

LOCAL AUTHORITY GRANT TO PROVIDE ACCESS TO ADDITIONAL SUPPORT FOR DISADVANTAGED LEARNERS.

Minority Ethnic Inclusion and Achievement – Devolved Funding Element (to 31 March 2020) Schools with over 50 EAL Learners Stages A-D				
School	Olchfa	Headteacher	Hugh Davies	
Total Funding	£68,100.24			
Spend needs to meet each of the 4 objectives listed below and should reflect actions identified as part of the school visit process. Consideration needs to be given to developing sustainable models/practices.				
Objective	Activity - action required	Intended Output - evidence that activities have occurred	Intended Outcome - the difference / impact made	Cost Estimate
1. Developing a high-quality education profession. Ensuring all staff have the skills and knowledge to support minority ethnic achievement and inclusion. Examples: <ul style="list-style-type: none"> • <i>employment of a specialist MEA/EAL practitioner in a consultancy type role to train/coach/develop practices etc.</i> • <i>release costs for teachers/TAs to attend training courses/EAL networks and other professional learning activities</i> • <i>cover to release experienced teacher/TA within school to develop skills of other teachers/TAs</i> • <i>cover to release teacher/s on a regular basis to develop work/work in achieving targets in the action plan/to attend working groups</i> • <i>release costs to enable teachers/TAs to collaborate both within school and across clusters and networks of schools</i> • <i>Headteacher/SLT time for facilitating any additional staff/projects etc.</i> 	1. Carefully consider lead for EAL/ME learners. Role should not sit with the ALNCo unless the member of staff who holds the ALNCo role has a wider remit i.e. other responsibilities over and above learners with ALN. 2. Ensure that responsibility for EAL learners is distributed and does not mainly sit with JSJ			£34,050.12
2. Inspirational leaders working collaboratively to raise standards. Supporting the development of professional networks.	1. Formalise processes for developing and sharing practice.			£8,512.53

<p>Supporting school-to-school work. Working together to develop and improve practice/pool resources. Examples:</p> <ul style="list-style-type: none"> • <i>cover/costs to release staff to host visits/to visit schools inside and outside of the authority</i> • <i>attending headteacher steering group meetings</i> • <i>meeting with local authority HoU and preparation for meetings</i> • <i>cluster working</i> • <i>primary/secondary transition</i> 	<p>2. lead within each area of learning who is responsible for developing practice for EAL learners 3. Ensure JSJ attends any relevant central courses and becomes part of the EAL secondary network</p>			
<p>3. Strong and inclusive schools committed to excellence, equity and well-being. Promoting home-school links. Ensuring minority ethnic/EAL learners have access to all aspects of the curriculum and school life. Examples:</p> <ul style="list-style-type: none"> • <i>Employment of specialist staff (teachers/TAs/BTAs) for targeted interventions</i> • <i>Employment of BTAs with interpreting and translating/home school links role as well as pupil support roles</i> • <i>Parental engagement activities</i> • <i>Purchasing of resources to support inclusion/access to the curriculum etc. e.g. http://uk.mantralingua.com/e-catalogue</i> • <i>cover/time for staff to set-up/utilise acquired resources</i> • <i>cost to release teachers or staff to develop policy/improve admissions processes/develop inclusive resources</i> • <i>activities to support development of a culturally inclusive 'new curriculum'</i> • <i>activities that value and promote home/first language usage (e.g. GCSE Community Language Exams)</i> 	<p>1. ensure JSJ attends the EAL network and any central courses. 2. Consider the needs and support of more advanced learners in EAL as well as the beginners. 3. Identify ways of increasing the number of positive minority ethnic role models within the school. 1. Ensure all relevant background information is collected and made available for relevant staff - this should include the language needs/preferences of parents 2. Establish processes for collecting relevant background information from primary schools during yr. 6 to 7 transition.</p>			<p>£17,025.06</p>

<ul style="list-style-type: none"> • <i>release costs/resources to set up and implement any specific schemes – School of Sanctuary Award/Young Interpreter Scheme/language of the month</i> 	<ol style="list-style-type: none"> 1. Ensure pupils withdrawn for intervention have equality of access to all aspects of the curriculum. 2. Ensure the impact of any intervention is carefully monitored. <ol style="list-style-type: none"> 1. Language demands of lessons need to be identified more thoroughly in order to have a more explicit focus. 2. Strategies for EAL learners within lessons need to be made more explicit. 3. There is a need to ensure consistency in planning for EAL learners across all lessons. 4. Language development of more advanced learners needs to be considered alongside those of earlier stages. <ol style="list-style-type: none"> 1. Ensure that the experiences of learners are used as starting points. 2. Consider the perspective from which topics are taught - ensure commonality rather than emphasising difference. 3. Think about asking learners as to whether they feel their cultures and 			
--	--	--	--	--

	<p>backgrounds are positively represented.</p> <ol style="list-style-type: none">1. Embed usage of the 5 stage model as a tool for measuring progress of individual learners and for informing teaching and learning2. Consider ways of moving the assessment of EAL stages from a summative process to a more formative process within the classroom and widening the responsibility for assessment.3. Consider using The Bell Foundation EAL Assessment Tool for monitoring the progress of and setting targets for those pupils who are in intervention groups. <ol style="list-style-type: none">1. Ensure there is clear identification of any parents who may require interpreter facilities and that all relevant staff are aware of this.2. Ensure strategies are in place to ensure that all parents are able to access information e.g. parents evenings <ol style="list-style-type: none">1. Consider strategies that explicitly value the first			
--	--	--	--	--

	languages and cultures of pupils.			
https://cardiff.cityofsanctuary.org/what-we-do/schoolsofsanctuary https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide#step-2 https://www.newburyparkschool.net/lotm/index.html				
<p>4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</p> <p>Embedding initial and on-going assessment of EAL.</p> <p>Ensuring accurate collection of first language and ethnic background information for PLASC</p> <p>Ensuring the attainment of minority ethnic learners/EAL learners is monitored and maintained</p> <p>Completing an annual self-evaluation with regard to minority ethnic achievement/inclusion</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Activities linked to improving initial and on-going EAL assessment processes – implementing The Bell Foundation EAL Assessment Tool</i> <p>https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/</p> <ul style="list-style-type: none"> • <i>Moderation and completion of the EAL needs survey for PLASC</i> • <i>Headteacher/SLT time to collate/analyse data and implement any follow-up actions</i> • <i>Evaluation processes - observations, book scrutiny audits, learner voice etc.</i> 	<p>1.Ensure references to ME/EAL learners are included in policies where relevant.</p> <p>2. Consider an explicit policy as reference point for all stakeholders.</p> <p>3. Link governor to be made aware/given option of attending central governor training on best practice for ME/EAL learners</p> <p>1. Focus on ME learners as well as EAL learners in data analysis.</p> <p>2. Ensure any evaluations encompass all areas on this tool.</p> <p>3. Consider any other relevant audits e.g. diversity and inclusion across the curriculum/ learner trail -follow an early stage EAL learner for a day - what is their experience are there needs being meet across all aspects of school life/lessons?</p>			£8,512.53

	<ol style="list-style-type: none">1. Ensure stage of EAL is considered alongside any curriculum data.2. Track progress through stages of EAL.<ol style="list-style-type: none">1. Ensure minority ethnic as well as EAL learners are included in tracking and monitoring processes.2. Is it feasible to compare progress of different language/ethnic background groups?3. Consider updating stages of EAL in the summer term to align with curriculum data analysis.4. Track progress in EAL for individual learners and learners as a whole.<ol style="list-style-type: none">1. Develop processes further - ensure all relevant background information is available on EAL learners to support ALN identification processes.			