

Annex B

Ethnic Minority Achievement (EMA) Network de-delegated funding request for 2021/22

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MK

milton keynes council

Executive Summary

Milton Keynes is an increasingly super-diverse community, reflected in the higher than national proportion of Black, Asian and minority ethnic (BAME) pupils from a wide range of international backgrounds in settings and schools. While this is to be celebrated and notably enriches the community, there are significant challenges for integration and cohesion in schools and across the wider local community. The EMA Network has a long history of providing well recognised specialist and coordinated support to education providers, the council and its partners, and community organisations. This has improved the assimilation of successive waves of in-migration and expansion over time. Predictions are that a disproportionate number of new residents of MK will continue to be from BAME communities.

The funding for the EMA Network has always been precarious and from a range of sources; however, the determination of schools to fulfil their equality duties and give fair access to education for all has enabled its work to flourish.

This is a request for continued maintained primary school de-delegation for one additional financial year because the EMA Network has been unable to build up traded capacity as a result of the Covid-19 pandemic. It is an urgent priority to ensure that the expertise of the team is not lost and that there is a coordinated approach across the whole borough.

The EMA Network must not be lost because it has been instrumental in:

- Raising overall standards in schools by increasing the attainment of pupils from BAME backgrounds and helping schools to tackle the underperformance of pupils from disadvantaged white British communities
- Promoting community integration, cohesion and addressing the disaffection of pupils across schools
- Supporting mainstream schools to communicate and establish joint working with hard to reach BAME communities through supplementary schools
- Providing high quality up to date training, advice and guidance on all aspects of minority ethnic achievement
- Maintaining a borough wide understanding of the diverse local communities and how this impacts on individual schools.

The scope of the EMA Network is broad reaching. It is skilled at not only supporting individual settings and schools, but also promoting collaboration across schools, supplementary schools and diverse community groups, the wider council and its partners, such as Thames Valley Police. This is vital when different BAME communities are spread in small numbers across the borough; which can mask the level of need and issues which should be addressed. This loss of local intelligence would be irreplaceable. The specialist expertise of the EMA Network would be difficult to replace in the future. The national demise of specialist teams and focus on race equality is seen in the Black Lives Matter campaign. Keeping the EMA network will ensure that Milton Keynes' schools continue to be a vanguard for equal access to education.

Milton Keynes' growing super-diversity

As Milton Keynes continues to expand there has been a significant and sustained growth in the number and proportion of migrants in schools in Milton Keynes (MK). The addition of overseas migrants on top of planned growth has brought a range of pressures to existing communities. The proportion of the Black, Asian and minority ethnic (BAME) school population has grown from 31% in 2010 to 45.51% in 2020, with proportionately higher growth of the BAME communities compared to white British. LA data shows the growth in the proportion of pupils learning English as an additional language (EAL) from 16.7% in 2010 to 26.08% in 2020 (well above the national averages of 21.3% in primary and 17.1% in secondary). The most recent secure estimates (2018) for the proportion of MK pupils at the early stages of English acquisition were 11.6% in primary and 1.28% in secondary (too low and reflects low ascription rates/not matching language background data). Qualitative information indicates that these high numbers have been maintained in 2020, but there has been no national data collection since 2018. A key feature of the growth in migration to Milton Keynes is the increasing diversity in migrants' countries of origin and cultural differences; an example of 'super-diversity'. Local BAME communities have changed from being well-established Asian, Chinese and Black Caribbean groups to a diverse range of African, Eastern European, Middle Eastern and other Asian backgrounds. The range of language backgrounds of pupils has grown from 87 spoken in 2008 and 129 in 2010 to 155 in 2020. This presents huge challenges for integration and cohesion in schools and across the wider local community. The EMA Network is best placed to support school by keeping a borough wide understanding of this growing diversity.

Service Summary

The EMA Network provides quality support to close attainment gaps for vulnerable and underperforming BAME pupils across maintained primary schools. This particularly covers pupils learning English as an additional language (EAL), including those who are new to English, and has been extended to support schools to address underperformance and disengagement of disadvantaged white British pupils.

Raising standards in schools

The EMA Network has successfully supported schools to raise standards overall because the high proportion of BAME pupils, including those learning EAL, has increased 'all pupil' outcomes by minimising the risk posed by the underperformance of white British pupils from disadvantaged backgrounds. Through effective training, advice, support and challenge to schools, pupils learning EAL have consistently outperformed those with English as their first language. The needs of these pupils has been a high local priority and as a result of the pandemic, it is vital that that these pupils remain a key focus. Many of these pupils will have been disproportionately affected by the current situation and are at risk of falling behind.

Support for new arrivals from overseas who are new to English has been particularly successful and needs to continue. Schools frequently use the service because they suddenly receive a new arrival and require specialist guidance and resources to effectively integrate the pupil and their family into their school so that they make rapid gains in their learning.

Tackling underperformance and disengagement of white British pupils

As a result of developing the expertise around EAL, the EMA Network has successfully extended its work to support disadvantaged white British pupils; both in terms of language acquisition, social integration and reduction in disaffection. EAL strategies work equally well with white British disadvantaged pupils. Primary schools have benefited from the network's Controlling Migration Fund 'Creating Cohesive Secondary School Communities' (CCSSC) work which has included specific projects aimed at raising standards and increasing the engagement of white British pupils. Toolkits to tackle disadvantage have been created for primary schools.

Promoting community integration, cohesion and addressing the disaffection

The EMA Network has trained and supported 11 community cohesion workers (Parent Ambassadors - PAs) in secondary schools and 6 in primary schools. This has led to MK wide cooperation on a range of issues from disaffection, knife crime, dealing with prejudice and racism, working with hard to reach communities through links with supplementary schools and involving parents in school life. Most importantly, primary schools report that PAs have enabled them to make links with the communities around their schools rather than being more inward looking. Continued funding would build upon this important work, developing 'community champions'.

Mainstream schools are supported in developing useful links with supplementary schools so that they can jointly raise standards. Without this local intelligence individual schools would find it hard to access supplementary school providers. An example of effective joint working was the provision of summer holiday catch-up classes in five supplementary schools to help some of the most vulnerable children to re-engage in learning prior to full return in September.

National focus versus local needs

While there is a reduced national focus on outcomes of BAME pupils, Ofsted continues to consider key vulnerable groups. The high proportion of BAME pupils in local primary schools means that school leaders need to ensure that they maintain a focus on their outcomes. As a result of the EMA Network's local knowledge it is aware that some groups of BAME pupils are more disengaged in learning than others, e.g. some Black African groups. Without this funding, this knowledge and relevant support would be lost.

The Black Lives Matter movement has brought race equality back into national focus. It is time for the EMA Network to support schools to reconsider this; including through an offer to support curriculum development.

Long term cuts to centralised services have resulted in the national loss of expertise around ethnic minority achievement (EMA), including strategies for supporting English language acquisition. Milton Keynes is nationally regarded as a centre for excellence, crediting the local schools. Once specialist knowledge and skills are lost, they are difficult to redevelop. Individual schools do not have capacity to train staff. School lead responsibility for EMA/EAL frequently changes, so there is inconsistency within schools without centralised input. Primary schools continue to benefit from the network's personalised support for EMACos and inclusion leads.

The EMA Network is able to consider the needs of EAL/BAME pupils holistically across the whole borough. Due to small numbers of pupils from specific communities in individual schools, the true level and types of needs are frequently masked. It is only by the team bringing together information that trends and issues are identified and addressed.

The network's regularly updated 'Equality and Diversity in Milton Keynes' document and the website are the key sources of information about key local BAME communities and religious backgrounds for primary schools.

A flexible working business model

The team operates a flexible staffing model. Successful de-delegation would maintain a small core of permanent staff and all remaining staff would be on relief contracts, subject to additional traded work with academies and secondary schools. Rigorous monitoring of activities and staffing enables the service to provide its primary schools excellent value for money. The service adapts rapidly to changing situations and demand for support. No money is wasted as shown by the proposed carry forward of de-delegated funds as a result of Covid-19.

2021/22 Service Offer

If funding is de-delegated in 2021-22 the EMA Network will continue to support primary schools to improve outcomes for BAME pupils by:

- Offering schools one day of bespoke support tailored to the needs of the school
- Coaching schools' EMA staff and inducting those who are new to role
- Delivering a range of training and seminars for all school staff, informed by national developments, school practice and local school needs, accompanied by bespoke follow-up support
- Sharing specialist knowledge on working and engaging with specific groups; e.g. newly-arrived pupils; asylum seekers/refugees; hard-to-reach groups; and parents
- Providing expert and up-to-date guidance on: British values and SMSC; equality and diversity; Ofsted and the implications for BAME and EAL pupils; assessment, including the assessment of EAL pupils who may also have SEND
- Providing a significant lending and reference library of specialist resources, including supplying boxes of resources to help support targeted groups of pupils
- Advising on religious and cultural issues including: safeguarding, religious holidays and observations, visits to places of worship, organising speakers at assemblies
- Writing regular EMA guidance updates
- Supporting schools to work collaboratively with other professionals, organisations and supplementary schools.

2021/22 Funding Request

This proposal is based on the assumption that the level of de-delegated funding from the Schools Forum to support the Ethnic Minority Achievement Network in 2021/22 will be at the same rate as 2020/21 plus an allowance for inflation costs - £90,000.

The 2021-22 funding request takes into account:

- The opportunity to develop a traded service has been severely curtailed as a result of the current pandemic. As schools have been closed and will operate very differently over the coming months, the potential to establish a feasible traded scenario for 2021-22 is limited.

- An underspend in this financial year of £20,000 as a result Covid 19 and the Network's ability to flexibly respond to school demands. This will be carried forward as DSG money into the next financial year.
- A £2,000 increase versus 2020-21 funding to take into account inflationary increases.
- The cost per pupil is £5.88.

EMA Network – support for schools over the summer term

Despite all schools being closed from March 2020 onwards, 83% of maintained primary schools have engaged with the EMA Network over the last 12 months. Schools have received support either through Primary Assured Visits (PAVs), training, in-school follow-up after training, attending a seminar, borrowing resources, and seeking and receiving advice and guidance on a range of issues.

The EMA Network continued to support schools throughout the summer closure:

- **EMA Bulletins** – The EMA Network produced weekly newsletters for schools and settings providing advice and guidance on supporting home learning with specific reference to pupils of BAME origin and those learning English as an additional language (EAL).
- **EMACo support meetings** – virtual EMACo support meetings have been well attended and have provided relevant staff with up to date information and support on:
 - Summer term teaching and learning - impact on our BME and EAL pupils
 - Transition – support to help with transition
 - Black Lives Matter – resources and materials for teachers, pupils and parents
 - Summer schools - the opportunity for catch-up provision
- **Summer schools** – 67 vulnerable pupils from 18 Milton Keynes' primary schools, including those who are newly arrived or learning English as an additional language, attended the summer school provision which was organised by the EMA Network. Feedback was positive, over 90% of primary pupils stated that they enjoyed learning at summer school and nearly 60% reported that they feel happy about returning to school.

“I just wanted to pass on my feedback from working with one of the children that attended the summer school. Pupil A has come back a completely different child, full of confidence and language. She seems to have gained that understanding and basis of knowledge to pick up her learning a lot quicker than she did before. I am incredibly proud of her and thankful!” – Teacher at Giffard Park
- **Advice and guidance** – was given to many schools around
 - preparing for the return of BAME pupils including pupils learning English as an additional language
 - Black Lives Matter

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