

English as an Additional Language (EAL) funding in East Sussex

East Sussex schools receive approximately £1,104,000 annually in their budget allocation (under a formula agreed by Schools' Forum), to be used to meet their statutory obligations supporting the specific needs of EAL learners who are on the roll of local schools and academies. For the two-year period from April 2020 to April 2022, maintained primary schools opted to support their EAL learners by de-delegating this funding to the Local Authority to provide a centralised service. Secondary schools and academies did not de-delegate, but individually selected from the model adopted by the Schools Forum in September 2019; committing 25% of their EAL funding in order to access an advisory only service or committing 100% of their funding in order to access the full package of support. Some schools did not buy in at all thus forgoing access to the EAL service for the two-year period.

Current EAL Service

The EAL service (EALS) is a core team of specialist EAL teachers and Bilingual Support Officers (BSOs) speaking 16 of the most commonly spoken languages across the county including: Albanian, Arabic, Bengali, Bulgarian, Cantonese, Hungarian, Italian, Lithuanian, Mandarin, Polish, Portuguese, Romanian, Russian, Spanish, Thai, and Turkish. In addition, EALS employ casual staff to support further languages as required. Since April 2000 the EALS service has supported **432** pupils, speaking **52** languages, across **69 schools**. There are currently **268 open cases** (up from 240 at the time of the last consultation). Pupils access **one to three** direct hours support/week from EALS, depending on their needs. Since April 2020 EALS has received **121 new referrals**. Response time for a new referral is **two to three days**, often less. Support is usually in place within **2 weeks**.

Overview of the offer

The first year of EALS using the new model of working coincided with the beginning of the pandemic. EALS responded quickly by incorporating a blended offer into both the Advisory and Full Packages, allowing service delivery to continue uninterrupted. As with schools, the necessity to deliver support in new ways has led to many creative innovations and some real improvements to the service offer.

In addition to regular remote teaching and bilingual support sessions, innovations included:

- ✓ Family learning remote teaching and support sessions
- ✓ Three-way remote support sessions with a teacher and BSO working with students together
- ✓ Development of a suite of recorded dual-language resources including EALS Storytime videos and narrated PowerPoint presentations
- ✓ EALS Reading Month introduced in July 2020
- ✓ Celebrate your Home Language Month introduced in February 2021
- ✓ Good for EAL: Good for All CPD offer developed, aimed particularly at primary schools with fewer EAL pupils

Service development in response to Coronavirus

During the pandemic vulnerable families with EAL had additional barriers to overcome in terms of understanding the government messaging and accessing support. EALS were vital to enable families to receive the support they needed:

EALS during lockdowns

- Home language support to ensure that families understood communications from government and schools
- Schools and the local authority were supported to translate key messages into the most common languages in East Sussex
- Pupils were contacted by BSOs on the phone, on the doorstep or on videocall
- Primary pupils received the EALS weekly themed challenge sheets
- Liaison between families and schools to improve access to technology
- Online EAL teaching sessions provided by teachers and help with home learning tasks set by school
- Doorstep deliveries of learning packs, stationery, craft materials, toys & games
- Support for families with lockdown specific problems e.g. access to Universal Credit, Free School Meal vouchers and Food Banks

The service has received positive feedback regarding the support offered during these extraordinary times. Below are two of many examples of case studies showing the positive impact of EALS support:

Support package with EALS through primary de-delegation

M and A are both Bengali-speaking girls, in Y5, from different families. They attend different primary schools, with few EAL pupils attending their schools. A is quite sociable but has poor memory and feels adrift in class. M is more mature and independent but struggles with maths and has poor attendance. A's parents are unable to help with home learning. Neither girl has books at home to read.

EALS Intervention

Liaison between the families, SENCOs, and class teachers. A Bengali speaking BSO attended an attendance meeting for M. Support with technical issues accessing home learning. Packs of stationery and resources delivered to both homes. In-school teaching sessions and weekly remote learning involving teaching both girls together, focussing on reading and challenge activities. The girls also created PowerPoint presentations on their cultures for their classmates.

Positive outcomes: social and academic

The girls made friends and the parents got to know each other and still communicate. They very much enjoyed the sessions and were highly motivated. They showed improved computer literacy, English language skills, presentation skills and confidence. As a result of the intervention, the girls were confident and able to make interactive presentations to their classes on return to school. Both girls entered the Val Larkin dual language writing competition and A's family attended the prize-giving. M's attendance has improved.

Support package 100% committed EAL funding (secondary school)

C is in Y8 and was referred to EALS in November 2019. The main concern was his understanding of the language of Maths. He and his family speak Russian and he has good literacy skills in his home language.

EALS Intervention

C received weekly in class support from a Russian speaking BSO up to February 2020. He was set targets to improve his understanding of Maths vocabulary and concepts and to contribute in group and whole class work. During Lockdown he received weekly support sessions from the BSO continuing to focus on Maths but also helping him to understand other work set.

Positive Outcomes: social and academic

At the end of February 2020 C's Maths teacher commented "*C has grown in confidence this year. He still requires support but is willing to take part in class discussions. He is developing a mature attitude to his studies. He asks questions when not sure. Discipline is excellent.*"

C's Mum was concerned that over lockdown he would lose his confidence and understanding. However, with the help of regular weekly online support sessions, when he returned to school, they let her know that he had made really good progress and would be moved up to a higher Maths set.

Prior to the pandemic, 85% of EAL pupils supported by the service to complete Mother Tongue GCSEs and A levels gained grades 7 – 9.

Over the past two academic years, Sept. 2018-July 2020 evaluations consistently evidence that support from EALS makes a positive difference: 95% of pupils, 94% of schools, and 93% of parents report changes for the better.

Why EALS want to welcome more schools back in 2022

EALS managers been contacted by parents, SENCOs, TAs, and Exams Officers of schools who did not buy in to the EALS package, asking for support; EALS have been unable to help. This feedback suggests that:

- some secondary pupils have missed out on getting a GCSE in their Mother Tongue
- parents with siblings in both primary and secondary phases are concerned about their children in the schools where EALS cannot be accessed
- primary school pupils that were being supported by EALS for lower levels of English find it hard to keep up when they move to secondary school and cannot access EALS support
- schools who do not have access to EALS face real challenge when families arrive with no English, often unexpectedly mid-year, and they are not able to communicate with parents in their home languages
- TAs in schools who do not have access to EALS often find it challenging to know adapt their SEN strategies for EAL pupils and require expert support to do this effectively.

EALS share the concern of schools regarding the impact on all children of learning lost through the pandemic lockdowns; this is particularly worrying for those pupils with additional barriers to learning such as English as an additional language. The negative impact on EAL pupils and families is likely to be long lasting; EALS can play a vital role in supporting schools to meet the needs of their EAL pupils and directly supporting EAL pupils through the process of catching up and meeting their potential.

We know schools want to do the best for their EAL pupils and spend their EAL funding wisely and with the greatest impact. Committing to a package with EALS offers access to specialist support and excellent value for money.

EALS consultation on model of delivery from 2022 to 2024

EALS changed its model for delivery in April 2020, following the September 2019 Schools Forum vote and consultation with schools regarding a preferred delivery model. The model has been running successfully for a year, with the second and final year commencing in April 2021.

In order for the EAL Service to continue to exist in East Sussex beyond April 2022, we need both maintained schools and academies to set aside funding within their budgets for their EAL pupils and be willing to make a commitment to contribute an element of that funding to support the Service.

We would like to consult with you at this juncture on the preferred model to take to the Schools forum in September 2021 in order to secure funding for the two years from April 2022 to April 2024.

Following feedback from schools on the four models in the previous consultation, and considering whether the models are viable for continuation of the EALS service, EALS has produced three models for consideration, using the following criteria:

- All schools and academies to have access to the service on the same basis
- A choice of levels of service
- Both models require a two-year commitment from schools, with commitment given 6 months before the beginning of the first of the two financial years
- All schools committed to a package of support able to purchase extra service on a pay-as-you-go basis, within Service capacity
- There will be no support available from EALS for schools that do not buy in

Timeline

- 22nd February 2021 to 8th March 2021: Consultation on 3 models of delivery with all schools/academies.
- 19 March: Paper to Schools' Forum presenting consultation responses
- 14 May: Schools' Forum presenting outcome of consultation responses and preferred model
- 17 September 2021: Schools' Forum – maintained schools consider de-delegation
- September 2021: Following the School's Forum vote, seek agreement from schools/academies for funding commitment to the preferred model.
- October 2021: Schools/academies notified if service will operate from 1 April 2022

Only one of the following models will be delivered from April 2022 and the EAL service will require a minimum buy-in from schools for a period of 2 years in order to deliver a viable service.

Schools or academies who do not buy a package will not have access to any support from the service, even on a traded basis, until the 2024.

Whatever the final model, the EAL service will require a minimum level of up-front committed funding from schools to continue beyond April 2022. If this is not agreed by the end of September 2021, the service will need to close on 31st March 2022.

Model 1: Full package 100% / Advisory package 25%

Overview

In this model schools and academies can opt for two levels of service:

- 100% of their allocated EAL funding, with a two-year commitment. This offer is the same as the current offer to maintained primary schools who de-delegated their EAL funding. Schools experiencing higher levels of need at any time due to large numbers of new arrivals or pupils/families with higher levels of need will be given priority for extra support, within service capacity.
- 25% of school EAL allocation for an 'advisory' service. There is no direct teaching or BSO support included in the 25% model. Schools may request teacher or BSO interventions and the service would endeavour to source teachers and BSOs as required for purchase.

Support in *blue italics* has been added due to service development during the pandemic period.

The offer

	Advisory service 25%	Full service 100%
Access to a selection of advice, guidance, and model policy documents on czone and access to a traded service from EALS	✓	✓
Access to all EALS resource areas on the Services to Schools website	✓	✓
<i>Access to the Good for EAL: Good for All offer of training and teaching resources</i>	✓	✓
EALS newsletter issued three times a year	✓	✓
Advisory meetings/email advice for school staff, including teaching staff, SENCOs, and Exams Officers	✓	✓
Central or bespoke in-school training for individual schools or clusters	✓	✓
<i>Access to remote training and advice sessions, mentoring, co-planning sessions and Q&A drop-ins, delivered on MS Teams</i>	✓	✓
Initial Assessments of pupils, including recommendations and advice	✓	✓
Classroom observations	✓	✓
Support with home-school liaison	✓	✓
<i>The opportunity to take part in EALS events, e.g. The Val Larkin dual language Writing Competition</i>	✓	✓
New Referrals package for all new referrals Following initial assessments: <ul style="list-style-type: none"> - Bespoke intervention delivered by teachers and/or BSOs - Review of progress and access to further interventions as agreed 		✓
Extended interventions as appropriate and in liaison with school EAL Lead, for example <ul style="list-style-type: none"> ▪ Advanced learners exam preparation booster packages ▪ Focussed support on an area of language, e.g. writing, vocabulary, grammatical accuracy 		✓

<ul style="list-style-type: none"> ▪ <i>Remote support sessions with a Bilingual Support Officer to help with in-school or home learning</i> ▪ <i>Remote teaching sessions delivered by an EALS teacher with a BSO</i> ▪ <i>After-school remote family learning support sessions</i> 		
<p>Transition interventions</p> <ul style="list-style-type: none"> - EAL friendly Pupil Voice - Additional visits with BSO if appropriate - Parent meetings - Briefing for transition lead 		✓
<p>Parental engagement</p> <ul style="list-style-type: none"> - BSOs available for translation and interpreting, e.g. review meetings - Regular contact with parents including parent consultations 		✓
<p>Mother Tongue exam package</p> <ul style="list-style-type: none"> - Identification of candidates through assessment of speaking, listening, reading, and writing - Mock and feedback - Three sessions for the speaking exam: familiarisation, mock and actual exam - <i>Cross-County remote support sessions for candidates</i> 		✓
<p>Mother Tongue GCSE tuition up to 6 sessions for each candidate</p>		✓
<p>Twice yearly planning and Review meetings with EAL Lead in school</p> <ul style="list-style-type: none"> - Analysis of EAL register - Progress of supported pupils - Requests for CPD - Feedback and evaluation of service - Agree priorities 		✓
<p>Pupil Ambassador programme for primary schools</p> <ul style="list-style-type: none"> - Training for school EAL Lead on setting up package - Guidance on Ambassador-partner sessions 		✓
<p>Support for EAL CYP with additional needs</p> <ul style="list-style-type: none"> - Support with assessing additional needs - BSO supporting with safeguarding concerns 	✓	✓
<p>Additional interventions on a traded basis</p> <p>Teacher</p> <p>BSO</p>	<p>£200 per half day</p> <p>£38/hr</p>	

Model 2: Full package 100% / Advisory package 25% / Subscription

Overview

In this model schools and academies can opt for three levels of service:

- 100% of their allocated EAL funding, with a two-year commitment. This offer is the same as the current offer to pooling LA schools. Schools experiencing higher levels of need at any time due to large numbers of new arrivals or pupils/families with higher levels of need will be given priority for extra support, within service capacity.
- 25% of school EAL allocation for an 'advisory' service. There is no direct teaching or BSO support included in the 25% model. Schools may request teacher or BSO interventions and the service would endeavour to source teachers and BSOs as required for purchase.
- A flat rate subscription which gives the opportunity to trade with the Service.

Support in *blue italics* has been added due to service development during the pandemic period.

The offer

	Subscription Primary *£1000 Secondary £1500	Advisory service 25%	Full service 100%
Access to a selection of advice, guidance, and model policy documents on czone and access to a traded service from EALS	✓	✓	✓
Access to all EALS resource areas on the Services to Schools website		✓	✓
<i>Access to the Good for EAL: Good for All offer of training and teaching resources</i>		✓	✓
EALS newsletter issued three times a year		✓	✓
Advisory meetings/email advice for school staff, including teaching staff, SENCOs, and Exams Officers		✓	✓
Central or bespoke in-school training for individual schools or clusters		✓	✓
<i>Access to remote training and advice sessions, mentoring, co-planning sessions and Q&A drop-ins, delivered on MS Teams</i>		✓	✓
Initial Assessments of pupils, including recommendations and advice		✓	✓
Classroom observations		✓	✓
Support with home-school liaison		✓	✓
<i>The opportunity to take part in EALS events, e.g. The Val Larkin dual language Writing Competition</i>	✓	✓	✓
New Referrals package for all new referrals Following initial assessments: <ul style="list-style-type: none"> - Bespoke intervention delivered by teachers and/or BSOs - Review of progress and access to further interventions as agreed 			✓

<p>Extended interventions as appropriate and in liaison with school EAL Lead, for example</p> <ul style="list-style-type: none"> ▪ Advanced learners exam preparation booster packages ▪ Focussed support on an area of language, e.g. writing, vocabulary, grammatical accuracy ▪ <i>Remote support sessions with a Bilingual Support Officer to help with in-school or home learning</i> ▪ <i>Remote teaching sessions delivered by an EALS teacher with a BSO</i> ▪ <i>After-school remote family learning support sessions</i> 			✓
<p>Transition interventions</p> <ul style="list-style-type: none"> - EAL friendly Pupil Voice - Additional visits with BSO if appropriate - Parent meetings - Briefing for transition lead 			✓
<p>Parental engagement</p> <ul style="list-style-type: none"> - BSOs available for translation and interpreting, e.g. review meetings - Regular contact with parents including parent consultations 			✓
<p>Mother Tongue exam package</p> <ul style="list-style-type: none"> - Identification of candidates through assessment of speaking, listening, reading, and writing - Mock and feedback - Three sessions for the speaking exam: familiarisation, mock and actual exam - <i>Cross-County remote support sessions for candidates</i> 			✓
<p>Mother Tongue GCSE tuition up to 6 sessions for each candidate</p>			✓
<p>Twice yearly planning and Review meetings with EAL Lead in school</p> <ul style="list-style-type: none"> - Analysis of EAL register - Progress of supported pupils - Requests for CPD - Feedback and evaluation of service - Agree priorities 			✓
<p>Pupil Ambassador programme for primary schools</p> <ul style="list-style-type: none"> - Training for school EAL Lead on setting up package - Guidance on Ambassador-partner sessions 			✓
<p>Support for EAL CYP with additional needs</p> <ul style="list-style-type: none"> - Support with assessing additional needs - BSO supporting with safeguarding concerns 		✓	✓

Additional interventions on a traded basis			
Teacher	£300 per half day	£200 per half day	
BSO	£48/hr	£38/hr	

*For smaller primary schools it may be cheaper and better value to select an Advisory Package rather than a flat rate subscription.

Model 3: Subscription only

Overview

In this model schools and academies can opt for a flat rate subscription which gives the opportunity to trade with the Service.

Please note that there would need to be a significant level of buy-in for this model in order for the service to be able to deliver the full range of traded offer.

Support in *blue italics* has been added due to service development during the pandemic period.

The offer

	Subscription Primary £1200 Secondary £1700
Access to a selection of advice, guidance, and model policy documents on czone and access to a traded service from EALS	✓
Access to all EALS resource areas on the Services to Schools website	
<i>Access to the Good for EAL: Good for All offer of training and teaching resources</i>	
EALS newsletter issued three times a year	
Advisory meetings/email advice for school staff, including teaching staff, SENCOs, and Exams Officers	
Central or bespoke in-school training for individual schools or clusters	
<i>Access to remote training and advice sessions, mentoring, co-planning sessions and Q&A drop-ins, delivered on MS Teams</i>	
Initial Assessments of pupils, including recommendations and advice	
Classroom observations	
Support with home-school liaison	
<i>The opportunity to take part in EALS events, e.g. The Val Larkin dual language Writing Competition</i>	✓
New Referrals package for all new referrals Following initial assessments: <ul style="list-style-type: none"> - Bespoke intervention delivered by teachers and/or BSOs - Review of progress and access to further interventions as agreed 	
Extended interventions as appropriate and in liaison with school EAL Lead, for example <ul style="list-style-type: none"> ▪ Advanced learners exam preparation booster packages ▪ Focussed support on an area of language, e.g. writing, vocabulary, grammatical accuracy ▪ <i>Remote support sessions with a Bilingual Support Officer to help with in-school or home learning</i> ▪ <i>Remote teaching sessions delivered by an EALS teacher with a BSO</i> ▪ <i>After-school remote family learning support sessions</i> 	
Transition interventions <ul style="list-style-type: none"> - EAL friendly Pupil Voice - Additional visits with BSO if appropriate 	

<ul style="list-style-type: none"> - Parent meetings - Briefing for transition lead 		
<p>Parental engagement</p> <ul style="list-style-type: none"> - BSOs available for translation and interpreting, e.g. review meetings - Regular contact with parents including parent consultations 		
<p>Mother Tongue exam package</p> <ul style="list-style-type: none"> - Identification of candidates through assessment of speaking, listening, reading, and writing - Mock and feedback - Three sessions for the speaking exam: familiarisation, mock and actual exam - <i>Cross-County remote support sessions for candidates</i> 		
<p>Mother Tongue GCSE tuition up to 6 sessions for each candidate</p>		
<p>Twice yearly planning and Review meetings with EAL Lead in school</p> <ul style="list-style-type: none"> - Analysis of EAL register - Progress of supported pupils - Requests for CPD - Feedback and evaluation of service - Agree priorities 		
<p>Pupil Ambassador programme for primary schools</p> <ul style="list-style-type: none"> - Training for school EAL Lead on setting up package - Guidance on Ambassador-partner sessions 		
<p>Support for EAL CYP with additional needs</p> <ul style="list-style-type: none"> - Support with assessing additional needs - BSO supporting with safeguarding concerns 		
<p>Additional interventions on a traded basis</p>	<p>Teacher</p> <p>BSO</p>	<p>£320 per half day</p> <p>£52/hr</p>