, Asian Bangladeshi, Black Caribbean, Mixed White Black Caribbean, Other Black and Mixed Black African**
- ☆ To devolve the funds using a points based formula based on the distance to travel for these groups from the national average for all pupils – which is calculated yearly on a three year rolling average
- ☆ To reduce the weighting to primary gradually, which was traditionally in the funding formula
- ☆ To have a threshold of £1000

The DCSF has announced that our EMAg funding for the 2008-9 financial year will be kept at the same level as the current financial year i.e. £1,657,094. The provisional figures for 2009-10 and 2010-11 are also the same.

After three years with this funding formula we are now in a position to evaluate its effectiveness in raising standards.

**KS 1**

Black Caribbean pupils did not do well in any curriculum area reported on in 2007. Bangladeshi pupils results dropped sharply in 2007 in reading and writing. There has been a steady rise reading and writing for Pakistani and Mixed White Black Caribbean pupils.

**EMA activity for 2007- 8 in KS 1**

- ▶ Continue to narrow the gap for Pakistani and Mixed White Black Caribbean pupils in reading and writing
- ▶ Maths for all groups
- ▶ All subjects for Black Caribbean pupils

**KS 2**

There was a sharp rise in all group attainment in 2007. This upward trend needs to be maintained for all groups in all subject areas so a positive trend is established.

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### KS 3

Black Caribbean pupil attainment is rising year on year. Mixed White Black Caribbean and Bangladeshi pupil attainment fell last year and the 3 year trend is poor in English for Mixed White Black Caribbean pupils. Pakistani pupil attainment still remains unacceptably low in all subject areas.

#### EMA activity for 2007- 8 in KS 3

- ▶ Mixed White Black Caribbean, Pakistani and Bangladeshi heritage pupils in all subject areas – particularly boys.

### KS 4

All groups are at least 20% adrift of the national average for all pupils in the 5A\*-C category and the 5A\*-C including English and Maths category, with Pakistani boys only gaining 11% 5A\*-C including English and Maths.

#### EMA activity for 2007- 8 in KS 4

- ▶ Individual pupil wave 2 & 3 input – tracked and monitored.

#### Proposed revisions to current methodology:

- ☆ Increase the retained percentage to 12% from 10% to cover salaries and expenses of the central team
- ☆ Retain a further 1% to provide consultancy support for Black pupils – particularly Mixed White Black Caribbean pupils in all schools, £16,571 to fund a part – time secondment to work with schools on projects aimed at raising attainment
- ☆ Increase the threshold to £5000
- ☆ Retain a further 2% £33,142 to provide a commissioning fund for those schools with no targeted grant
- ☆ Secondary schools are to be challenged to provide radically different provision to that which has been in place until now which will require additional consultancy
- ☆ Continue with the formula as it stands – with a view to a radical review in three year's time if outcomes, particularly at secondary are not met

These any changes will be introduced from April 2008.

Two models have been considered to bring about these changes:

**Model 1** – retention of 15% (12% to fund the central team, 1% to fund a secondment to work with schools to meet the needs of mixed white Black Caribbean pupils, 2% retained for non-funded schools to commission for projects that will provide accelerated progress for any of the target groups or for pupils new to English). Threshold raised from £1000 to £5000 – the funding generated as a result of the increase in the threshold will redistributed to all schools above the £5000 cut off.

**Model 2** – same as above but the funding generated redistributed to primaries only.

**Model 1 would minimise financial turbulence to schools still in receipt of the grant and will provide secondary schools with the opportunity to restructure their support and demonstrate the impact of funding has.**

## Impact of changes in distribution method used for 2005 to 2008:

Changes introduced 2005	Impact over last funding cycle	Proposals revisions for next funding cycle i.e. 2008-2011
<p>To reduce the centrally retained percentage of the EMAG grant from 15% to 10%.</p> <p>Team reduced to 2.5 people with £41,000 to trade in order to cover salaries and expenses.</p> <p>Team responsible for support to:</p> <ul style="list-style-type: none"> <li>☆ 47 EMAG funded primary schools</li> <li>☆ 17 Emag funded secondary schools</li> <li>☆ 3 EMAG funded nursery schools</li> <li>☆ 4 EMAG funded special schools</li> <li>☆ REAL pilot in secondary</li> <li>☆ Running the West Midlands EAL Hub for Primary</li> <li>☆ All Race Equality</li> <li>☆ All Community Cohesion</li> </ul>	<p>The workload has increased and the workforce has decreased to an unacceptably low level leaving schools without the dedicated attention that many need to deliver on EAL, Race Equality and the new duty to promote Community Cohesion.</p> <p>The team is highly regarded at national level but the requirement to trade services leads members to spend valuable time out of borough to earn funds.</p> <p>No provision now made for Black pupils although the funding devolved to schools is in part for these pupils.</p> <p>At the time of deciding to reduce the centrally retained allocation there was an assurance from EW that there would be core management support. This is now charged for at 15% of the budget which adds to the pressure to trade services.</p>	<p>Increase retained percentage to 12% from 10% to cover salaries and expenses.</p> <p>Retain a further 1% to put consultancy support in for Black pupils – particularly Mixed White Black Caribbean pupils in all schools £16,571 to fund a part time secondment to work with schools on projects aimed at raising attainment.</p>
<p>To devolve funds only for underachieving ethnic minority pupils and underachieving EAL pupils which are the following groups:</p> <p><b>Asian Pakistani, Asian Bangladeshi, Black Caribbean, Mixed White Black Caribbean, Other Black and Mixed Black African</b></p>	<p>Head teachers have written plans to ensure impact on these groups of pupils. Some gains can be seen in some key stages, particularly at KS 4. There is a need to ensure that these funds are providing impact.</p>	<p>Continue to fund the same groups using the agreed criteria– review the provision in secondary schools - if it does not meet best practice DCSF and OfSTED guidance and does not produce a radical improvement in outcomes for targeted pupils within the three years of this cycle then a radical change to the devolution criteria and funding to secondary schools will be required.</p>
<p>To devolve the funds using a points based formula based on the distance to travel for these groups from the national average for all pupils – which is calculated yearly on a three year rolling average.</p>	<p>Funds are relatively stable but some adjustments are made year on year depending on the attainment of individual groups.</p>	<p>Continue with the same criteria for devolving funds using the points system and distance to travel to the national average.</p>
<p>To reduce the weighting to primary gradually, which was traditionally in the funding formula.</p>	<p>Secondary schools now have more funding, however attainment is not rising quickly enough</p>	<p>Review secondary provision to ensure wave 1, 2 and 3 intervention is in place for target pupils.</p>
<p>To have a threshold of £1000</p>	<p>71 schools are now EMA funded with 29 schools getting less than £5000. 2.5 EMAG consultants cannot monitor and provide consultancy to this number of schools effectively.</p>	<p>Increase the threshold to £5000. Retain a further 2% - £33,142 to provide a commissioning fund for those schools with no targeted grant.</p>

Proposed revisions to current methodology, con't:

The implementation of the higher threshold will result in a number of schools no longer receiving a grant allocation from 2008/2009 onwards. Where such schools can demonstrate the need to meet contractual obligations for the remainder of 2007/2008 academic year, e.g. for staffing, consideration will be given to making a one off payment, outside the allocation formula, to meet such expenditure.

### **Education Walsall WREMAp Strategy**

The Education Walsall WREMAp Strategy for the next three years is based on the following:

- ✓ Strong leadership and management of EMAG in schools
- ✓ Secure whole school teaching that demonstrates best practice EAL strategies.
- ✓ Wave 1, 2 and 3 intervention to be outlined in school EMA plans which must show accelerated attainment for target pupils and groups.
- ✓ Robust Race Equality & Cultural Diversity policies and practice in all schools, which include zero tolerance of racist incidents and demonstrable promotion of pupils' ability to live and work in a multicultural society.
- ✓ Community Cohesion

It is anticipated that where schools are working to narrow the attainment gap between all pupils nationally and our ethnic minority heritage pupils they will include appropriate actions in their school improvement plan, supported by this finance, in supporting the achievement of their whole school targets.

### **Summary**

Forum members are asked to note this document has been circulated to all schools and comments invited. A summary of the responses will be made available at the next meeting of the Forum.