



Welsh Government Funding for Minority Ethnic and Gypsy, Roma, Traveller Learners

MEGRT Grant - Financial Year 2023 – 2024

Terms and Conditions:

The Purpose of the MEGRT funding is to support for Minority Ethnic and Gypsy, Roma and Traveller learners.

For 2021 onwards the principles for the grant have been agreed as:

- Inclusion – both into school and the wider community
- Equity – remove barriers and improve life chances
- Removal of barriers to accessing the curriculum - including a focus on language acquisition
- Improving attendance
- Engagement with learners, families and communities
- Training and capacity building in the school workforce
- Integration into education - including a focus on transition into school and between phases
- Support transition Post 16 into FE, training or employment

These principles are underpinned by flexibility for the LA to plan and deliver support based on an assessment of local need. This year WG have set out some more specific requirements. The LA must stipulate how it intends to support MEGRT learners through identifying: objectives; planned activities; and target outcomes against the agreed principles for the grant.

In Swansea, the majority of funding is released to schools. Schools were informed of their funding allocation in July (page 4). To support monitoring and accountability **all** schools with a funding allocation will need to complete a **spend plan** (page 2). The deadline for submission and release of funds is **Friday 15 October**. In addition, schools in bands 1 and 2 should have completed an evaluation activity with central staff.

MEGRT (Minority Ethnic and Gypsy, Roma, Traveller) GRANT SPEND PLAN (1 April 2021 to 31 March 2022)

School	ST JOSEPHS CATHOLIC PRIMARY CLYDACH	Headteacher	MRS JULIET STACK	
Total Funding	£9,594			
EAL Co-ordinator/Link				
Name: Mrs Ann Jones		Designation: ALNCO		Email: JonesA1876@Hwbcymru.net
Hwb Mail address if different to main email address:				
Please complete sections below. Objectives should be proportional to amount of learners/funding. Band 3 schools do not need an objective in every area. Send completed plan to EAL@swansea.gov.uk				
Principle	Objective	Planned Activity <i>What activity will you undertake?</i>	Target outcomes <i>What do you expect to achieve?</i>	Cost Estimate
1. Inclusion – both into school and the wider community	TA's/ EAL lead to support pupils identified on register	Skilled staff to work with identified pupils and target improvements including pupils with EAL who have additional learning needs	Identified TA 's and EAL lead to support and increase pupils vocabulary and wellbeing measured through teacher assessment	£7454.00
2. Equity - Removal of barriers to accessing the curriculum improve life chances - including a focus on language acquisition	SL to update register and stages of development and liaise with staff Self-evaluation by DH/ SL Using INCERTS	Effective on-going assessment of EAL Accurate collection of first language and ethnic background information for plasc	Improvement for EAL learners and to clearly identify their stages and development of learning	£490

		Managing Incerts in order that school correctly identifies targeted monitored ethnic minority pupils.		
3. Engagement with learners, families and communities	Extra resources to support engagement of families	SL to purchase resources to support inclusion	Extra resources to develop excellence, equity and well-being	£250.00
4. Training and capacity building in the school workforce	EAL meetings and support for shadow EAL co-ordinator	Cover release for SL to support staff and develop skills including identification of EAL	Improve support for minority ethnic achievement and inclusion of pupils- access to all subjects within class	£1,120.00
5. Integration into education - including a focus on transition into school and between phases	Effective transition for families to new comprehensives	Meetings with staff / pupils and parents to secure effective transition for secondary school for pupils and their needs	Effective transition and support for families	£280.00
Examples of Spend Staffing: <ul style="list-style-type: none"> • EAL Co-ordinator • specialist staff (teachers/TAs/BTAs) for targeted interventions • BTAs with interpreting and translating/home school links role • employment of a specialist MEA/EAL practitioner in a consultancy type role to train/coach/develop practices etc. Supply cover for: <ul style="list-style-type: none"> • EAL Co-ordinator/teachers/TAs to participate in training courses/EAL networks and other professional learning activities • experienced teacher/TA within school to develop skills of other teachers/TAs • teacher/s on a regular basis to work on identified actions • cluster working • visiting other schools • primary/secondary transition activities • setting up/working on specific schemes e.g. School of Sanctuary Award/Young Interpreter Scheme/language of the month 				

<https://schools.cityofsanctuary.org/>

<https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide#step-2>

<https://www.newburyparkschool.net/lotm/index.html>

Purchasing of resources to support inclusion/access to the curriculum etc. e.g.

- <http://uk.mantralingua.com/e-catalogue> - Mantra Lingua is a publishing house, making resources for the multi-ethnic, multi-lingual classroom in the UK and other countries. A vast range of bilingual books and a dual-language ebook Library. Every book has audio in the home language (e.g. Arabic, Polish, etc) and in English. Over 65 languages are available. Schools can buy bulk licences with extensions so that parents can access. Also, language packs, talking pens and software.
- [Giglets](#) is an online reading resource that also features texts in different languages.
- <https://www.learningvillage.net/> The Learning Village is an excellent, award winning extensive platform for EAL learners. It provides online school and home EAL curriculum learning resources for age **6 -18** year olds. The Village, for learners aged 6 to 12 years, and The Islands, for learners aged 12 to 18 years. It is ideal for supporting beginners in English. In addition, it allows teachers to create their own resources, based on their own curriculum topics. It facilitates easy differentiation.



The Learning Village
information sheet.doc

More information can be found here: [click here](#)

Also:

- Implementing the Bell Foundation EAL Assessment Framework <https://www.bell-foundation.org.uk/eal-programme/teaching-resources/eal-assessment-framework/>
- Moderation processes for EAL assessment and completion of the EAL needs survey for PLASC
- Evaluation processes - observations, book scrutiny audits, learner voice etc.
- Parental engagement activities
- Activities/resources to support development of a culturally inclusive CfW
- Activities that value and promote home/ first language usage (e.g. GCSE Community Language Exams)