

Item 36 - Appendix A

Ethnic Minority Achievement funding

The funding currently supports a well-regarded and strong service, which works with schools to develop provision and improve outcomes for pupils learning EAL, pupils from minority ethnic backgrounds, and disadvantaged pupils.

The de-delegation and central use of this funding enables:

- **The LA Teaching and Learning Adviser to support schools to diminish differences for disadvantaged children, children learning EAL and those from minority ethnic groups.** Support includes:
 - Training courses and termly network meetings for EAL and pupil premium, and input to Headteacher briefings, 'Getting to Good' meetings, SENCO and early years network meetings.
 - In-school support for EAL and pupil premium, including: support for pupil premium leaders and EAL co-ordinators; support for teaching assistants who champion pupil premium children and who support EAL pupils; staff meetings on EAL and pupil premium; pupil premium reviews; and EAL surgeries.
 - General advice and guidance via email/ telephone and access to guidance and resources on the Wokingham Schools Hub for EAL and pupil premium. The EAL pages on the Wokingham Schools Hub are some of the most visited pages on the website.
 - Other school improvement projects, for example current partnership work with the secondary federation and primary Headteacher association to support schools to strengthen KS2-3 transition. Transition network meetings held this academic year are facilitating the sharing of units of work and good practice, and leading to borough-wide projects.

The funding enables the LA to provide all pupil premium support free of charge to schools, and EAL training and support free of charge to maintained schools.

Feedback on support provided to schools is extremely positive. Pupil premium network meetings are particularly well attended and well received. 30 Wokingham schools were represented at the last meeting. Ideas shared at pupil premium network meetings have been widely adopted by schools, for example, the '5 a day' initiative and the concept of 'tilt'. Comments from feedback forms from recent meetings include:

'Very inspiring'

'Idea of 'tilt' useful – will share with colleagues and ask teachers to think about.'

'Will have a PP focus in all staff meetings'

'I will double the length of my planned PP staff meeting to incorporate all the ideas I have gained.'

A pupil premium 'Ideas Exchange' event for secondary schools has been held for the last two years, in partnership with Wellington College. These events have been attended by almost all secondary schools and have been very well received:

'Extremely interesting and very thought provoking'
'Excellent event for networking and sharing'
'Gained good ideas I can take back to school'

Feedback comments on other courses and staff meetings include:

A very informative and useful session.

Great training. Lots of useful resources.

I will use the Racing to English resources to support new arrivals.

I will create time for teachers to have 1-1 discussions with PP children in their class.

Pupil premium will be on the agenda at all FGB meetings.

Other feedback from staff who have received support includes:

'Emily has been a massive support in my first year as PP leader for my school. She has helped me to develop the leadership of such an important area in our school. It really helped me when she came on a learning walk with me in school. I feel far more confident about doing this by myself now.' (Teacher, June 2017)

'A clear lead on good practice for improving the performance of pupil premium children.' (Headteacher, June 2017)

Outcomes for PP pupils have improved in many of the schools provided with PP support. Recent Ofsted inspection reports include many positive comments about provision and outcomes for disadvantaged children. For example:

'Additional funding is used very well and disadvantaged pupils catch up quickly because of well-judged support.'

'Disadvantaged pupils make faster progress than at the time of the previous inspection and achieve increasingly well in all year groups as a result.'

The model of PP Champions developed in the borough has been cited as good practice in Ofsted reports:

'Teaching assistants support learners well. ... Many act as champions for individual learners, ...keeping a sharp oversight in lessons to make sure pupils have understood and make good progress.'

- **The two LA Bilingual Teaching Assistants to support newly arrived Polish and Arabic speaking pupils in maintained schools.** The Bilingual Teaching Assistants are in great demand, and schools have reported on the huge impact that their support has had for pupils who are at the early stages of learning EAL. Feedback from schools includes:

'The TA has produced a great number of resources...she has been a godsend.'

'Support during Literacy lessons ensured that L's grasp of the language developed very quickly. The TA made a tremendous impact on L's ability to access the national curriculum.'

Pupils supported by the TAs make good progress in 'catching up' with their native English speaking peers and have achieved well in KS2 tests/ GCSE exams relative to the length of time they have been learning English. As well as impacting on children's

learning, feedback from schools indicates that the TAs have a significant impact on children's social interactions and emotional well-being. They also have an impact on the school staff that they work with, and on the resources available in school, which children continue to benefit from after their support has ended.

- **The LA to provide schools with funding to support the most vulnerable pupils with EAL, those who are newly arrived in the UK.** During the academic year 2016-17, funding was provided to 31 maintained schools for 167 newly arrived children. The funding enables schools to provide 20 hours of TA support and to buy dual language books and bilingual dictionaries. Because admission of new arrivals is unpredictable, it would be difficult for schools to budget to support such pupils if the funding was not de-delegated.
- **The provision of support to secondary schools from a specialist consultant with entering students for GCSEs in their first languages.** The initiative to encourage EAL students to take GCSEs in their home language has been welcomed by schools and has continued to grow since support was first offered, with increasing numbers of students with different languages being entered each year. Excellent results have been achieved. 58 students were entered by Wokingham secondary schools for GCSEs in their home language in summer 2017. 56 of the students achieved C+ grades, and 46 (79%) achieved A or A* grades. Similar results have been achieved in previous years. The cohort in 2017, as in previous years, included EAL students with SEN, low prior attainment, and students who joined their schools in Years 10 or 11 and who were at the early stages of learning English. The strong grades are likely to have been particularly important for these students. School staff are supported to understand the requirements of the exams and how to help students to prepare, and speakers of the languages are sourced to conduct the oral exams.

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