



## City and County of Swansea

### Notice of Meeting

You are invited to attend a Meeting of the

## Cabinet

**At:** Council Chamber, Guildhall, Swansea

**On:** Thursday, 19 July 2018

**Time:** 10.00 am

**Chair:** Councillor Rob Stewart

**Membership:**

Councillors: J E Burtonshaw, M C Child, R Francis-Davies, D H Hopkins, E J King, A S Lewis, C E Lloyd, J A Raynor and M Thomas

Also Invited:

Councillors W Evans and M Sherwood

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The use of Welsh is welcomed. If you wish to use Welsh please inform us by noon on the working day before the meeting.

### Agenda

Page No.

1. **Apologies for Absence.**
2. **Disclosures of Personal and Prejudicial Interests.**  
[www.swansea.gov.uk/disclosuresofinterests](http://www.swansea.gov.uk/disclosuresofinterests)
3. **Minutes.** 1 - 9  
To approve & sign the Minutes of the previous meeting(s) as a correct record.
4. **Leader of the Council's Report(s).**  
The Leader of Council made no announcements.
5. **Public Question Time.**  
Questions must relate to matters on the open part of the Agenda of the meeting and will be dealt with in a 10 minute period.
6. **Councillors' Question Time.**
7. **Pre-Decision Scrutiny Feedback - The Future Structure and Delivery of the Ethnic Minority Achievement Unit (EMAU). (Verbal)**

8.	<b>The Future Structure and Delivery of the Ethnic Minority Achievement Unit (EMAU).</b>	<b>10 - 85</b>
9.	<b>End of Year 2017/18 Performance Monitoring Report.</b>	<b>86 - 126</b>
10.	<b>Revenue Outturn and Savings Tracker 2017/18.</b>	<b>127 - 145</b>
11.	<b>Revenue Outturn 2017/18 – Housing Revenue Account (HRA).</b>	<b>146 - 148</b>
12.	<b>Capital Outturn and Financing 2017/18</b>	<b>149 - 156</b>
13.	<b>Local Authority Governor Appointments.</b>	<b>157 - 158</b>
14.	<b>Exclusion of the Public.</b>	<b>159 - 162</b>
15.	<b>Proposed Purchase of Two City Centre Investment Opportunities.</b>	<b>163 - 174</b>

**Next Meeting:** Thursday, 16 August 2018 at 10.00 am



**Huw Evans**  
**Head of Democratic Services**  
**Monday, 9 July 2018**

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**Contact: Democratic Services - Tel: (01792) 636923**



City and County of Swansea

## Minutes of the **Cabinet**

Council Chamber, Guildhall, Swansea

Thursday, 21 June 2018 at 10.00 am

**Present:** Councillor R C Stewart (Chair) Presided

**Councillor(s)**  
J E Burtonshaw  
D H Hopkins  
C E Lloyd

**Councillor(s)**  
M C Child  
E J King  
J A Raynor

**Councillor(s)**  
R Francis-Davies  
A S Lewis  
M Thomas

### **Apologies for Absence**

Councillor(s): None

**Also Present:** Councillors C A Holley, T J Hennegan, L R Jones, B J Rowlands, M Sherwood, R V Smith

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## **1. Disclosures of Personal and Prejudicial Interests.**

In accordance with the Code of Conduct adopted by the City and County of Swansea, the following interests were declared:

- 1) Councillor J A Raynor declared a Personal and Prejudicial Interest in Minute 15 "Local Authority Governor Appointments" and withdrew from the meeting prior to its consideration;
- 2) Councillor Mark Thomas declared a Personal Interest in Minute 16 "Financial Procedure Rule 7 - Local Transport Capital Grants 2018-2019";
- 3) Councillor C E Lloyd declared a Personal Interest in Minute 27 "Financial Procedure Rule 7 – Baldwin's Bridge Interchange 2018-2019".

## **2. Minutes.**

**Resolved** that the Minutes of the meeting(s) listed below be approved and signed as a correct record:

- 1) Cabinet held on 17 May 2018.

## **3. Leader of the Council's Report(s).**

The Leader of the Council made no announcements.

**4. Public Question Time.**

A number of questions were asked in relation to Minute 13 "School Organisation linked to the Welsh Education Strategic Plan", Minute 14 "Small School Review" and Minute 20 "Swansea Regeneration Projects Update and FPR 7".

The relevant Cabinet Member responded.

**5. Councillors' Question Time.**

A number of questions were asked in relation to Minute 13 "School Organisation linked to the Welsh Education Strategic Plan", Minute 14 "Small School Review" and Minute 21 "Swansea Bay City Deal".

The relevant Cabinet Member responded.

**6. Scrutiny Inquiry into Regional Working.**

Councillor L R Jones, Convenor of the Regional Working Scrutiny Inquiry Panel presented the findings, conclusions and recommendations resulting from the Panel's Inquiry into regional working.

**Resolved** that:

- 1) The report be noted and the relevant Cabinet Member tasked with submitting a written response to Cabinet.

**7. Pre-Decision Scrutiny Feedback - More Homes Parc Yr Helyg Site Options Appraisal. (Verbal)**

Councillor T J Hennegan presented the pre decision scrutiny feedback.

**8. More Homes Parc Yr Helyg Site Options Appraisal.**

The Cabinet Member for Homes and Energy presented a report, which provided an update on which option should be progressed at Parc yr Helyg, along with financial implications.

**Resolved** that:

- 1) The options as outlined in the report were considered and the preferred specification as the Swansea Standard (with value engineering) be confirmed;
- 2) The emerging longer term development programme be noted and the allocation of £500,000 for the scheme for Colliers Way Phase 2 for the enabling works be approved, the detail of which being delegated to the Director of Place, in line with the requirements of Financial Procedure Rule 7.

**9. Report of the Education & Skills Policy Development & Delivery Committee - City Deal Skills.**

The Education & Skills Policy Development and Delivery Committee submitted a report, which outlined the progress of the developing policy on education and skills to meet the challenges of the City Deal.

**Resolved that:**

- 1) The report on developing policy on education and skills to meet the opportunities provided by the City Deal was considered and the actions identified in the report endorsed;
- 2) The Cabinet Member for Children, Education & Lifelong Learning work with Officers to ensure that local arrangements are robust to meet the challenges and opportunities arising from the City Deal, including establishment of local partnership arrangements to feed into regional partnerships.

**10. Council Tax Discretionary Relief – Care Leavers. (Aged 18 to 25)**

The Leader of the Council (Cabinet Member for Economy & Strategy) submitted a report, which sought to award Council Tax Discretionary Relief to care leavers aged 18 to 25 years old residing in the City and County of Swansea area as part of discharging the Authority's duty as a Corporate Parent and supporting those care leavers.

**Resolved that:**

- 1) Cabinet exercise its discretionary powers to award a 100% Discretionary Council Tax Relief to the net Council Tax liability of all care leavers aged between 18 and 25 years.

**11. Business Rates – Temporary Rate Relief Scheme (Wales) 2018/19.**

The Cabinet Member for Business Transformation & Performance presented a report, which provided information and considered the adoption of a new temporary High Street Rates Relief Scheme, relating to Business Rates, which has been introduced by Welsh Government (WG) for the current financial year.

**Resolved that:**

- 1) The details of the scheme as set out in the report be noted;
- 2) The Rate Relief Scheme and the application process as set out in the report be adopted for 2018-2019.

**12. Welsh Language Annual Report 2017-2018. (For Information)**

The Cabinet Member for Business Transformation & Performance presented an information report, which provided an overview of the work of the Authority in relation to the Welsh language during the specified reporting period.

**13. School Organisation linked to the Welsh Education Strategic Plan.**

The Cabinet Member for Education Improvement, Learning & Skills presented a report, which sought consideration of the next steps required to progress the commitments within the Welsh Education Strategic Plan (WESP), as reflected in the Authority's approved 21<sup>st</sup> Century Schools Band B Programme, and where appropriate approve the commencement of statutory consultation processes.

**Resolved that:**

- 1) The next steps required to deliver the commitments within the WESP be noted and the commencement of statutory consultation as appropriate be approved, specifically:
  - a) The proposed relocation and enhancement of capacity and facilities at YGG Tan-y-lan;
  - b) The proposed relocation and enhancement of capacity and facilities at YGG Tirdeunaw (if required);
  - c) The consultation on the proposed closure of YGG Felindre;
  - d) The proposed review of Primary and Secondary Welsh-medium catchment areas as necessary to reflect the proposed changes above.

**14. Small School Review.**

The Cabinet Member for Education Improvement, Learning & Skills presented a report, which noted the small schools in Swansea and sought approval to consult on a proposal to close one of these schools, Craigeffnparc Primary School, with effect from 31 August 2019.

**Resolved that:**

- 1) Approval is given to consult on a proposal to close Craigeffnparc Primary School with effect from 31 August 2019;
- 2) The responses following the consultation period be considered;
- 3) The review of small schools by Cabinet as outlined in the report continue.

**15. Local Authority Governor Appointments.**

The Local Authority Governors Appointment Group submitted a report, which sought approval of the nominations submitted to fill Local Authority (LA) Governor vacancies on School Governing Bodies.

**Resolved** that:

- 1) The following nominations recommended by the Chief Education Officer in conjunction with the Cabinet Member for Education Improvement, Learning & Skills be approved:

1)	Birchgrove Primary School	Cllr Alyson Pugh
2)	Sketty Primary School	Cllr David Helliwell
3)	Bishop Gore Comprehensive School	Cllr Cheryl Philpott

**16. Financial Procedure Rule 7 Local Transport Capital Grants 2018/19.**

The Cabinet Member for Environment & Infrastructure Management presented a report, which confirmed the bid for Local Transport Fund (LTF) and Local Transport Network Fund Grant (LTNF) and sought approval for expenditure on the proposed schemes and projects in 2018-2019.

**Resolved** that:

- 1) The Local Transport Fund (LTF) and Local Transport Network Fund Grant (LTNF) schemes, together with their financial implication be approved.

**17. Fixed Penalty Notices for Fly-tipping.**

The Cabinet Member for Environment & Infrastructure Management presented a report, which stated that Fixed Penalty Notices (FPNs) provide an opportunity for first time non-habitual offenders to avoid court and a possible criminal record. They offer a more efficient and proportionate response to tackling small scale fly tipping incidents which will also help ease the burden on the court system.

**Resolved** that:

- 1) The fixed penalty fee be set at £400 with an early payment amount of £250 if paid within 10 working days;
- 2) This be reviewed in one year by the Cabinet Member / Lead Officer.

**18. Swansea Third Sector Compact Agreement.**

The Cabinet Member for Better Communities presented a report, which sought agreement for the updated Swansea Third Sector Compact Agreement.

**Resolved** that:

- 1) The updated Third Sector Compact be approved in anticipation of its formal adoption by partners on 27 June 2018.

**19. FPR 7 Town Centre Loan Scheme.**

The Cabinet Member for Investment, Regeneration & Tourism presented a report, which sought to comply with Financial Procedure Rule 7 “Capital Programming and Appraisals” in order to commit and authorise the inclusion of the Town Loan Scheme within the Capital Programme.

**Resolved** that:

- 1) The proposed Town Centre Loan Fund scheme and its financial and legal implications be approved and the Scheme added to the Capital Programme;
- 2) The launch of the Town Centre Loan Fund and proceeding to offer Town Centre Loans be approved.

**20. Swansea Regeneration Projects Update and FPR7.**

The Cabinet Member for Investment, Regeneration & Tourism presented a report, which set out urgent decisions required and the current budget requirements in accordance with Financial Procedure Rules.

**Resolved** that:

- 1) The capital budget requirements to take forward the following projects be approved:

<b>Project</b>	<b>Capital required</b>
Swansea Central Phase 1	£5,385,393
Swansea Central Phase 2	£850,000
Skyline (initial phase)	£90,000
Penderyn	£1,500,000
Castle Gardens	£50,000
Kingsway	£2,408,000
<b>TOTAL</b>	<b>£10,283,393</b>



**21. Swansea Bay City Deal.**

The Cabinet Member for Economy and Strategy & Chief Executive presented a report which sought to approve the establishment of the Swansea Bay City Deal Joint Committee and the associated funding streams.

**Resolved that:**

- 1) The establishment of the Swansea Bay City Deal (SBCD) Joint Committee and associated governance structure be approved;
- 2) The draft Joint Committee Agreement be endorsed and delegated authority be granted to the Chief Executive, in consultation with the Leader, to make such minor amendments to the Agreement as are required and agreed between the partner Authorities and the UK and Welsh Governments to finalise the agreement;
- 3) The establishment of a Swansea Bay City Deal Joint Scrutiny Committee be endorsed;
- 4) The proposal that the Council contributes £50k per annum over 5 years to jointly cover operating costs for the Joint Committee, Economic Strategy Board, Programme Board, Joint Scrutiny Committee, Accountable Body and Regional Office functions be endorsed and the principle that further funding is provided equivalent to the 1.5% top slice of the City Deal funding allocation be agreed. The agreement of the basis of the provision of this funding be delegated to the Head of Financial Services and Service Centre (Section 151 Officer) in consultation with the Leader of the Council;
- 5) The Head of Financial Services and Service Centre (Section 151 Officer) be authorised to explore and implement the most appropriate proportionate borrowing to fund Regional projects delivered in Council respective areas;
- 6) The Head of Financial Services and Service Centre (Section 151 Officer) be authorised to negotiate with colleague Directors the most appropriate allocation basis for the regional non-domestic rate retention in respect of the 11 projects.

**22. Pre-Decision Scrutiny Feedback - Commissioning Review - Cultural Services. (Verbal)**

Councillor C A Holley presented the pre decision scrutiny feedback.

**Councillor R C Stewart (Chair) left meeting.**

**Councillor C E Lloyd (Vice Chair) Presiding**

**23. Commissioning Review - Cultural Services.**

The Cabinet Member for Investment, Regeneration and Tourism presented a report, which provided an update on the progress of the procurement exercise undertaken for Leisure and Cultural facilities, following the Service Commissioning Review 2015, and present comparative options for future delivery.

**Resolved** that:

- 1) The progress of the procurement exercise undertaken for Leisure and Cultural facilities, following the Service Commissioning Review 2015, and present comparative options for future delivery be noted.

**24. Exclusion of the Public**

Cabinet were requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendations to the report(s) on the grounds that it / they involve the likely disclosure of exempt information as set out in the exclusion paragraph of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 relevant to the items of business set out in the report(s).

Cabinet considered the Public Interest Test in deciding whether to exclude the public from the meeting for the item of business where the Public Interest Test was relevant as set out in the report.

**Resolved** that the public be excluded for the following item(s) of business.

**(Closed Session)**

**25. Commissioning Review - Cultural Services.**

The Cabinet Member for Investment, Regeneration and Tourism presented a report, which provided an update on the progress of the procurement exercise undertaken for Leisure and Cultural facilities, following the Service Commissioning Review 2015, and present comparative options for future delivery.

**Resolved** that the recommendations as detailed in the report be approved.

**26. Disposal of the Former Civic Centre and Adjoining Land, Penllergaer.**

The Cabinet Member for Business Transformation & Performance presented a report, which considered options for the disposal of the Former Civic Centre and adjoining land, Penllergaer.

**Resolved** that the recommendations as detailed in the report be approved.

**27. Financial Procedure Rule 7 - Baldwin's Bridge Interchange 2018/19.**

The Cabinet Member for Environment & Infrastructure Management presented a report, which confirmed the funding for the purchase of land required for the Baldwin's Bridge Interchange Project and sought approval for expenditure in 2018-2019.

**Resolved** that the recommendations as detailed in the report be approved.

The meeting ended at 12.27 pm

**Chair**

**Published: 21 June 2018**



## Report of the Cabinet Member for Education Improvement, Learning and Skills

Cabinet - 19 July 2018

### The Future Structure and Delivery of the Ethnic Minority Achievement Unit (EMAU)

<b>Purpose:</b>	To recommend actions following the consultation on significant changes to the structure and delivery of the Ethnic Minority Achievement Unit (EMAU).
<b>Policy Framework:</b>	Strategic Equality Plan 2016 -2020 Children and Young People's Rights Scheme 2014 Corporate Plan 2017 -2022 Swansea Well-being Statement 2017
<b>Consultation:</b>	Access to Services, Finance, Legal, HR, Corporate Management Team (CMT)
<b>Recommendation(s):</b>	It is recommended that:  1) Following the staff and wider stakeholder consultations held between March and May 2018 Cabinet approve option 2 for implementation on 1 January 2019.
<b>Report Author:</b>	Mark Sheridan
<b>Finance Officer:</b>	Ben Smith
<b>Legal Officer:</b>	Tracey Meredith
<b>Access to Services Officer:</b>	Rhian Millar
<b>HR Officer:</b>	Nicola Reid

## 1. Introduction

1.1 EMAU has operated as a central local authority service for many years with the purpose of raising standards and tackling the risk of underachievement for learners from ethnic minority backgrounds, in particular those learning English as an additional language (EAL).

1.2 The EMAU service users and stakeholders (May 2018) are:

- approximately 1,475 'targeted' EAL learners ,aged 3-16 years (Referred EAL learners are Red, Amber, Yellow or Green ('RAYG') rated in order to prioritise support. 'Red' learners are those 'on the cusp' of attaining expected outcomes at the end of their respective key stage and 'amber' learners are those who are at more general risk of underachievement, mainly earlier stages of EAL acquisition. The 'red' and 'amber' pupils form the 'targeted' learners). A further 830 EAL learners 'monitored' in conjunction with schools
- 69 schools
- parents and carers from ethnic minority backgrounds who are not fluent in English or Welsh and
- other education professionals including education welfare officers (EWOs) and educational psychologists (EPs) working with learners, parents and carers who are not fluent in English or Welsh.

1.3 Demand on EMAU has generally grown year-on-year against a backdrop of reducing funding. PLASC (Pupil Level Annual School Census) January 2018 identified 12.1% (4290 learners) of the Swansea school population as having EAL with over 140 languages and dialects spoken. This is a slight increase (0.3%) on 2017 PLASC. 14.8% of the Swansea school population are from a minority ethnic background. Referral numbers remain high with 491 new referrals in 2016/17 academic year. There have been 393 referrals to date this academic year.

## 2. National Policy Context

2.1 Welsh Government have issued two documents regarding the delivery of services for children and young people from minority ethnic backgrounds:

- Information document 132/2014: *Minority ethnic achievement in education in Wales*, March 2014
- *Evaluation report on capacity building approaches to support the delivery of English as an additional language in Wales*, September 2015

2.2 In the information document (2014), whilst recognising that minority ethnic attainment was improving in general, the Welsh Government felt more could be done to improve outcomes by:

- better targeting funding and support at those who need it;
- building capacity to meet increased demands;

- working collaboratively with all partners; and
  - ensuring services are held to account for delivering improved learner outcomes.
- 2.3 The Welsh Government in particular felt that the capacity of teachers in schools to meet the needs of minority ethnic learners could be improved by aligning the work of services for minority ethnic learners with the National Model for Regional Working and school improvement services.
- 2.4 They also recommended greater collaborative working between Ethnic Minority Achievement Services and Traveller Education Services on a regional footprint as well as greater focus on monitoring and analysing data around outcomes.
- 2.5 The subsequent evaluation report on capacity building approaches (2015) noted that the numbers of different languages spoken by pupils, the range of previous education experience and the variety of entry points into the Welsh education system combine to make the delivery of EAL support by a central service non-viable, therefore the focus of EMAU work has increasingly become focused on capacity building for schools to meet their pupils' EAL needs.
- 2.6 The report's authors suggested that a way forward was to promote a whole school based approach to minority ethnic achievement but recognised that schools may have built up a reliance on central services. The report set out the key requirements for building a whole school approach including commitment from senior leadership, mapping EAL onto school improvement and equality policies, a focus on achievement and a using school data to measure language development.
- 2.7 The services for minority ethnic learners have largely been subject to grant funding and the conditions attached to those grants. The Minority Ethnic Achievement Grant (MEAG) was provided to local authorities to raise the achievement of children and young people from ethnic and minority backgrounds in Wales and had specific requirements that the money should be directed to supporting minority ethnic learners' achievement.
- 2.8 Aligned to the MEAG was a specific grant for the Education of Gypsy Children and Traveller Children. Both these grants were merged with several other education specific grants in April 2015 to form the Education Improvement Grant (EIG). The grant conditions no longer ring fenced funding to either group and instead left this decision to the regional consortia as part of the broader school improvement agenda. This was in line with the policy direction set out in the previous documents above.

With regard to services for Syrian refugee families and their children and other vulnerable families from the Middle East, these are currently funded through the Vulnerable Persons Resettlement Scheme (VPRS) and Vulnerable Children's Resettlement Scheme (VCRS) provided by the UK Government, Home Office. The programmes are managed by the

Partnership and Commissioning Team in the Poverty and Prevention Service and are designed to meet the funding instructions issued for 2017 – 2018.

- 2.9 The Programme's primary purpose is to resettle Refugees in a way that secures national security and public protection, has the wellbeing of the vulnerable persons and the welcoming communities at the centre of decision making and delivers value for money for the UK tax payer.
- 2.10 Currently the programme is financing support in Swansea schools from three Arabic speaking bilingual support assistants (BTA) and one part time Turkish BTA. The model of service delivery is based on pupil support to 34 children at this stage in the funding programme.

### **3. Funding/Budget**

- 3.1 For financial year 2018 - 2019, the Welsh Government has removed the 'MEAG' (Minority Ethnic Achievement Grant) element of the EIG (Education Improvement Grant). Local authority leaders have been successful in querying this with Welsh Government ministers who have undertaken to continue funding for the financial year 2018 – 2019 and have indicated provision of funding for 2019-2020:
- £5million for 2018-19 to alleviate the impact for the main urban authorities, Cardiff, Swansea and Newport;
  - £2.5million for 2018-19 to Cardiff, Swansea and Newport, and a proportion of this funding will also be extended to Wrexham as the main demographic hub in North Wales;
  - £1.2million to the remaining 18 local authorities in 2018-19; and £8.7million to all 22 Local Authorities in 2019-20 to support this transition period further. This funding will be conditional on evidence of working progress towards more sustainable models of delivery.
- 3.2 The funding for Swansea in 2018 - 2019 has recently been confirmed as £1,237,900 for minority ethnic achievement and traveller education services. However, any specific terms and conditions for this funding are as yet unclear. Our understanding from a recent meeting with Welsh Government civil servants is that a sustainable model of service delivery is one that can be funded from the revenue support grant allocation from the financial year 2020 – 2021, albeit of course that there is no hypothecated funding within RSG, nor any certainty as to the overall levels of RSG by 2020-21. It will be necessary to review the settlement in 2020-21 to see if there ultimately is a clear fully funded grant transfer to tangibly support the indications from civil servants.

#### 4. Staffing and Costs

##### 4.1 Current Staffing

4.1.1 The current staffing structure is shown in the table below:

<b>Staffing Structure 1 May 2018</b>	<b>Nos</b>	<b>FTE</b>
Head of EMAU	1	1.0
Senior Team Leader (Secondary based)	1	1.0
Specialist teachers (6 Secondary/13 Primary)(incl. 4 Team Leaders)	19	14.8
BTAs/interpreters (incl. 3 Team Leaders) *	15	11.2
Data, administration and organisation officers (A&OA)	3	1.7
<b>Total</b>	<b>39</b>	<b>29.7</b>
<i>* 3 additional BTA posts (3 fte) funded via Vulnerable Persons Resettlement Programme (VPRS) (1 via contract/2 via agency) - funding held by Poverty and Prevention</i>	42	32.7

##### 4.2 Costs

4.2.1 The costs of the current staffing structure are shown in the table below:

<b>Costs</b>	<b>2018 – 19</b>
BTA and A&OA Salaries (plus on-costs)	£298,800
Teacher salaries (plus on-costs)	£863,300
Additional hours	£3,000
Pensions	£9,800
Insurance liability	£5,100
Car allowances	£3,000
Phone charges	£3,000
<b>Total</b>	<b>£1,186,000</b>

4.3 During and after the consultation 17 staff have expressed an interest in ER/VR with six teachers signing to leave on or before the 30 June 2018. One member of staff has resigned to take another post. Therefore, currently it is anticipated that an in year saving of £210k will be made which could be devolved to schools to support minority ethnic achievement (see option 1 below).

4.4 Staff have until 22 June 2018 to sign letters of acceptance which may lead to further in year savings.



## 5. Consultation

- 5.1 The proposed structure that was the subject of the consultation that commenced on 28 March 2018 is detailed in the Cabinet Report dated 22 March 2018: <https://tinyurl.com/ydxg7lce>.
- 5.2 The wider stakeholder consultation commenced on 28 March 2018 and concluded on 11 May 2018. Translated consultation documents were provided in the top 11 languages with the greatest interpreting and translating need. The consultation information was included in the Swansea Schools Newsletter for dissemination to school staff and parents/carers on a weekly basis. Information was sent to individuals and organisations from/with links to minority ethnic communities. Two face-to-face drop-in meetings were organised for parents/carers with interpreters made available on 23 April 2018 in Bishop Gore School and on 8 May 2018 in Bishop Vaughan School. The proposals were discussed in the Pupil Voice Forum of 9 May 2018 where pupils and the school staff accompanying them were able to participate. In addition, the proposals were presented and discussed in the cross-phase head teachers' meeting of 10 May 2018.
- 5.3 There were a large number of respondents to the wider stakeholder consultation, including pupils, parents/carers, head teachers, school staff. There were responses from stakeholders from a number of ethnic backgrounds and from speakers of languages other than English/Welsh. The overall numbers are summarised below. More detailed information on the responses and comments are provided in the relevant sections of Appendix A.

	<b>No. of Individuals Represented</b>	<b>No. of Written Comments/ Responses</b>
<b>Online Questionnaire (includes a range of stakeholders)</b>	280	102
<b>Pupils</b>	16	16
<b>Pupil Voice Forum</b>	38	1 (Evaluation Report)
<b>School Staff</b>	24	24
<b>Parents/Carers</b>	146	146
<b>Headteachers</b>	4	4
<b>Headteacher Meeting</b>	67	1 (Record of Comments)
<b>Chinese Association in Wales - Collective Response</b>	86	1
<b>EYST (Ethnic Youth Support Team)</b>	1	1
<b>Poverty and Prevention Officers</b>	2	2
<b>TOTAL</b>	<b>664</b>	<b>298</b>

- 5.4 A separate EMAU staff and Trade Union consultation ran concurrently to the wider stakeholder consultation. The staff consultation commenced on 16 April 2018 and ended on 16 May 2018, in line with the legal requirement of a 30-day consultation.
- 5.5 In total 24 responses to the EMAU Staff and Trade Union Consultation were received representing 55 views. There were five collective responses and 19 individual responses. Some staff submitted an individual response as well as being part of a collective response. Further detail on the responses can be found in the relevant section of Appendix A. No EMAU staff or Unions agreed with the original proposal.
- 5.6 The majority of respondents in the wider stakeholder consultation were also against the proposal. This can be seen through the figures collected via the online questionnaire (shown below) and from the key comments from groups of stakeholders which are summarised in Appendix A
- 5.7 424 respondents completed the questionnaire either online or on paper although not all respondents answered both questions. The responses to both the paper and online questionnaire are amalgamated below:

	<b>I agree with the proposal</b>	<b>I disagree with the proposal</b>	<b>I neither agree nor disagree with this proposal</b>	<b>Total</b>
<b>Devolve available, additional Welsh Government funding to schools, for minority ethnic learners, via a formula</b>	34 (8%)	376 (88.7%)	14 (3.3%)	424
<b>Move to a model of a small central advisory service that supports all schools to ensure that minority ethnic learners are included and achieve to their potential</b>	27 (6.5%)	373 (90.6%)	12 (2.9%)	412

- 5.8 There were many strong and sometimes conflicting comments across responses in both consultations. Comments from all groups of respondents have been summarised and recorded. See Appendix A.

## 5.9 Key Themes

5.9.1 From the summary of key comments from all stakeholders, in both the wider stakeholder and EMAU staff consultation, a number of key themes stranding through the responses have been identified (see table below):

- The support is invaluable/the service should stay as it is and should not be cut/support is specialist
- There will be a negative impact on the progression/attainment/achievement of EAL learners
- There will be increased workload for class teachers/school staff
- BTA support is particularly valued for beginners in English/new arrivals/home school links
- There is a significant need for interpreting and translating services
- There will be an impact on the achievements/attainment of all pupils
- Equality of access to the curriculum will be impacted upon for EAL learners
- There will be a negative impact on the inclusion of learners and families/wellbeing of EAL learners
- Devolving of funding should be based on numbers of EAL learners
- Schools and school staff are not ready to take this on – three central staff will not be enough

5.9.2 These key themes are discussed in detail in Appendix A but some points are worth summarising. Firstly although many respondents suggested that there would be a negative impact on attainment there was no evidence presented that this was the case. However, the evidence base from local authority benchmarking, Welsh and UK Government data and research concludes that different models of support do not significantly impact learner attainment. The evidence base for the impact on all learners also shows that in fact high numbers of EAL learners can have a positive impact on the attainment of all learners.

5.9.3 The same evidence as well as the proportion of time offered in schools under the current model suggests that there is little evidence that there would be a significant increase in the workload of teachers or impact on the inclusion of minority ethnic learners. Both these issues would also be mitigated by devolving funds to schools with high numbers of EAL learners.

5.9.4 Although there was considerable support for the service to stay as it is very few respondents were able to address how such a service could be funded in the current budgetary context. Secondly, there was no suggestion as to how the current funding requirement of moving to a sustainable model of service delivery in line with the policy direction of Welsh Government would be met by retaining the current staffing structure.

## 5.10 Alternative Proposals/Models

5.10.1 Most stakeholders did not put forward alternative proposals, although many expressed the opinion that they wanted the central service to remain but did not address where future funding may come from. Where alternative proposals were put forward these varied vastly, from keeping one person centrally to maintaining the current central service and many options in between, including only teachers and only BTAs. Alternative proposals put forward by EMAU staff can be seen in the relevant section of Appendix A. Details on suggestions from other stakeholders are also contained in Appendix A.

## 5.11 Consultation Conclusions

5.11.1 Taking into account the main themes and alternative models put forward the following points need to be considered:

- The original model that was proposed needs to be amended with a range of options considered to reflect the differing views evidenced in the consultation
- Minority ethnic and EAL learner attainment needs to continue to be monitored at local authority level to ensure there is no future detrimental impact
- Access to bilingual support for learners needs to be factored in, along with developing a wider range of strategies to build capacity within the system such as the use of volunteers/parents and implementing the Young Interpreter Scheme.
- Interpreting and translating services for parents/carers needs to be available. Wider strategies for communicating with parents/carers need to be built up such as more linkage with communities themselves. Work needs to be done with the Welsh Interpretation and Translation Service (WITS) to build the number of more locally based interpreters in order to make these services more cost-effective
- Capacity does need to continue to be built and best practice shared within the current school improvement mechanisms, as per the original proposal
- The formula for devolving any funds to schools needs to be altered to be based on EAL learner numbers, although the assessing of stages of EAL for PLASC will still require moderation as recommended by the Welsh Government
- Any devolving of funding to schools needs to try to ensure that adequate monies are made available to schools with larger numbers of EAL learners in order that they have the potential to employ current EMAU staff. Thereby reducing the numbers of potential redundancies, retaining the specialism and ensuring minority ethnic role models in schools
- The future model needs to be transitional and sustainable in the context of reducing funding in order to meet with the terms and

conditions of the funding that Welsh Government has put forward for this year

## 6. Options for service delivery

6.1 All costings are based on a budget of £1.2 million in the current financial year and take into account staff known to be leaving via ER/VR, resignation. Additional information with regard to devolved funding formulas is in **the relevant section of Appendix A.**

6.2 Each option also suggests a possible model of management for those learners who are supported through the VPRS. Currently the VPRS is used to provide pupil support to a small group of learners over a limited period of five years to aid re-settlement. This model of service delivery is not in line with Welsh Government policy on minority ethnic achievement or options 2 or 3 below which are based on a capacity building model. It is, therefore, suggested that funding, day to day and line management is transferred to or retained by the Poverty and Prevention service except for option 1.

6.3 Option 1: Retain the central service until 31 March 2019, devolving any savings to all schools

### 6.3.1 Estimated Costs:

<b>Staff</b>	<b>Cost (including on-costs)</b>
Teachers' Salaries including Head of Unit and Team Leaders	£680,000
BTAs and A&OA Salaries	£290,000
Other costs e.g. phone/travel	£20,000
<b>TOTAL for 2018-2019</b>	<b>£990,000</b>
Funding to devolve to all schools	£210, 000
<i>Retain day to day management of VPRS posts. Funding remains with Poverty and Prevention</i>	
Cost of central staffing 2019-2020	£935,000
Cost of Central Staffing and maintaining devolved funding to schools 2019-2020	£1,145,000

### 6.3.2 Advantages:

- Retention of specialist posts and minimal redundancy costs in 2018-2019
- Satisfies consultation responses that stipulated continuing the central service

- Some flexibility via devolved funding for schools to develop their own provision

### 6.3.3 Disadvantages:

- Service provision still needs to be altered as the existing model is not effective/sustainable and staffing will reduce further by 1 July 2018
- Devolved funding is negligible for many schools
- Not sustainable as highly likely to be unaffordable in the future
- Will not meet the terms and conditions of the funding in terms of transitioning to sustainable models
- Highly likely to need further review and consultation by March 2019

6.4 Option 2: Retain small central service for new arrivals and schools with low numbers of EAL learners. Devolve remaining funds to schools with higher numbers of EAL learners using a formula to develop their own provision

#### 6.4.1 Estimated Costs:

<b>Staffing</b>	<b>Cost (including on-costs)</b>
Salaries and other costs of existing staff to 31 December 2018	£760,000
Staffing from 1 January 2019	
Head of Unit (Soulbury EIP scale, range 8 - 11, plus 3 SPA points 3/12 of salary)	£16,500
1 fte Specialist Teacher 3/12 of salary	£12,500
3 fte BTAs – part-time posts main languages	£16,500
1 A&OA – part –time 3/12 of salary	£3,000
Other Costs	£1,500
<b>TOTAL for 2018- 2019</b>	<b>£810,000</b>
Funding to devolve to schools with larger numbers of EAL learners	£390,000
<i>Management of VPRS posts move to Poverty and Prevention – possibility of offering professional supervision</i>	
Cost of Central Staffing 2019-2020	£200,000
Cost of Central Staffing and maintaining level of devolved funding 2019-2020	£590,000

There may be some minor additional costs in relation to protected salaries.

#### 6.4.2 Advantages:

- Ability to fulfil school improvement role for all schools and time limited pupil support/advice role for schools with small numbers of EAL learners with no devolved funding
- Increased funding for schools with larger numbers, therefore greater potential to employ existing EMAU specialist staff and to develop adequate provision
- Retention of some interpreting and translating services centrally for schools with no devolved funding
- Schools with devolved funding could buy services from central team
- Would meet 'transitioning' requirement

#### 6.4.3 Disadvantages:

- Full model with central staffing and devolved funding may not be sustainable beyond 2019-2020
- Some schools may move in and out of the devolved funding pot from one financial year to the next
- More complex to implement in terms of staffing and setting up model of service delivery

6.5 Option 3: Devolve nearly all funding to all schools by formula retaining only one school improvement performance specialist with responsibility for monitoring minority ethnic achievement and providing capacity building support

#### 6.5.1 Estimated Costs:

	<b>Cost (including on-costs)</b>
Salaries and other costs of existing staff to 31 December 2018	£760,000
Staffing from 1 January 2019	
1 School Improvement Officer/Performance Specialist(Soulbury EIP scale, range 8 - 11, plus 3 SPA points) 3/12 salary	£16,500
Other costs	£500
<b>TOTAL for 2018-2019</b>	<b>£777,000</b>
Funding to devolve to all schools	£ 423,000
<i>VPRS posts to be managed and supervised by Poverty and Prevention</i>	

Cost of Central Staffing 2019-2020	£67,000
Total cost of central staffing and maintaining devolved funding to schools 2019-2020	£ 490,000

#### 6.5.2 Advantages:

- Increased level of funding for devolving to schools
- Post could move to the Achievement and Partnerships Service thereby meeting the Welsh Government's intention that the work of services for minority ethnic learners is aligned with the National Model for Regional Working and school improvement services
- Greater possibility of sustaining model for 2019-2020
- Cost of central staffing is potentially sustainable into the future
- Flexibility for schools to develop their own provision

#### 6.5.3 Disadvantages:

- As funding is devolved to all schools, many schools will have inadequate funding to develop provision. Schools would need to pool funds. (The funding formula may need to be reconsidered).
- Full model with central staffing and devolved funding may not be sustainable beyond 2019-2020
- Potential for significant number of compulsory redundancies and loss of specialist staff
- No interpreting and translating services

### 7. HR Implications

7.1 EMAU staff and Trade Unions will need to be formally notified of the Cabinet's decision and the onward process following the Cabinet meeting on 19 July 2018.

7.2 Should compulsory redundancy notices need to be given for 31 December 2018, staff on teachers' terms and conditions will need to be served notice by 31 October 2018. Other staff have an entitlement of up to 12 weeks' notice depending on length of service. Therefore the earliest date at which notice would need to be served is 8 October 2018.

7.3 Any selection of employees for redundancy will take place early in the Autumn term to meet notice periods.

### 8. Financial Implications

8.1 There should be minor, if any, implications for funding the salaries of the BTAs and all A&OA staff until 31 December 2019 as the number of teachers who have signed or expected to have signed acceptance for leaving on 30 June will offset the difference.



- 8.2 There are potential financial implications if the consultation and move to a new model is not completed by 1 January 2019, as the level of funding from Welsh Government for this service is unclear for 2019-2020. The key implication is around the notice period/exit points for teachers, as there would be potential significant salary costs incurred into the new financial year 2019 – 2020. Currently, teaching unions have tentatively agreed that it may be possible to negotiate an exit date of 31 March 2019, as opposed to 30 April, if needs be. If any further consultation is deemed necessary then notice periods need to be taken into account.
- 8.3 The potentially large number of redundancies or early retirement/voluntary redundancy requests still has a significant implication for the Council in this financial year. These costs will be managed centrally and funded from the restructure reserve, if sufficient sums remain available to do so, otherwise from the retained minimum level of contingency fund determined by the S151 officer.
- 8.4 In considering responses to the consultation, the final model for recommendation and plans for transition need to consider the financial risk to the authority in the medium term and longer term given the potential lack of any Welsh Government funding beyond 2019-2020. The financial risk could be mitigated by reducing numbers of staff employed directly by the authority.
- 8.5 Subject to future final clarification as to the longer-term Welsh Government grant arrangements an ongoing more stable 2019-20 budget provision can be established as part of that, and future, budget setting rounds.

## **9. Legal Implications**

- 9.1 There are a number of employment issues associated with these proposals due to the scale of the proposed redundancies. In relation to teachers the provisions of the Burgundy Book and the School Teachers Pay and Conditions Document (STPCD) need to be fully considered, particularly taking into account the specific notice provisions that apply to teachers. Further HR and legal advice will need to be sought once a decision is made on how to proceed following consultation.
- 9.2 The sensitive nature of the changes and high number of potential redundancies has implications if the process and consultation are found not to have been carried out within the law and in good faith. This would leave the Council open to, claims to the employment tribunal and potential judicial review. Hence, the extended period needed in order to consider all consultation responses.
- 9.3 This population of learners is a specific named group within the Equality Act 2010 requiring a full impact assessment, and careful engagement and consultation (Section 10). The Local Authority has obligations under the Public Sector Equality Duty to fully consider the needs of these learners,

to which it has a duty. Careful consideration needs to be given to the results of the consultation and if funding is devolved to schools, the Local Authority needs to ensure it is still able to fulfil its duty to these learners.

## **10. Equality and Engagement Implications**

- 10.1 The Council is subject to the Public Sector Equality Duty (Wales) and must, in the exercise of their functions, have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
  - Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Foster good relations between people who share a protected characteristic and those who do not.

Our Equality Impact Assessment process ensures that we have paid due regard to the above.

- 10.2 An Equality Impact Assessment (EIA) was commenced as a background paper to the consultation. The EIA has been revised to take full account of the consultation outcomes and the views of the range of stakeholders that were gathered. This can be found in Appendix B.
- 10.3 The proposal was found to be relevant to children and young people, disability, race, asylum seekers, refugees, gypsy travellers, religion, sex, poverty/social exclusion, carers and community cohesion.
- 10.4 The EIA notes that the overall aim of the change to service delivery will be to encourage all schools to self-evaluate and put in an action plan so that they are able to support any minority ethnic learners who attends their school without the reliance on a central service to provide support. Access to support from the central advisory team would be more equitable across schools as opposed to being linked to numbers of EAL learners and the languages they speak. The model should increase the independence of schools to develop their own provision.
- 10.5 The impacts on learners, schools and staff are set out in Section 3 of the EIA. The impacts on learners and schools are largely neutral but the impacts on staff employed by EMAU are largely negative due to the limited opportunities for alternative employment.
- 10.6 The achievement of minority ethnic learners and valuing of diversity is the responsibility of individual schools so levels of attainment and inclusion should be maintained.
- 10.7 Schools will have the independence and flexibility to develop their own provision. Schools will have independence and responsibilities to develop their capacity to support minority ethnic learners and to foster relationships with their families as schools will be given more autonomy.

- 10.8 All schools will have access to training around minority ethnic achievement.
- 10.9 There should be a fairer distribution of resources. There should be reductions in discrimination and feelings of isolation as all schools develop their capacity to value diversity. This should also improve community cohesion.
- 10.10 Schools will be encouraged to share best practice with regard to minority ethnic achievement.
- 10.11 It is important to note that schools are subject to the public sector equality regulation for Wales. The central team will be monitoring all aspects of the delivery of this service to ensure that children and young people continue to achieve.
- 10.12 The report also reviews the impact on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than English.
- 10.13 This is to comply with the Welsh Language Standards, however, the evidence suggests that there will be minimal impact on the Welsh language and potential to improve support for minority ethnic pupils wishing to attend a Welsh language school.
- 10.14 To ensure that we understood how these proposals affected all stakeholders we consulted widely to allow us to shape these proposals and agree the way forward.
- 10.15 As stated in Section 5 of this report, a full consultation was conducted with all interested stakeholders from 28 March 2018 to 11 May 2018. A separate consultation with staff and trade unions was also held between 16 April 2018 and 16 May 2018.
- 10.16 As a result of the comments received the proposal has been amended to take into account the views received.
- 10.17 All initiatives must be designed / planned in the best interests of children and young people.
- 10.18 The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
- 10.19 The proposal will directly affect minority ethnic learners so that future arrangements will aim to ensure that these children and young people

achieve the best possible outcomes. The proposal relates to the following articles of the United Nations Convention on the Rights of the Child:

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Respect for the views of the child

Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full.

Article 30 - Children have a right to learn and use the language and customs of their families.

10.20 As part of this process we also considered the Well-being of Future Generations Act. The Act ensures that public bodies think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach.

## **11. Preferred Option**

11.1 It is recommended that Cabinet consider adopting option 2 as the model for a transformed minority ethnic achievement service and commit to securing sustainable funding to implement this option. Option 2 provides the best fit to the requirements of Welsh Government policy and transitional funding arrangements as well as addressing the issues raised by the consultation.

### **Background Papers:**

Cabinet Report 22 March 2018

### **Appendices:**

Appendix A: Consultation Summary

Appendix B: Equality Impact Assessment

## Section 1

## CONSULTATION REPOSESES - Wider Stakeholder Consultation

## 1.1 Introduction

The wider stakeholder consultation commenced on 28 March 2018 and concluded on 11 May 2018. Translated consultation documents were provided in the top 11 languages with the greatest interpreting and translating need. The consultation information was included in the Swansea Schools Newsletter for dissemination to school staff and parents/carers on a weekly basis. Information was sent to individuals and organisations from/with links to minority ethnic communities. Two face-to-face drop-in meetings were organised for parents/carers with interpreters made available on 23 April 2018 in Bishop Gore School and on 8 May 2018 in Bishop Vaughan School. The proposals were discussed in the pupil voice forum of 9 May 2018 where pupils and the school staff accompanying them were able to participate. In addition, the proposals were presented and discussed in the cross-phase head teachers' meeting on 10 May 2018.

A separate EMAU staff and Trade Union consultation ran concurrently to the wider stakeholder consultation. The staff consultation commenced on 16 April 2018 and ended on 16 May 2018, in line with the legal requirement of a 30-day consultation. Details of this consultation are found in Section 2

There were a large number of respondents to the wider stakeholder consultation including pupils, parents/carers, head teachers, school staff, EMAU staff, Unions and other stakeholders. The numbers are summarised below.

	No. of individuals represented	No. of Written Comments/ Responses
Online Questionnaire ( includes a range of stakeholders)	280	102
Pupils	16	16
Pupil Voice Forum	38	1 (Evaluation Report)
School Staff	24	24
Parents/Carers	146	146
Head teachers	4	4
Head teacher Meeting	67	1 (Record of Comments)
Chinese Association in Wales - Collective Response	87	2
EYST (Ethnic Youth Support Team)	1	1
Poverty and Prevention Officers	2	2
<b>TOTAL</b>	<b>665</b>	<b>299</b>

Further details on number of respondents from different groups and methods of responding are given in the sections below. The number of respondents giving similar comments in each group have been given as a percentage in order to compare across groups and identify key themes.

The majority of respondents were against the proposal. This can be seen through the figures from the online questionnaire and from the comments below. Comments were often strong but were also conflicting in some cases.

424 respondents completed the questionnaire either online or on paper although some respondents did not answer both questions. The responses to both the paper and online questionnaire are amalgamated below:

	I agree with the proposal	I disagree with the proposal	I neither agree nor disagree with this proposal	Total
Devolve available, additional Welsh Government funding to schools, for minority ethnic learners, via a formula	34 (8%)	376 (88.7%)	14 (3.3%)	424
Move to a model of a small central advisory service that supports all schools to ensure that minority ethnic learners are included and achieve to their potential	27 (6.5%)	373 (90.6%)	12 (2.9%)	412

## 1.2 Online Survey Responses

There were a total of 280 respondents to the online questionnaire. This figure includes 56 children and young people (CYP). 102 respondents added additional comments. This included 23 from CYP. The 'About You' questions from the online survey demonstrate that a wide cross-section of people from different ethnic backgrounds responded to the main questionnaire. A range of religious backgrounds were represented as were refugees/asylum seekers.

The majority of the online survey respondents disagree with the two elements of the proposal (see tables below).

## Responses to Online Questionnaire

	I agree with the proposal	I disagree with the proposal	I neither agree nor disagree with this proposal
Devolve available, additional Welsh Government funding to schools, for minority ethnic learners, via a formula.	27 (12.1%)	187 (83.5%)	10 (4.5%)
Move to a model of a small central advisory service that supports all schools to ensure that minority ethnic learners are included and achieve to their potential	21 (9.6%)	188 (85.8%)	10 (4.6%)

## CYP Online Questionnaire Responses

	I agree with the proposal	I disagree with the proposal	I neither agree nor disagree with this proposal
Give the money to schools so that they can provide the support needed by learners	3 (5.4%)	53 (94.6%)	0 (0.0%)
Have a very small team in the Council that support schools to ensure that minority ethnic learners are included and achieve the best they possibly can	1 (1.8%)	54 (96.4%)	1 (1.8%)

## Online Questionnaire - About You

### Are you...?

62 (29.2%) Male

140 (66.0%) Female

10 (4.7%) Prefer not to say

**Is your gender the same as that which you were assigned at birth?**

197(94.7%) Yes  
0 (0.0%) No  
11 (5.3%) Prefer not to say

**How old are you ...**

2 (0.9%)	Under 16	13 (5.9%)	56 - 65
9 (4.1%)	16 - 25	8 (3.7%)	66 - 75
56 (25.6%)	26 - 35	1 (0.5%)	76 - 85
69 (31.5%)	36 - 45	0 (0.0%)	Over 85
52 (23.7%)	46 - 55	9 (4.1%)	Prefer not to say

**Would you describe yourself as...**

**Please mark all that apply**

114 (57.9%)	British	4 (2.0%)	Other British (please write in at end)
68 (34.5%)	Welsh	13 (6.6%)	Non British (please write in at end)
8 (4.1%)	English	0 (0.0%)	Gypsy/traveller
1 (0.5%)	Irish	7 (3.6%)	Refugee/Asylum Seeker (please write in current/last nationality at end)
0 (0.0%)	Scottish	4 (2.0%)	Prefer not to say

Write in here  
25

**To what 'ethnic' group do you consider**

140 (68.0%)	White - British	11 (5.3%)	Asian or Asian British - Bangladeshi
13 (6.3%)	Any other White background (please write in at end)	4 (1.9%)	Any other Asian background (please write in at end)
2 (1.0%)	Mixed - White & Black Caribbean	4 (1.9%)	Black or Black British - Caribbean
1 (0.5%)	Mixed - White & Black African	1 (0.5%)	Black or Black British - African
2 (1.0%)	Mixed - White & Asian	0 (0.0%)	Any other Black background (please write in at end)
1 (0.5%)	Any other Mixed background (please write in at end)	11 (5.3%)	Arab
5 (2.4%)	Asian or Asian British - Indian	4 (1.9%)	Other ethnic group ( please write in at end)
4 (1.9%)	Asian or Asian British - Pakistani	3 (1.5%)	Prefer not to say



**What is your religion, even if you are not currently practicing?**

**Please mark one box or write in**

65 (30.4%)	No religion	32 (15.0%)	Muslim
103 (48.1%)	Christian (including Church of England, Catholic, Protestant, and all other Christian denominations)	2 (0.9%)	Sikh
2 (0.9%)	Buddhist	2 (0.9%)	Other
4 (1.9%)	Hindu	4 (1.9%)	Prefer not to say
0 (0.0%)	Jewish		

Any other religion or philosophical belief (please write in)

2

**What is your sexual orientation**

5 (2.4%)	Bisexual	30 (14.6%)	Prefer not to say
3 (1.5%)	Gay/ Lesbian	1 (0.5%)	Other
166 (81.0%)	Heterosexual		

Please write in

4

**Can you understand, speak, read or write Welsh?**

**Please mark all that apply**

37 (17.8%)	Understand spoken Welsh	38 (18.3%)	Learning Welsh
11 (5.3%)	Speak Welsh	116 (55.8%)	None of these
9 (4.3%)	Read Welsh	14 (6.7%)	Prefer not to say
7 (3.4%)	Write Welsh		

**Which languages do you use from day to day?**

**Please mark all that apply**

179(93.7%)	English
16 (8.4%)	Welsh
15 (7.9%)	Other (write in)
6 (3.1%)	Prefer not to say

Please write in

43

**Do you have any long-standing illness, disability or infirmity?**

**By long-standing we mean anything that has troubled you over a period of time or that is likely to affect you over time.**

**This could also be defined Under the Disability Discrimination Act 1995 as: "Having a physical or mental impairment which has a substantial and long term adverse effect on your ability to carry out normal day to day activities."**

11 (5.3%)	Yes
187 (90.3%)	No
9 (4.3%)	Prefer not to say

**Does this illness or disability limit your activities in any way?**

12 (6.7%)	Yes
159 (88.8%)	No
8 (4.5%)	Prefer not to say

## Summary of Key Comments from Online Questionnaire

The table below summarises the key comments from the 79 written responses received via the online questionnaire from stakeholders other than pupils, who are shown below. Whilst comments were anonymous indications are that the responses include those from head teachers, school staff, EMAU staff, parents and other stakeholders. The online questionnaire comments are representative of the range of comments from the consultations.

Key Comments	% of respondents (to nearest %)
Specialist EMAU support is essential/invaluable/should stay as it is/should not be cut	49%
Negative impact on learning/standards/achievement/attainment/progression of EAL learners	30%
Schools/class teachers - will struggle to meet the needs of all pupils/haven't got time to give individual attention to EAL learners/time for non-EAL learners will be diluted	20%
Bilingual/TA support is needed: to support pupils and families to settle/to support beginners in the classroom/to value home languages	15%
3 staff cannot deliver the services required	13%
There is a need for interpreting services/home-school links for parents	11%
EAL learners will not have equal access to the curriculum/not have individual needs addressed	10%

Other Comments (less than 10%):

There will be an impact on all pupils
Funding should be allocated purely on EAL numbers with no formula
Proposals are not in accordance with City of Sanctuary/UNCRC/are discriminatory/unfair
There should be a few advisory teachers and BTAs
Do not teach Welsh, it is a waste of time/money just teach English
Schools should be credited with funding for EAL learners who arrive in school after PLASC
£500 should not be given to all schools
3 members of staff retained centrally is disproportionate – it should be 1
Schools do not need capacity building
Leaders of schools are responsible for their learners and monitor standards/scrutinise provision
Schools do not need support to evaluate and action plan

Nursery and reception should be included in the funding (lack of English language role models in some schools)
Schools are not reliant on EMAU
Funding should remain centrally and not be devolved
Schools are not ready to meet the needs of EAL learners/take charge of funding
There needs to be a longer transition period
Questioning the costs ?
Keep a central service of BTAs only
Funds devolved to schools need to be monitored for impact
Strategic lead for EAL with retention of bilingual support/interpreting services
Experienced schools can capacity build in schools with small EAL numbers
More teachers needed in the advisory team
The Council and schools should fund the service

### 1.3 Parents and Carers Responses

146 responses were received from parents/carers via email (2), post (120) and the two face-to-face meetings (24). 63 (43%) of the responses were in languages other than English/Welsh (10 languages) and were then translated into English.

Key Comments	% of respondents (to nearest %)
The service should continue/is essential/the support is needed	31%
Bilingual support is needed/valued/makes a difference/helps access to the curriculum/helps integration	27%
There is a need for interpreting and translating services	21%

Other Comments – less than 10%:

There should be more funding
Proposal will have a negative effect on children’s education
Reduction of BTAs will have a negative impact on the numbers of minority ethnic staff role models in schools
Support is most important at the early stages of learning English/in the first few years
Children need to learn about their own language/culture
The service is important for home-school links – this could be lost
Increased workload on class teachers/pressure on schools/impact on whole school
Negative impact on wellbeing/emotional support/inclusion/isolation
Centralised service is better/ could provide some languages
Nursery and reception should be included in the formula for devolving
There is not a long enough transition period
School staff do not have the expertise in language – support needs to be via a specialist

EAL learners will not be able to access the curriculum
Children need to be taught English
Achievement of EAL learners will be impacted on
Removing the specialist teachers will make learning difficult
More support is needed/ money should go to schools so that pupils have support more than once a week/ once a week is not enough
Could work with communities as a whole to support parents with understanding of the school systems
Could university students/parents volunteer?

#### 1.4 School Staff Responses

24 school staff (class teachers/teaching assistants) responses were received via post (21), via face-to-face discussions at the parental meeting held in Bishop Vaughan (3).

Comments	% of respondents (to nearest %)
The additional support is needed	50%
BTA support is very important	46%
Negative impact on inclusion/integration/access to the curriculum/self-esteem/wellbeing	38%
The need for interpreting and translating	29%
Workload of teachers/difficult to give time to all pupils in the class without additional support	21%
Schools need own funding for EAL learners (not minority ethnic) to employ own staff	21%
Negative impact on the attainment of all pupils	17%
Negative impact on links with families/inclusion of parents	12%

Other Comments - less than 10%

Impact on achievement/attainment of EAL learners
More funding should be found/it should be moved away from other initiatives
Loss of highly skilled staff/expertise
Need access to GCSEs in their home language
Subject teachers do not have time to create the differentiated resources
Schools may not spend the money on minority ethnic learners
Team of 3 too small/extreme reduction/too quick

#### 1.5 Pupil Responses

39 pupil responses were received. This includes 2 face-to-face responses at the Bishop Vaughan parents/families meeting, 10 questionnaires completed at the pupil voice forum and 4 responses by post. 23 comments were received via the online questionnaire. The comments are summarised below:

Comments	% of respondents (to nearest %)
BTA support/interpreting for pupils highly valued	38%
The support for developing English/the specialist teachers for supporting learning highly valued	23%
Parents need provision of interpreting services	12%

Other Comments – Less than 10%:

Importance of support at early stages of learning English
Negative impact on other pupils
The support/service should stay
The money should not go to every school
New arrivals need support to settle
Reduce the service slightly
Provide training for class teachers
Value the support for inclusion
Education needs more money
Ideas: support groups for parents/groups for children of the same language to meet up/resources on Hwb/apps for other languages

### Pupil Voice Forum

38 pupils from 10 primary and 6 secondary schools attended the Pupil Voice Forum. There were a number of EAL learners/speakers of languages other than English/Welsh present. A presentation was given to the pupils and staff, who were accompanying the pupils about the current model of EMAU support and the proposed changes. Learners were given the option to either partake in a discussion with teachers and council officers about the EMAU service and the current consultation or complete a practical task that looked at what support EAL learners need and who can provide the support.

Comments made by participants in the discussion, as detailed in the evaluation report of the forum included:

A pupil received support in reception and year 1 from a bilingual TA. The pupil commented "I would have still got there without the TA".
It was felt that more work would need to be done in schools where EMAU staff are based to support teachers to provide the support.
A member of staff felt that they can't provide the bilingual support; they can support pupils but not with the language barrier.
One pupil commented that his bilingual teaching assistant was really necessary and has helped him achieve an A grade at GCSE.
Families and school link (the role of the TAs) were concerns.

The benefit from EMAU for non-English speakers is essential.
It was felt that it is also important to maintain the home language through group/peer support as well as through bilingual TAs.
Helping parents settle in with an initial meeting with schools.
Home language assessment is useful.
The language acquisition model A-D is crude for funding and needs to be moderated.
One pupil commented that different teachers helped with misunderstandings and that was helpful.
One suggestion was to give the money through an SLA depending on the level of EMAU support needed.

Comments made by participants in the task, as detailed in the evaluation report of the forum include:

One young person said that they did not think it was fair to give all schools the same amount of money as some schools have more EAL learners than others.
One other pupil commented that the Government should spend less money on supporting conflicts and more money on supporting children and young people
One pupil said that they had moved to Swansea from Iraq and had relied on the EMAU support provided by his Arabic teaching assistant.
Participants felt that support needed would include <ul style="list-style-type: none"> <li>• Translators</li> <li>• Interpreters</li> <li>• Someone to teach them the new language</li> <li>• Other people from the home country</li> <li>• Dictionaries x4</li> <li>• Guidance</li> <li>• Language lessons to learn the new language</li> <li>• Friends x4</li> <li>• Arabic Teaching Assistant</li> <li>• Therapist / counsellor</li> <li>• Moral support</li> <li>• Stay in touch with friends from homeland</li> <li>• Family support</li> <li>• Teacher to educate and teach child new things x4</li> <li>• Cultural knowledge</li> <li>• Keeping traditions from home place</li> <li>• Information about the new place</li> <li>• Clubs to go to</li> </ul>

The Participants were asked:

What decisions should Swansea Council make about the EMAU service?

- Keep the service. Lots of people need the support. It is a vital service.
- Need support with culture and places
- Young people will feel isolated without support

- Could offer more languages for pupils to formally study

What does Swansea Council need to think about (in terms of the EMAU service)?

- Consider culture, not just place
- Think about the other factors, not just money
- Timetable the support so it's fair

Are there any other options that Swansea Council haven't thought of?

- Don't take the teachers away – just reduce their wages
- Do some fundraising
- Producing social groups of children of speakers of the same language across the county during school time
- Top-slice money from other pots

## 1.6 Head teacher Responses

67 head teachers were in attendance at the cross-phase head teacher's meeting on 10 May 2018 where a presentation was given. Head teachers had the opportunity to take part in a discussion and key comments were recorded. The consultation questionnaire was distributed prior to the discussion. There were no questionnaires returned. Key comments are summarised below:

What we need are bodies, under the new proposals the school will only get half of what the existing EMAU staff allocated to the school cost
We need someone to come in to teach the language
Minority ethnic children are being pushed to the back of the line and seen as an inconvenience
Head teachers do not need help with action planning
Bilingual support workers give the value not the teachers
Self-evaluation has been undertaken in schools for years we do not need someone attending the schools to show us how to do this
School to school support – CAs identify school-to-school support
Needs in this service continue to increase as the EMAU money has decreased
The current model does not work, how is the new model going to work? This needs to come at the source and be recognised
The model is not the best model to support the children, it needs to be targeted to the EAL learners
It is disproportionate to have two advisory teachers in the schools
The general feeling is for the model to be based on bilingual teaching and bilingual support
Formula - need to use actual numbers for EAL
There is a dis-incentive to allocate money on stages A-C, the formula purely needs to be with EAL numbers
Need to do more lobbying of Welsh Government

The staff in the Unit will go elsewhere they are specialist staff and if going down this road we will be unable to re-employ staff
Would it have been helpful if several models had been put forward rather than just one model?
EMAU responsibility to move to schools from LA - thought it was already with schools
The statements made in the model are wrong

### Individual Head teacher Responses

Four primary head teachers submitted individual responses via email. Comments are consistent and generally concur with points from the head teacher meeting. Some head teacher comments were also evident from the online questionnaire and have been included within the summary of the online questionnaire responses. The comments below have not been percentage due to the low numbers concerned. The comments detailed below were made in more than one of the responses:

The suggested devolved funding is inadequate
Schools with no EAL learners should not have £500
Devolved funding should not be linked to stage of EAL but to EAL pupil numbers
Devolved funding should not be linked to stage of EAL but to EAL pupil numbers
Funding should be targeted at schools who most need it
Schools self-evaluate well and do not need support for this
Schools successfully support EAL learners themselves/class teachers are highly experienced and do not need training
The excellent outcomes are due to schools themselves – this is not reliant on support from a central service
As the 'MEAG' grant has reduced outcomes of EAL learners have increased
Schools are highly effective in enabling the progress and achievements of learners and this is the responsibility of schools
School-to-school work is the role of the challenge advisers – there are excellent schools who can support others
Cuts to BTA services will have a negative impact
It is essential that these learners are not overlooked/there is more resistance at national level

### 1.7 Responses from Other Stakeholders

Three responses were received from other stakeholders:

- EYST (Ethnic Youth Support Team)

Key points:



Agreement that individual school capacity to meet the needs of EAL learners/minority ethnic learners should be increased
Research by Show Racism the Red Card and via EYST focus groups has shown that many schools are not currently equipped to respond to racist incidents and bullying or have the knowledge to embed ethnically diverse role models into lessons
Providing EAL support is a specialist matter
The proposal to cut the central service before schools have the capability to independently support EAL learners will have a negative impact on all learners
BTAs are needed to support new arrivals and their parents
It will take time to ensure class teachers are trained to meet additional expectations in terms of EAL learners
A less drastic reduction should be considered whilst building capacity
Cutting the employment of BTAs will reduce the number of ethnic minority role models in schools – there should be retention of these staff
Focus group evidence from 22 Swansea pupils showed that specialist workers were valued/most had experienced racism and lacked faith that schools would respond appropriately so did not report/most felt their identities and histories were not reflected in the curriculum
The withdrawal of funding to support ethnic minority learners signals that equity in education is not a priority for local authorities and Welsh Government – support for EAL and ethnic minority learners should be adequately funded
An authentically diverse curriculum should be developed and teachers should be trained in cultural competence and effectively responding to racist incidents
Programmes should be in place to raise the attainment of underachieving ethnic groups

- The Chinese in Wales Association (CIWA) carried out a culturally and linguistic survey to seek the opinion of the local Chinese residents. 86 parents, representing 138 school students completed the questionnaire. 85 were first language Mandarin speakers. Also one individual from CIWA submitted an email which we have included as part of the consultation.

Key Points:

Parents were sad and dismayed to hear that funding for the service had been removed
They did not feel their voice would be heard
95% of the parents feel their children would still need additional support at school
Concerns over inadequacy of interpreting services/poor translation
85% are worried that they cannot communicate with the schools
90% did not understand the proposal of “moving to a model of a small central advisory service that supports all schools...”
Mis-match noted between Chinese interpreters registered with Welsh Interpretation and Translation Service (WITS) and the two main variants of Chinese (Mandarin and Cantonese).

Common terms used to describe additional learning needs can be stigmatising.

- Poverty and Prevention Council Officers – Vulnerable Persons Resettlement Scheme and Vulnerable Children’s Resettlement Scheme (VPRS & VCRS)

This submission from two individuals contained an alternative model for VPRS support than that contained within the original proposal. The respondents propose that the staff funded via the Home Office VPRS funding, which is held by Poverty and Prevention, remain as part of the central EMAU team. In addition to the 3 fte Arabic BTA posts already in place, funding would be provided for an additional 0.5 fte BTA post for any additional language needs over and above Arabic. A 0.5 fte teacher post would also be funded to liaise with schools over the admission of pupils and training of school staff. New job descriptions would be created on a temporary basis until March 2021, the likely end date of the funding.

## Section 2

### CONSULTATION RESPONSES - EMAU Staff and Union Consultation

In total 24 responses were received representing 55 views. Respondents included specialist teachers, BTAs, A&OA staff and Unions. There were 5 collective responses and 19 individual responses. It should be noted that some staff sent in individual responses as well as contributing to collective responses. In a number of these responses the same or similar comments were made in both the individual and collective submissions. The comments are summarised in the tables below:

<b>Key Comments</b>	<b>% (of total responses)</b>
Increased workload/pressure on school staff/assessment on impact on workload needed	<b>73%</b>
Negative impact on achievement/attainment/standards of all pupils (e.g. due to added workload on class teachers)	<b>67%</b>
Negative impact on wellbeing/emotional/pastoral support of EAL learners	<b>51%</b>
Access to/cost of interpreting and translating services for schools	<b>45%</b>
Loss of highly skilled, experienced staff with specialist qualifications/dissipation of specialism	<b>44%</b>
Loss of specialist/unique role that specialist teachers carry out e.g. initial EAL assessments, capacity building, interventions, voice for EAL learners	<b>44%</b>
Negative impact on achievement/attainment/standards of EAL learners	<b>42%</b>
Loss of specialist/unique role that BTAs carry out e.g. home language assessments, settling new arrivals, supporting in literacy and numeracy tests, developing home –school links	<b>42%</b>
Limit equal access to the curriculum and high quality learning for supported EAL learners	<b>38%</b>
Not in accordance with Equalities Act 2010/ principles of City of Sanctuary/articles of UNCRC (United Nations Convention on the Rights of the Child) etc.	<b>38%</b>
Schools do not have the specialist knowledge/are not ready to take on provision for EAL learners/rely heavily on the support	<b>38%</b>
3 staff replacing 39 cannot maintain the same high standards/levels of attainment/task is too challenging/too small	<b>36%</b>
Devolved money to be distributed from FY2019-2020/schools will not employ staff from January to March/maintain the current model until 31 March 2019/stagger the reduction over a longer period	<b>27%</b>
Head of Unit not needed as team is small/additional post should be doing advisory work	<b>25%</b>
Disagree with the move to Soulbury/should remain on teacher's terms and conditions	<b>25%</b>
Potential that schools will set-up inappropriate/detrimental practice	<b>25%</b>

Schools using devolved money to employ EMAU staff is unrealistic/schools will use own staff with no specialist expertise	<b>25%</b>
Concern over the exit strategy/workload July to December	<b>24%</b>
Schools have transient language needs so will be difficult to employ BTAs	<b>20%</b>
Sharing best practice has funding implications for schools in terms of releasing staff	<b>20%</b>
Uncertainty over funding will be moved from local authority to schools	<b>20%</b>
Negative impact on inclusion/involvement in school life with potential to become disaffected/NEET for EAL learners	<b>11%</b>
The cut is too quick/not enough specialist resource in place in schools	<b>11%</b>

### Other Points/Comments – 10% or less

<b>Comments</b>
Retaining a central service would mean even schools with low numbers would be catered for
Funding should not be devolved/not based on evidence
Schools need and value EAL services in our schools
Detrimental to Welsh Government National Mission – ‘strong and inclusive schools...’
Proposals are purely based on funding and not best quality educational provision
Proposed model is not sustainable for schools
Proposed model does not meet the needs of schools, learners, parents
Should be more minority ethnic/multilingual role models in schools/BTAs provide this
Why is the Council cutting the EMAU budget?
Funding schools receive through different grants should be expanded to pupils who have EAL
Schools allocated funding per pupil (EAL?) – schools with greater need could employ their own teachers and BTAs
England successfully moved to this model of provision – this information is incorrect
Issue should be raised with Kirsty Williams and relevant MPs in Westminster
Proposals disproportionately affect pupils from minority ethnic backgrounds – Welsh speakers are treated more favourably
Issues with the wider stakeholder consultation
Funding levels/allocations for this year and next year not clear at time of consultation
Proposals do not meet assurances that the Local Authority will continue to prioritise frontline services for minority ethnic/EAL learners
Staff consultation is flawed/has been rushed to meet 31 May deadline to serve redundancy notices for teachers
Losing BTAs would mean not meeting Corporate Priorities – Safeguarding Vulnerable People, Improving Learner Attainment etc.
Current BTA languages are a minority compared to overall languages spoken – many EAL learners do not have BTA support/this is unfair
Change/transformation is needed/budgetary issues have to be acknowledged
It is the responsibility of all schools to address the needs of Minority Ethnic/EAL learners

## ALTERNATIVE PROPOSALS/MODELS – EMAU Staff and Trade Unions

16 alternative models were proposed within the responses. These differ significantly ranging from a service of only BTAs to a service with only teachers with a number of models suggesting modified versions of the current service. These models are summarised below:

<b>Proposed by:</b>	Collective Response – 15 Staff
<b>Structure:</b>	Head of Unit or Head of Vulnerable Learner Service
	A & OA – as current ftes
	BTAs – as current ftes
	Specialist Teachers - none
<b>Role/Function/Benefits:</b>	BTAs retain current role and take on some of the current responsibilities of specialist teachers
<b>Funding:</b>	Savings made by having no specialist teacher posts

<b>Proposed by:</b>	Individual
<b>Structure:</b>	Head of Unit (1 fte)
	A & OA (1 fte)
	1 Team Leader (1 fte)
	6 Specialist Teachers (6 fte)
	5 BTAs – key/main languages (3 fte)
<b>Role/Function/Benefits:</b>	School improvement/capacity building with possibility of developing regional working Retention of interpreting and translating services BTA support for most vulnerable learners Home Language Assessment
<b>Funding:</b>	Devolve less of the additional funding to schools

<b>Proposed by:</b>	Individual
<b>Structure:</b>	Head of Unit (1 fte)
	A & OA (1.7 fte)
	1 Senior Team Leader (1 fte)
	Specialist Teachers (10.4 fte)
	BTAs (11.6 fte)
<b>Role/Function/Benefits:</b>	Specialist teachers continue as per current role but work with clusters of schools (400 red/amber pupils ?? per 1 fte teacher) BTA support continues as per current role
<b>Funding:</b>	Take a small amount off of each schools budget Or EMAU to be part of the 'SLA for Swansea'

<b>Proposed by:</b>	Individual
<b>Structure:</b>	Head of Unit
	A & OA (1.5 fte)
	1 Deputy Head or Team Leader
	6/7 Specialist Teachers

	BTAs reduced but all current languages retained
<b>Role/Function/Benefits:</b>	Specialist teachers responsible for a cluster – no pupil support but capacity building with schools and parents BTA – move away from on-going pupil support – one-off settling only. Mainly used for interpreting and translating.
<b>Funding:</b>	Schools buy-in BTA support Interpreting and translating could be offered to other Council departments who could be re-charged Additional BTA languages could be employed on a casual basis.

<b>Proposed by:</b>	Individual
<b>Structure:</b>	Head of Vulnerable Learner Service
	A & OA
	6 Specialist Teachers
	BTAs – revised to meet top 10 languages
<b>Role/Function/Benefits:</b>	None provided
<b>Funding:</b>	None provided

<b>Proposed by:</b>	Individual
<b>Structure:</b>	5/6 Specialist Teachers
<b>Role/Function/Benefits:</b>	Capacity building and direct pupil support at KS4 Council set up own interpreting and translating service – BTAs could be used within this service
<b>Funding:</b>	None provided

<b>Proposed by:</b>	Individual
<b>Structure:</b>	5/6 specialist teachers
<b>Role/Function/Benefits:</b>	Capacity building and direct pupil support at KS4 Council set up own interpreting and translating service – BTAs could be used within this service
<b>Funding:</b>	None provided

<b>Proposed by:</b>	Individual
<b>Structure:</b>	As current structure but reduce working days to 3.5 Reduce number of team leaders Re-evaluate language need and reduce BTA support accordingly
<b>Role/Function/Benefits:</b>	Support by cluster – capacity building and training on a cluster basis Pack of what is to be offered to schools Training delivered centrally Online resources Central helpline
<b>Funding:</b>	Schools can opt in for central service

	If schools opt out they have devolved funding monitored by challenge advisers – they would be recharged for any usage of central services Savings would be made by reducing to 3.5 days Create a Council interpreting and translating service for schools. In time re-charge other departments for usage.
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<b>Proposed by:</b>	Individual
<b>Structure:</b>	5 specialist teachers Current team of BTAs
<b>Role/Function/Benefits:</b>	Work in clusters
<b>Funding:</b>	Small amount from each school's budget via a formula/or from the 'SLA for Swansea'

<b>Proposed by:</b>	Union + 2 individuals
<b>Structure:</b>	2 part service – one centrally funded + SLA
<b>Role/Function/Benefits:</b>	None provided
<b>Funding:</b>	Central funding SLA paying according to level of service required

<b>Proposed by:</b>	Individual
<b>Structure:</b>	1 Head of Unit (Soulbury) 2 Specialist Teachers (Soulbury) 2 BTA team leaders from top 4 languages (term-time only) 2 A&OA (term-time only) Flexible BTA unit – employed via agency
<b>Role/Function/Benefits:</b>	Head of Unit – strategic lead Teachers - Advisory/capacity building initiatives/training assessment/moderation BTAs – interpreting/home-school links/home language assessment/some direct pupil support Train agency/school staff Schools apply for pupil support via on-line system for most vulnerable learners for duration of need – staff sourced via agency allowing flexibility. Matrix of criteria used to identify target group
<b>Funding:</b>	Council to consider some additional central funding to maintain some BTA capacity. School's pay for BTA support over and above what can be provided centrally. Interpreting/translating not available centrally but sourced via thebigword and WITs.

<b>Proposed by:</b>	Collective – 11 staff
<b>Structure:</b>	6 teaching posts (not Soulbury)
<b>Role/Function/Benefits:</b>	Cluster working based on EAL need not existing Secondary/feeder primary clusters Each teacher to have a specific role e.g. new arrivals, asylum seekers
<b>Funding:</b>	Keep back some of the money to be devolved Save money by remaining on teachers terms and conditions

<b>Proposed by:</b>	Individual
<b>Structure:</b>	8 teaching posts (not Soulbury) Retain BTA translation service
<b>Role/Function/Benefits:</b>	Cluster working based on EAL need not existing Secondary/feeder primary clusters Each teacher to have a specific role e.g. new arrivals, asylum seekers
<b>Funding:</b>	Keep back some of the money to be devolved Save money by remaining on teachers terms and conditions and not employing on Soulbury

<b>Proposed by:</b>	Individual
<b>Structure:</b>	5 'practitioners' – 1 with co-ordination responsibilities Possibly retain a small BTA service
<b>Role/Function/Benefits:</b>	None provided
<b>Funding:</b>	Small amount from schools' budgets Part of 'Swansea SLA' Do not delegate

<b>Proposed by:</b>	Union
<b>Structure:</b>	6 Specialist Teachers
<b>Role/Function/Benefits:</b>	None provided
<b>Funding:</b>	Central Service costed at £400K – devolve less of the money

<b>Proposed by:</b>	Union -2
<b>Structure:</b>	Retain BTAs
<b>Role/Function/Benefits:</b>	None provided
<b>Funding:</b>	Set-up SLAs with schools Recharge other Swansea Council departments for interpreting and translating Sell translation services to other organisations outside of the Local Authority e.g. Police, NHS etc.



### Section 3

#### SUMMARY OF PROPOSALS FOR ALTERNATIVE MODELS

The majority of wider stakeholders wanted the central service to remain as it is. There was a focus on bilingual support and the need for interpreting and translating services to remain, in particular. However, very few respondents made any suggestions of how such a service could be funded in the future.

Within the EMAU staff consultation there were a number of different options/proposals presented (see Section 2 above). These varied extensively from a service composed of just BTAs to a service composed of a small number of specialist teachers – mainly 5/6 with cluster working arrangements. There were also a number of variations of the current central service model with BTAs and specialist teachers involved. Whilst the models would cost varying amounts they exceeded the £210K for the central team in the original proposal. Suggestions for funding were to: not devolve as much funding to schools; top slice off of school budgets; have an SLA; generate income by providing interpreting and translating services outside of education.

Head teacher respondents specified: one post to remain centrally; devolving of funding to schools via EAL numbers not a formula; adequate/increased funding to allow them to employ BTAs/TAs; the need for bilingual support and interpreting and translating services.

The Poverty and Prevention, Partnership and Commissioning Team made specific proposals with regard to the staffing of the VPRS and VCRS supported families and children based on a model of direct pupil support. This does not align with Welsh Policy regarding ethnic minority achievement services which suggest a capacity building model aimed at developing whole school approaches within a sustainable funding context.

## Section 4

### KEY THEMES

There are a number of themes that strand through comments made across the different groups of respondents in both consultations. These are listed below:

#### Key Themes

1. The support is invaluable/the service should stay as it is and should not be cut/support is specialist
2. There will be a negative impact on the progression/attainment/achievement of EAL learners
3. There will be increased workload for class teachers/school staff
4. BTA support is particularly valued for beginners in English/new arrivals/home school links
5. There is a significant need for interpreting and translating services
6. There will be an impact on the achievements/attainment of all pupils
7. Equality of access to the curriculum will be impacted upon for EAL learners
8. There will be a negative impact on the inclusion of learners and families/wellbeing of EAL learners
9. Devolving of funding should be based on numbers of EAL learners
10. Schools and school staff are not ready to take this on – 3 central staff will not be enough

An analysis and professional commentary on each of the themes is given below:

#### **1. The support is invaluable/the service should stay as it is and should not be cut/support is specialist**

It was very evident that a significant number of respondents highly value the support and the service as a whole. There were many comments with regard to this with a number of respondents specifically mentioning the excellent work of individual specialist teachers and BTAs:

*'EMAU provides an essential service in school. A service which has helped many pupils who are new to the English language' (Online questionnaire)*

*'EMAU are a vital service that is needed more and more in multicultural Swansea' (Online questionnaire)*

*'The support given by the EMAU service has been crucial' (School Staff)*

In addition, a number of comments credit the specialism/specialist role of the service:

*'Providing EAL support is a specialist matter' (Other Stakeholder)*

*'They are specialists' (Online Questionnaire)*

*'Teachers have undertaken specialist EAL qualifications' (EMAU Staff)*

However, in contrast, within the head teacher responses there was a view that class teachers were already skilled in the area of teaching learners with EAL:

*The teachers in my school are highly skilled at teaching pupils with additional language needs..... There is a wealth of experience in Swansea schools already (Head teachers)*

Many respondents, across different groups, felt that the service should remain as it is. They deemed the proposed change to the model of service delivery as a 'cut' or closing down of the service rather than a different way of providing support for EAL learners by devolving/passing the funding to schools. There was minimal acknowledgement of the information provided in the consultation document that stated that the service in its current format is not meeting demand and that any future model needs to be considered in the context of reducing funding from the Welsh Government:

*I do not agree to closing down EMAU (Parent/Carer)*

*A service that is oversubscribed cannot be cut (Online Questionnaire)*

*I would suggest the centralised EMAU service be bigger (Online Questionnaire)*

*Keep the service (Pupil Voice Forum)*

*It is absolutely essential to maintain a proper team that is supported by the LA... and fully funded (Online Questionnaire)*

*I think it is totally wrong to make these changes to a service that is in great demand. The work that is done in school is tremendous.... (Online Questionnaire)*

In addition, whilst many respondents did not want the service to be 'cut' or wanted the current central service to remain (as above) they did not make suggestions as to how the service could be funded in the future, given that monies from the Welsh Government are predicted to decrease or potentially cease. There was general concern about the cuts and decreasing funding stranding through responses with some implications that the local authority should ensure services are funded. The main suggestions for ongoing funding for a central service came from EMAU staff consultation responses suggesting that money could be top-sliced from school budgets or a service level agreement (SLA) could be set-up. However, no head teacher or school put forward these suggestions with the preference from the head teachers being to have the devolved funding albeit a greater amount.

It was also suggested in the EMAU staff consultation responses that interpreting and translating services could be provided for other council departments and other bodies outside of the local authority to generate an income stream. However, this is currently not feasible as the authority already has a partnership agreement with WITS (Welsh Interpretation and Translating Service) for provision of these services.

## **2. There will be a negative impact on the progression/ attainment/ achievement of EAL learners**

Many respondents, across different groups, stated that not having a central service providing support would have a negative impact on the attainment and achievement of EAL learners:

*The cuts will have a detrimental effect on the achievement of EAL learners (Online Questionnaire)*

*The proposal will have a detrimental effect on EAL achievement (EMAU Staff)*

However, within the head teacher responses it was made clear that ensuring the progress/attainment/achievement of EAL learners is specifically the responsibility of schools and that this is currently being done 'highly effectively' as it is the basis of ERW/Estyn inspections:

*'The achievement of learners is already the responsibility of schools. Schools have never defaulted this to an outside agency....'* (Head teachers)

Additionally there is lack of evidence, when considering the impact on EAL learner achievement/attainment, that any specific type of support model is more beneficial than any other. For example, there is no specific evidence that a central service is more beneficial than devolved funding models:

*As the 'MEAG' grant has reduced outcomes of EAL learners have increased (Head teachers).*

This point is further corroborated by the local authority attainment data which shows that as EMAU staffing allocations to schools have reduced by around 45% over the last four years there has not been an overall, detrimental impact on attainment. The slight fluctuations are likely to be cohort issues linked to the factors listed further below.

### **Summary of results for EAL pupils**

Key stage	Year	non-EAL	EAL	Gap
FP (FPI)	2017	85.9	85.0	-0.9
FP (FPI)	2016	85.3	85.2	-0.1
FP (FPI)	2015	86.5	85.2	-1.3
KS2 (CSI)	2017	89.7	91.9	2.2
KS2 (CSI)	2016	87.8	91.5	3.7

KS2 (CSI)	2015	89.0	91.8	2.8
KS3 (CSI)	2017	88.8	89.1	0.3
KS3 (CSI)	2016	87.2	85.6	-1.6
KS3 (CSI)	2015	83.9	82.4	-1.5
KS4 (L2+)	2017	58.8	62.8	4.0
KS4 (L2+)	2016	66.2	67.9	1.7
KS4 (L2+)	2015	64.1	73.3	9.2

Whilst it could be argued that more specific targeting of learners 'on the cusp' by the service may have mitigated against the reductions in staffing, many EAL learners in the target group do not get significant amounts of weekly support (see 3 below).

Research such as: English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database (Professor Steve Strand, Dr Lars Malmberg, Dr James Hall University of Oxford Department of Education 29th January 2015), recognises the heterogeneous nature of the EAL group, but specifies that a number of factors impact on the attainment of EAL learners. Detailed analyses of the 2013 KS2 and KS4 results in England were undertaken in order to identify background variables associated with increased risk of low attainment among EAL students. The key factors identified were: *Identified SEN; international arrival during the key stage; pupil mobility; ethnic group; entitlement to FSM; neighbourhood deprivation; region; age; gender.*

Attainment data gathered as part of an ERW minority ethnic achievement working group also demonstrated that attainment across the ERW local authorities is comparable even though different support models are in operation from more direct pupil based support through to devolving of money to schools with no central staff.

In addition, in September 2015 Cardiff Council delegated the majority of its EMTAS posts to schools retaining only a significantly reduced central team with a school improvement remit and small team for new arrivals. As the extracts from: Cabinet 18 Jan 2018 Performance of Cardiff Schools below demonstrate since the change in model, improved attainment for EAL learners has been seen:

*2.20 There were improvements in the performance of pupils with English as an Additional Language (EAL) in 2017 (87.75%). This compares to 88.47% of all pupils in Cardiff. Overall, EAL attainment has improved by 5.82ppts since 2014. (Foundation Phase)*

*3.19 The proportion of pupils with English as an Additional language achieving the Core Subject Indicator at the end of Key Stage 2 is 88.17%. This compares with 89.38% of all pupils in Cardiff. Overall, EAL attainment has improved by 4.47ppts since 2014.*

#### 4.21 Performance of pupils with EAL has increased by 7.67ppt since 2014 (Key Stage 3 CSI)

Similarly, the Welsh Government 'Evaluation report on capacity building approaches to support the delivery of English as an additional language in Wales' September 2015 notes that: *In England the Ethnic Minority Achievement Grant was ended in 2011 and the money went into a Dedicated Schools Grant, which meant it was not ring-fenced to provide support to pupils with EAL needs. A year later a report from the NASUWT identified significant decreases in levels of support from specialist minority ethnic achievement services and English as an additional language support services at the local authority level and within schools. However, EAL learner achievement levels at Key Stages 1, 2 and 4 have continued to improve despite these changes.*

However, it is also acknowledged that in the Cardiff model there has been retention of specialism in schools as central staff were delegated in the first instance. In addition, research by the Education Policy Institute (February 2018) recognises that *'The current good GCSE results observed on average for EAL pupils must be interpreted in the light of the fact that recent GCSE cohorts underwent primary education during the era in which the Ethnic Minority Achievement Grant (EMAG) provided local authorities with ringfenced funds'*.

As originally stipulated in the proposed model, there will be a need to continue to monitor attainment of minority ethnic and EAL learners at local authority level to ensure there are no negative impacts of changes to the model or continued reductions in funding. However, as previously stipulated, the responsibility to ensure the achievement and attainment of EAL learners, through appropriate provision, ultimately lies with individual schools. If individual schools perceive that specialist support has impacted positively on attainment of its own EAL learners, then, should funds be devolved to schools, it would be incumbent upon those schools to ensure that the necessary specialist support continues.

### **3. There will be increased workload for class teachers/school staff**

A number of respondents referred to concern over increased workload for class teachers and school staff. This was the most significant concern stated in the EMAU staff consultation. Some respondents commented that class teachers would struggle to provide for individual EAL learner needs:

*EAL learners will be clearly disadvantaged in their learning, due to not having the support they need. This will furthermore put additional strains and pressures on class teachers to meet the needs of all pupils. (EMAU Staff Consultation)*

*Class teachers can't cater for the needs of beginner learners in class/give them the time they need. (School Staff)*

*Schools will be under too much pressure with the added responsibility. (Parents)*

However, workload of class teachers was not highlighted as an issue by head teachers:

*Schools manage extremely well when EMAU staff are not in their classrooms*

*The teachers in my school are highly skilled in teaching EAL pupils.....*

Allocations of EMAU support to schools and hence pupils have already dropped significantly over the last four years - by 45%. During the last two years, to mitigate against reductions in specialist teachers, 43 (62%) out of the 69 supported schools now only receive blocks of specialist teacher support rather than weekly support. Referred EAL learners are 'RAYG' rated in order to prioritise support. 'Red' learners are those 'on the cusp' of attaining expected outcomes at the end of the key stage and 'amber' learners are those who are at more general risk of underachievement, mainly earlier stages of EAL acquisition. The 'red' and 'amber' pupils form the 'targeted' learners. Out of the 1,475 'targeted' red and amber learners around 440 learners (30%) are in schools with no weekly teacher support. In addition, specialist teachers in schools with weekly allocations, in the majority of cases do not have capacity to support all of the 'targeted' learners on a weekly basis. In general, only red learners in the 26 schools with weekly teacher allocations will get direct weekly support. Even then this will only be for a minimal amount of the school week. The available specialist teacher allocation/pupil contact time per week when divided amongst the targeted pupils averages out at 13 minutes per week. Some 'targeted' EAL learners are also in receipt of BTA support, although many are not and again this will be for a small amount of time in the week – around one and a half hours (see 4 below).

Overall, during any given week, only a minimal percentage of EAL learners will be getting any direct support and for those learners this will only be for a small portion of their time in school. Therefore for the majority of the school week class teachers and schools are already solely responsible for providing for these learners. In the original proposal, funding was to be devolved to schools. Whilst some issues have been highlighted with this (see 9 below), the intention was that schools with larger EAL populations could employ additional staffing for any direct pupil support, ideally current EMAU staff, mitigating against some of the loss of central staff.

#### **4. BTA support is particularly valued for beginners in English/new arrivals/home school links**

There was significant support and value, across the groups of respondents, placed on the role of the BTAs for supporting new arrivals and beginners in English, in particular. In addition, the role played in home-school links was seen as key (see 5 below).

*One pupil said that they had moved to Swansea from Iraq and had relied on the EMAU support provided by his Arabic teaching assistant. (Pupil Voice Forum)*

*It is the BTA support we need.... (head teachers)*

*Having BTAs in our school makes a huge difference... (Parents)*

*I feel the considerable benefit the BTAs have in the school environment for all learners attainment has been overlooked (EMAU Staff)*

Whilst the value placed on this role for beginners in English is in no doubt, the inequity that currently exists in terms of provision of bilingual support cannot be overlooked. The importance of this support for pupils, parents and class teachers that is indicated in the responses is almost of concern when the amount of time learners have this support for in a week and for learners and families who do not get access to this support is considered:

*We want more bilingual teachers, one-to-one teacher once a week is not enough (Parents/Carers)*

*It would be great if it (bilingual support) is in Tamil. (Parents/Carers)*

*Small daily problems – they (children) need help and support and have to wait as the bilingual teacher comes once a week*

The sustainability and equity of bilingual support models therefore needs to be questioned. The demand for bilingual support will never be met for all EAL learners whether this be at central service or school level. Demand changes and diversifies over time and the number of languages is too broad. The parents quoted above also feel that although their children have bilingual support the amount of support is not enough. 289 EAL learners are currently supported bilingually in 10 languages (March 2018). A further 375 EAL learners fit the criteria used for allocating bilingual support. This equates to over 56% of pupils who fit the criteria not having access to this support. Of these pupils 328 are stage A – beginners in English. Overall, stage A learners in total have 50 home languages other than English or Welsh. Only 20% of these languages are currently being supported. As with specialist teachers the amount of bilingual support over the course of the week that the central service can offer for pupils that have this support is a minimal amount of the time that a pupil is in school. Therefore the onus is very much on the school and class teacher to provide for these learners for most of the week. As recognised in the Welsh Government 'Evaluation report on capacity building approaches to support the delivery of English as an additional language in Wales' September 2015:

*'the increasing numbers and range of needs make it unrealistic to expect to be able to offer everyone a bi-lingual teaching assistant, so schools have to develop the capacity to meet the needs themselves.'*

In essence, broader strategies need to be developed alongside bilingual support. In addition, the focus on early stages and bilingual support detracts away from learners at higher stages of acquisition who need support to further develop literacy skills and academic English. Additionally, whilst usage and valuing of home languages in the school environment must be advocated, there is no specific evidence that bilingual support speeds up acquisition of English. For example, when looking at the services own model of anticipated progress in EAL acquisition for 2016-17 data, 64% of stage A and B learners with bilingual support made the expected progress whilst 66% of stage A and B learners without bilingual support



also made the anticipated progress. As a learner in the pupil voice forum who had received support in reception and year 1 from a bilingual TA commented, *“I would have still got there without the TA”*.

## **5. There is a significant need for interpreting and translating services**

The need for interpreting and translating services was widely acknowledged across a number of respondents from many groups:

*Our language abilities in English are limited and hence we need the language support. This allows us to communicate better with the teachers (Parents/Carers)*

*There needs to be interpreting for parents between the teachers and parents (Parents/Carers)*

*My parents need translation (Online Questionnaire CYP)*

*A crucial role of the BTAs is to translate and interpret not only for the pupils but also for school staff, parents and outside agencies. (EMAU Staff Consultation)*

*The need for interpreters is greater than ever (Head teachers)*

The number of requests that the service processes can back up the need for interpreting and translating services for parents/carers. Currently, this academic year 387 requests have been processed with 124 of these being for multiple pupils/families. However, requests are predominantly for the languages that the service provides. 18 requests in 10 different languages have been processed for languages over and above those provided by the service. Therefore it could be assumed that parents/carers of other languages with minimal skills in English have their own independent strategies for understanding/accessing school information, schools have their own strategies in place or conversely the needs of many parents/carers are not being adequately met.

## **6. There will be an impact on the achievement/attainment of all pupils**

Refer to the information contained in points 1, 2 and 3. In summary: ensuring the achievement and attainment of all pupils, as stated by head teachers, is the responsibility of class teachers and schools. The amount of support given to individual teachers and EAL learners currently from the central service could be deemed as negligible when the whole picture is taken into account.

In addition, the research, English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database (Professor Steve Strand, Dr Lars Malmberg, Dr James Hall University of Oxford Department of Education 29th January 2015) comments that;  
*‘In the current study we found that the percentage of EAL students in the school had minimal association with student attainment or progress when controls for student background were included. If anything, FLE (first language English) students had marginally higher attainment and made marginally more progress in*

*high % EAL schools than in low % EAL schools, net of all other factors. Thus this analysis gives no evidence that FLE students suffer from attending a school with a high % EAL students.'*

**7. Equality of access to the curriculum will be impacted upon for EAL learners**

**8. There will be a negative impact on the inclusion of learners and families/wellbeing of EAL learners**

A number of respondents referred to potential issues around access to the curriculum/inclusion/wellbeing.

*The BTAs often attend to the emotional needs of pupils.. (Online Questionnaire)*

*The support given by the EMAU service has been crucial – both by ensuring the involvement and inclusion of parents and children .....(School Staff)*

*The children will be at a disadvantage and many won't be able to access a full curriculum in school without support. (Parents/Carers)*

(See 3 and 4 above) Many learners do not have direct support and where there is support this is only for a small amount of time in the week. Wellbeing and inclusion were often linked to access to bilingual support and interpreting and translating services. The reliance and value placed on this by respondents in all groups, particularly parents and pupils who have access to this support was overwhelming. A sense of potential isolation could be felt in a number of the responses – *85% are worried they cannot communicate with schools* (other stakeholder). However, this brings into question what is in place/inclusion for the many learners who do not have bilingual support and many families do not have regular/easy access to interpreting. As discussed in 4 above, sustainability of bilingual support staff models and covering the needs of all is near impossible. Therefore, wider strategies and capacity needs to be built into the whole system. The responsibility already mainly lies with the school and class teachers to ensure access to the curriculum, inclusion and to have appropriate strategies for communicating with parents/carers when central staff are not available.

As one head teacher commented: *'schools are already inclusive organisations'*

**9. Devolving of funding should be based on numbers of EAL learners**

Where respondents supported the devolving of funding to schools the consistent opinion was that devolving should be based on EAL learner numbers i.e. not via a needs based formula or based on minority ethnic pupil numbers. There was no support for devolving £500 to each school. Head teachers felt that the devolved funding per school in the proposal was not enough to employ BTAs or TAs to equivocal levels of current support provided by the central service:

*I strongly disagree with the proposal of giving £500 to schools with no EAL learners (Online Questionnaire)*

*Devolve to schools but not with a formula – simply based on amount of EAL learners (Online Questionnaire)*

*The devolved funding is inadequate ..... The funding will be inadequate to provide any type of meaningful provision (Head teacher)*

Whilst there are advantages of devolving of funding to schools based on numbers i.e. stages of EAL are more likely to be accurately assessed there are some disadvantages. Funding can end up being weighted towards schools with high numbers of near fluent EAL learners. It also does not allow any weighting for EAL learners who are late-comers into upper key stages for whom the challenge to attain expected outcomes is greater.

#### **10. Schools and school staff are not ready to take this on – 3 central staff will not be enough**

A number of respondents commented that schools/teachers were not equipped to take this on and therefore more staff would be needed centrally:

*Schools are able to take direction, but not necessarily initiate best practice nor see the bigger picture (EMAU Staff)*

*Schools are far from ready to meet the needs of their EAL learners (Online Questionnaire)*

*The proposal for the advisory service option is too small and can't possibly compensate for the sterling work of the teachers (Online Questionnaire)*

*It was felt that more work would need to be done in schools where EMAU staff are based to support teachers to provide the support. (Pupil Voice Forum)*

*It will take time to ensure that classroom teachers are trained to meet additional expectations in relation to EAL students. (Other Stakeholder)*

In a sense the reliance on bilingual support mentioned by many parents/carers in order for their children to understand the teacher would imply that there are not enough other relevant strategies in place within classrooms when bilingual support is not available. This was echoed by one online respondent: *What I see now in schools is the pupils who have lost the bilingual support are left to do colouring because they can't understand and can't do the classwork.*

In the current academic year 100 training sessions and 129 formal capacity building projects with individual class teachers have been planned. 100% of class teachers receiving capacity building activity up to the end of the spring term rated that they had improved their knowledge, confidence and skills in relation to teaching EAL learners.

Head teachers also commented:

*I do not need to send my teachers on courses, they are skilled and experienced and in the event of needing further professional development there is a wealth of experience within Swansea schools already ....*

*The teachers in my school are highly skilled at teaching EAL pupils.....*

*Schools manage extremely well when EMAU staff are not in their classrooms...*

*There is a wealth of experience in Swansea where we can look for school-to-school support.....*

## Section 6

### CONSULTATION CONCLUSIONS

- The original model that was proposed needs to be amended with a range of options considered to reflect the differing views evidenced in the consultation
- Minority ethnic and EAL learner attainment needs to continue to be monitored at local authority level to ensure there is no future detrimental impact
- Access to bilingual support for learners needs to be factored in, along with developing a wider range of strategies to build capacity within the system such as the use of volunteers/parents and implementing the Young Interpreter Scheme
- Interpreting and translating services for parents/carers needs to be available. Wider strategies for communicating with parents/carers need to be built up such as more linkage with communities themselves. Work needs to be done with WITS to build the number of more locally based interpreters in order to make these services more cost-effective
- Capacity does need to continue to be built and best practice shared within the current school improvement mechanisms, as per the original proposal
- The formula for devolving any funds to schools needs to be altered to be based on EAL learner numbers, although the assessing of stages of EAL for PLASC will still require moderation as recommended by the Welsh Government
- Any devolving of funding to schools needs to try to ensure that adequate monies are made available to schools with larger numbers of EAL learners in order that they have the potential to employ current EMAU staff. Thereby reducing the numbers of potential redundancies, retaining the specialism and ensuring minority ethnic role models in schools
- The future model needs to be transitional and sustainable in the context of reducing funding in order to meet with the terms and conditions of the funding that Welsh Government has put forward this year

## Section 7

### DEVOLVING OF FUNDING TO SCHOOLS

The overall amounts to be devolved are linked to the estimated costings of the proposed options contained in the main report and are based on numbers of pupils with EAL, as was the preference from the consultation responses, not by a points based formula.

Option 1	£210K
Option 2	£390K
Option 3	£420K

It is suggested that further discussion about how funds could be devolved for each option is considered following the decision of Cabinet.

#### Option 1

Funding devolved to all schools based on numbers of EAL learners, stages A – D from reception to year 11. Schools missing from the list below currently do not have any EAL learners in reception to year 11 at stages A – D.

School	Stages A-D (Rec- Y11)	£210,000.00
Birchgrove Primary	25	£1,744.19
Bishopston Primary	2	£139.53
Blaenymaes Primary	40	£2,790.70
Brynhyfyd Primary	25	£1,744.19
Brynmill Primary	118	£8,232.56
Burlais Primary	45	£3,139.53
Cadle Primary	68	£4,744.19
Casllwchwr Primary	2	£139.53
Christchurch Ch. in Wales	52	£3,627.91
Cila Primary	8	£558.14
Clase Primary	17	£1,186.05
Clwyd Community Primary	41	£2,860.47
Clydach Primary	7	£488.37
Craigfelen Primary	8	£558.14
Cwm Glas Primary	13	£906.98
Cwmrhydyceirw Primary	28	£1,953.49
Danygraig Primary	54	£3,767.44
Dunvant Primary	19	£1,325.58
Gendros Primary	15	£1,046.51
Glais Primary	1	£69.77
Glyncollen Primary	25	£1,744.19

Gors Community Primary	92	<b>£6,418.60</b>
Gorseinon Primary	12	<b>£837.21</b>
Gowerton Primary	24	<b>£1,674.42</b>
Grange Primary	11	<b>£767.44</b>
Gwrosydd Primary	35	<b>£2,441.86</b>
Hafod Primary	90	<b>£6,279.07</b>
Hendrefoilan Primary	29	<b>£2,023.26</b>
Knelston Primary	4	<b>£279.07</b>
Llangyfelach Primary	1	<b>£69.77</b>
Mayals Primary	16	<b>£1,116.28</b>
Morrison Primary	26	<b>£1,813.95</b>
Oystermouth Primary	9	<b>£627.91</b>
Parkland Primary	98	<b>£6,837.21</b>
Penclawdd Primary	8	<b>£558.14</b>
Pengelli Primary	1	<b>£69.77</b>
Penllergaer Primary	14	<b>£976.74</b>
Pentrechwyth Primary	17	<b>£1,186.05</b>
Pentre'r Graig Primary	31	<b>£2,162.79</b>
Penyrheol Primary	10	<b>£697.67</b>
Plasmarl Primary	20	<b>£1,395.35</b>
Pontarddulais Primary	16	<b>£1,116.28</b>
Pontlliw Primary	2	<b>£139.53</b>
Portmead Primary	19	<b>£1,325.58</b>
Sea View Community Primary	48	<b>£3,348.84</b>
Sketty Primary	27	<b>£1,883.72</b>
St.David's R.C. Primary	50	<b>£3,488.37</b>
St.Helen's Primary	169	<b>£11,790.70</b>
St.Illtyd's R.C. Primary	10	<b>£697.67</b>
St. Joseph's Cathedral Primary	206	<b>£14,372.09</b>
St Josephs RC	42	<b>£2,930.23</b>
St.Thomas' Primary	59	<b>£4,116.28</b>
Talycopa Primary	11	<b>£767.44</b>
Terrace Road Primary	116	<b>£8,093.02</b>
Townhill Community Primary	44	<b>£3,069.77</b>
Trallwn Primary	20	<b>£1,395.35</b>
Waun Wen Primary	73	<b>£5,093.02</b>
Waunarwydd Primary	4	<b>£279.07</b>
Whitestone Primary	11	<b>£767.44</b>
Ynystawe Primary	8	<b>£558.14</b>
YGG Y Login Fach	2	<b>£139.53</b>
Birchgrove Comp	10	<b>£697.67</b>

Bishop Gore Comp	207	<b>£14,441.86</b>
Bishop Vaughan Comp	175	<b>£12,209.30</b>
Bishopston Comp	22	<b>£1,534.88</b>
Cefn Hengoed Community	32	<b>£2,232.56</b>
Dylan Thomas Comp	50	<b>£3,488.37</b>
Gowerton Comp	39	<b>£2,720.93</b>
Morrison Comp	25	<b>£1,744.19</b>
Olchfa Comp	201	<b>£14,023.26</b>
Pentrehafod Comp	125	<b>£8,720.93</b>
Penyrheol Comp	13	<b>£906.98</b>
Pontarddulais Comp	13	<b>£906.98</b>
<b>Total Points</b>	<b>3010</b>	<b>£210,000.00</b>

## Option 2

Funding devolved to schools with 50 or more EAL learners, stages A – D, nursery to year 11.

	<b>Total Points</b>	<b>Funding allocation</b>
<b>Primary School</b>	<b>Including N excluding Post 16</b>	<b>£390,000.00</b>
Blaenymaes Primary	49	<b>£7,708.75</b>
Brynmill Primary	134	<b>£21,081.08</b>
Burlais Primary	53	<b>£8,338.04</b>
Cadle Primary	80	<b>£12,585.72</b>
Christchurch Primary	57	<b>£8,967.33</b>
Clwyd Primary	53	<b>£8,338.04</b>
Danygraig Primary	63	<b>£9,911.25</b>
Gors Primary	105	<b>£16,518.76</b>
Hafod Primary	103	<b>£16,204.11</b>
Parkland Primary	122	<b>£19,193.22</b>
Seaview Primary	59	<b>£9,281.97</b>
St Davids Primary	53	<b>£8,338.04</b>
St Helens Primary	202	<b>£31,778.94</b>
St Josephs Cathedral Primary	237	<b>£37,285.20</b>
St Thomas Primary	70	<b>£11,012.51</b>



Terrace Road Primary	145	<b>£22,811.62</b>
Townhill Primary	53	<b>£8,338.04</b>
Waun Wen Primary	83	<b>£13,057.68</b>
Bishop Gore Comp School	207	<b>£32,565.55</b>
Bishop Vaughan Comprehensive	175	<b>£27,531.26</b>
Dylan Thomas Comp School	50	<b>£7,866.08</b>
Olchfa Comprehensive	201	<b>£31,621.62</b>
Pentrehafod Comp	125	<b>£19,665.19</b>
<b>Total Points</b>	<b>2479</b>	<b>£390,000.00</b>

### Option 3

Funding devolved to all schools based on numbers of EAL learners, stages A – D reception to year 11

<b>School</b>	<b>Stages A-D (Rec- Y11)</b>	<b>£420,000.00</b>
Birchgrove Primary	25	<b>£3,488.37</b>
Bishopston Primary	2	<b>£279.07</b>
Blaenymaes Primary	40	<b>£5,581.40</b>
Brynhyfryd Primary	25	<b>£3,488.37</b>
Brynmill Primary	118	<b>£16,465.12</b>
Burlais Primary	45	<b>£6,279.07</b>
Cadle Primary	68	<b>£9,488.37</b>
Casllwchwr Primary	2	<b>£279.07</b>
Christchurch Ch. in Wales	52	<b>£7,255.81</b>
Cila Primary	8	<b>£1,116.28</b>
Clase Primary	17	<b>£2,372.09</b>
Clwyd Community Primary	41	<b>£5,720.93</b>
Clydach Primary	7	<b>£976.74</b>
Craigfelen Primary	8	<b>£1,116.28</b>
Cwm Glas Primary	13	<b>£1,813.95</b>
Cwmrhydyceirw Primary	28	<b>£3,906.98</b>
Danygraig Primary	54	<b>£7,534.88</b>
Dunvant Primary	19	<b>£2,651.16</b>
Gendros Primary	15	<b>£2,093.02</b>
Glais Primary	1	<b>£139.53</b>
Glyncollen Primary	25	<b>£3,488.37</b>

Gors Community Primary	92	<b>£12,837.21</b>
Gorseinon Primary	12	<b>£1,674.42</b>
Gowerton Primary	24	<b>£3,348.84</b>
Grange Primary	11	<b>£1,534.88</b>
Gwrosydd Primary	35	<b>£4,883.72</b>
Hafod Primary	90	<b>£12,558.14</b>
Hendrefoilan Primary	29	<b>£4,046.51</b>
Knelston Primary	4	<b>£558.14</b>
Llangyfelach Primary	1	<b>£139.53</b>
Mayals Primary	16	<b>£2,232.56</b>
Morrison Primary	26	<b>£3,627.91</b>
Oystermouth Primary	9	<b>£1,255.81</b>
Parkland Primary	98	<b>£13,674.42</b>
Penclawdd Primary	8	<b>£1,116.28</b>
Pengelli Primary	1	<b>£139.53</b>
Penllergaer Primary	14	<b>£1,953.49</b>
Pentrechwyth Primary	17	<b>£2,372.09</b>
Pentre'r Graig Primary	31	<b>£4,325.58</b>
Penyrheol Primary	10	<b>£1,395.35</b>
Plasmarl Primary	20	<b>£2,790.70</b>
Pontarddulais Primary	16	<b>£2,232.56</b>
Pontlliw Primary	2	<b>£279.07</b>
Portmead Primary	19	<b>£2,651.16</b>
Sea View Community Primary	48	<b>£6,697.67</b>
Sketty Primary	27	<b>£3,767.44</b>
St.David's R.C. Primary	50	<b>£6,976.74</b>
St.Helen's Primary	169	<b>£23,581.40</b>
St.Illtyd's R.C. Primary	10	<b>£1,395.35</b>
St. Joseph's Cathedral Primary	206	<b>£28,744.19</b>
St Josephs RC	42	<b>£5,860.47</b>
St.Thomas' Primary	59	<b>£8,232.56</b>
Talycopa Primary	11	<b>£1,534.88</b>
Terrace Road Primary	116	<b>£16,186.05</b>
Townhill Community Primary	44	<b>£6,139.53</b>
Trallwn Primary	20	<b>£2,790.70</b>
Waun Wen Primary	73	<b>£10,186.05</b>
Wanarwydd Primary	4	<b>£558.14</b>
Whitestone Primary	11	<b>£1,534.88</b>
Ynystawe Primary	8	<b>£1,116.28</b>
YGG Y Login Fach	2	<b>£279.07</b>
Birchgrove Comp	10	<b>£1,395.35</b>

Bishop Gore Comp	207	<b>£28,883.72</b>
Bishop Vaughan Comp	175	<b>£24,418.60</b>
Bishopston Comp	22	<b>£3,069.77</b>
Cefn Hengoed Community	32	<b>£4,465.12</b>
Dylan Thomas Comp	50	<b>£6,976.74</b>
Gowerton Comp	39	<b>£5,441.86</b>
Morrison Comp	25	<b>£3,488.37</b>
Olchfa Comp	201	<b>£28,046.51</b>
Pentrehafod Comp	125	<b>£17,441.86</b>
Penyrheol Comp	13	<b>£1,813.95</b>
Pontarddulais Comp	13	<b>£1,813.95</b>
<b>Total Points</b>	<b>3010</b>	<b>£420,000.00</b>

## Draft Equality Impact Assessment (EIA) Report

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to equality.

Please refer to the 'EIA Report Form Guidance' while completing this form. If you need further support please contact [acesstoservices@swansea.gov.uk](mailto:acesstoservices@swansea.gov.uk).

Where do you work?
Service Area: Education
Directorate: People

**(a) This EIA is being completed for a:**

Service/ Function	Policy/ Procedure	Project	Strategy	Plan	Proposal
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**(b) Please name and describe here:**

Ethnic Minority Achievement Unit (EMAU)

EMAU has operated as a central local authority service for many years with the purpose of raising standards and tackling the risk of underachievement for learners from ethnic minority backgrounds, in particular those learning English as an additional language (EAL).

The EMAU service users and stakeholders (May 2018) are:

- approximately 1,475 'targeted' EAL learners, aged 3-16 years (Referred EAL learners are Red, Amber, Yellow, Green ('RAYG') rated in order to prioritise support. 'Red' learners are those 'on the cusp' of attaining expected outcomes at the end of their respective key stage and 'amber' learners are those who are at more general risk of underachievement, mainly earlier stages of EAL acquisition. The 'red' and 'amber' pupils form the 'targeted' learners). A further 830 'yellow' EAL learners are 'monitored' in conjunction with schools
- 69 schools
- parents and carers from ethnic minority backgrounds who are not fluent in English or Welsh and
- other education professionals including education welfare officers (EWOs) and educational psychologists (EPs) working with learners, parents and carers who are not fluent in English or Welsh.

Demand on EMAU has generally grown year-on-year against a backdrop of reducing funding. PLASC (Pupil Level Annual School Census) January 2018 identified 12.1% (4290 learners) of the Swansea school population as having EAL with over 140 languages and dialects spoken. This is a slight increase (0.3%) on 2017 PLASC. 14.8% of the Swansea school population are from a minority ethnic background. Referral numbers remain high with 491 new referrals in 2016/17 academic year. There have been 393 referrals to date this academic year.

The current EMAU delivery model in the context of increased and diversifying demand, diminishing EMAU staffing levels and continuation of reductions in funding is no longer sustainable and necessitates significant transformation.

## Post-consultation Update

It was proposed to reduce the central team of specialist teachers and bilingual teaching assistants to a small advisory service with remaining funding being devolved to schools on a formula basis. The proposed model of service delivery was designed to improve the capacity of all schools in the local authority to independently meet the needs of minority ethnic learners especially those with English as an additional language (EAL). The devolving of funding would allow schools more flexibility to establish their own provision and build the capacity of their staff team.

Following the formal consultation process between March 2018 and May 2018 there was significant opposition to the proposed model. Three further options have now been suggested:

1. *Retain the central service until 31 March 2019, devolving any savings to all schools*
2. *Reduce the central service with some Bilingual Teaching Assistant (BTA) support for new arrivals and schools with low numbers of minority ethnic learners. The remaining funds would be devolved to schools with larger numbers of EAL learners using a formula based on EAL learner numbers.*
3. *Devolve nearly all funding to all schools by formula retaining only one school improvement performance specialist with responsibility for monitoring minority ethnic achievement and providing capacity building support*

The recommended option to Corporate Briefing and Cabinet is option 2.

**(c) The initial proposal for consultation was initially screened for relevance to Equality and Diversity in February 2018. The recommended option 2 is the subject of this amended EIA.**

**(d) It was found to be relevant to...**

Children/young people (0-18) .....	<input checked="" type="checkbox"/>	Sexual orientation .....	<input type="checkbox"/>
Older people (50+).....	<input checked="" type="checkbox"/>	Gender reassignment .....	<input type="checkbox"/>
Any other age group .....	<input checked="" type="checkbox"/>	Welsh language .....	<input checked="" type="checkbox"/>
Disability .....	<input checked="" type="checkbox"/>	Poverty/social exclusion.....	<input checked="" type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input checked="" type="checkbox"/>
Asylum seekers .....	<input checked="" type="checkbox"/>	Community cohesion .....	<input checked="" type="checkbox"/>
Gypsies & Travellers.....	<input checked="" type="checkbox"/>	Marriage & civil partnership .....	<input type="checkbox"/>
Religion or (non-)belief .....	<input checked="" type="checkbox"/>	Pregnancy and maternity.....	<input type="checkbox"/>
Sex.....	<input checked="" type="checkbox"/>		

**(e) Lead Officer**

**Name:** Pam Cole

**Job title:** Head of EMAU

**Date:** 06 March 2018

**(f) Approved by Head of Service**

**Name:** Mark Sheridan

**Date:** 06 March 2018

Amended on 25 June 2018 following the formal consultation

## Section 1 – Aims (See guidance):

Briefly describe the aims of the initiative:

**What are the aims?**

### Section 1 - Aims:

The overall aim of the change to service delivery was to encourage all schools to audit provision for minority ethnic and more specifically EAL learners and put an action plan in place. Access to support from the central advisory team would be more equitable across schools as opposed to being linked to numbers of referred EAL learners and the languages they speak. The proposed model increased the independence of schools to develop their own provision through devolved funding. The aim of the proposed future delivery model was to maintain achievement and inclusive practices for minority ethnic learners.

The recommended model following consultation will also aim to provide advice/guidance and time limited support for new arrivals in schools with lower numbers of EAL learners who do not have devolved funding. There would also be provision of interpreting and translating services for these schools.

As per the original proposal

the recommended model of service delivery would still aim to:

- Focus on school improvement and capacity building
- Monitor and evaluate attainment of EAL and minority ethnic learners at local authority level
- Promote school-to-school support and sharing of best practice within the current school improvement mechanisms
- Continue to improve the knowledge and skills of the school-based workforce to support minority ethnic learner achievement
- Continue to support schools to embrace diversity, pro-actively include minority ethnic learners and engage with their families

**Transformation of service delivery is needed due to:**

- **Continuous and on-going reductions in funding which has made the central service provision in the current format unsustainable**

In financial year 2009-2010 at its peak, combined grant and council core funding amounted to just over £2m. Since this point, there have generally been year-on-year reductions. The Welsh Government have changed funding mechanisms for financial year 2018-2019 with the indicative amount of £1.2m now confirmed. This equates to reductions of around 40% over the last nine years, with over 30% of the cuts having been in the last six years. Furthermore, there is lack of clarity about any future funding arrangements. The Welsh Government has indicated 'transitional funding' for 2019 – 2020 for all local authorities in Wales. It is undecided how this funding will be distributed but it is likely that funding for Swansea will reduce. . Potentially Welsh Government funding from 2020 onwards will cease.

- **Increasing numbers of minority ethnic/EAL learners and diversifying demand**

Demand on EMAU's services has generally grown year-on-year. The total numbers of minority ethnic learners in receipt of specialist EMAU support doubled from 1600 in the school year 2005/2006 to 3200 in 2015/2016. Termination criteria have now been introduced in an attempt to make supported pupil numbers more manageable. However, pupil numbers and referrals still remain high against the backdrop of significant reductions in staffing. Pupil Level Annual School Census (PLASC) percentages indicate year-on-year increases of around 0.8% in the numbers of minority ethnic and EAL learners. The increase from 2013 to 2017 amounts to 3.3. % for minority ethnic learners and 3.2% for EAL learners. Page 68

- **Mismatch between demand for current service provision and central resource**

There have been reductions in funding and loss of staff year-on-year for a number of years and this is highly likely to continue. At its peak, the service employed 85 staff. As of 1 September 2017, this number reduced to 43 (including 3 staff employed via the Vulnerable Persons Resettlement Programme (VPRS)). As of 1 July 2018, this number has further reduced to 36 in total as seven staff have taken VR via the enhanced redundancy package or resigned.

There is now a significant mismatch between bilingual support need and provision and inequity on a number of levels. EMAU are supporting ten home languages. Criteria for allocating bilingual support to pupils now varies considerably across languages. In addition, new referrals in 2016-17 spoke over 50 languages and PLASC (January 2018) identified over 140 languages spoken amongst pupils over and above English and/or Welsh. Therefore, only early stage English learners in some languages get support and the amount of support varies depending upon the language. Provision of the current level of interpreting and translating services is also under increased strain with difficulty in meeting demand at peak times.

Over the last three years there has been around a 40% reduction in specialist teacher time allocated out to schools. This has led to significant workload issues with increased numbers of schools per teacher and escalating teacher to pupil ratios. Since September 2016, measures have been implemented to try to mitigate against these issues. Allocations to schools have been eroded over time with at least 30 schools having specialist teacher allocations of half a day or less per week resulting in 'blocking' of support rather than weekly support. Therefore, from a pupil point of view there is inequity of access to any specialist teacher support. This situation will be further exacerbated in September 2018 due to numbers of specialist teachers that have taken VR.

Currently, the work of specialist teachers straddles two support models – direct pupil support and building capacity within the schools to take on more responsibility as EMAU staffing resource reduces. There is ongoing tension between the need to drive forward the sustainable capacity building agenda and the operation of direct learner support. Allocation of specialist teacher support to schools and a number of practices and procedures hinge around pupil numbers not around evaluating schools' provision for ethnic minority/EAL learners. The two models are now incongruous.

- **Welsh Government Proposals**

The Welsh Government has recently indicated its view that services for learners with EAL and minority ethnic learners should move to more sustainable models of service delivery and has indicated transitional funds for this transformation. The recommended option suggests a model of service delivery and levels of staffing that could sustainably support minority ethnic achievement over the medium term.

- **What outcomes do we hope to achieve?**

1. Ensure capacity continues to be built across all schools to support minority ethnic learners, particularly EAL learners, to achieve to their potential via: auditing provision; developing action plans; facilitating EAL co-ordinator networks; delivering a menu of support and training; sharing guidance documents and resources
2. Maintain the progress and achievements of minority ethnic and EAL learners
3. Shift the focus of local authority support to one of school improvement rather than pupil support
4. Embed school-to-school support and sharing of best practice with regard to minority ethnic/EAL learners
5. Support schools to continue to embrace diversity, pro-actively include minority ethnic learners and engage with their parents/carers by ensuring access to interpreting and translating services

6. Ensure an equitable distribution of service and resources
7. Create sustainability in schools, the LA and region to support minority ethnic learners.

• **How will we ensure that it works as intended?**

We will:

1. Ensure overall outcomes for minority ethnic and EAL learners are at least maintained through continuing to monitor data at local authority level. If there are any dips in overall attainment for minority ethnic and/or EAL learners more in-depth analysis will need to be undertaken. Any identified underperformance in specific schools will need challenge through the current school improvement processes with support packages put in place where necessary. If any particular groups are identified as underperforming then specific strategies to raise attainment may need to be put in place across schools.
2. Monitor progress against action plans where audits on minority ethnic and EAL provision have been undertaken. Use the outcome of any such audits as a mechanism for identification of best practice and further improvement.
3. Evaluate the effectiveness of guidance documents and resources, amending and adding where appropriate.
4. Evaluate the menu of support and central training courses to ensure appropriateness and quality, adapt where necessary.
5. Ensure best practices for minority ethnic achievement/EAL learners are identified and shared via the current school improvement mechanisms
6. Monitor attendance at EAL co-ordinator networks
7. Monitor and moderate the annual EAL Needs Survey completed by all schools for PLASC
8. Monitor spending of devolved funding in schools to ensure appropriate usage and impact on learners
9. Ensure the views of learners continue to be heard through existing mechanisms such as the pupil voice forum

**Who has responsibility?**

- Director of People
- Chief Education Officer
- Head of Vulnerable Learners
- Head of EMAU

The initiative is being developed by the Head of EMAU and Head of Vulnerable Learner Service.

**Who are the stakeholders?**

- Pupils (aged 3 -19 years) from minority ethnic backgrounds including those from settled local minority ethnic communities, asylum seekers, refugees, Roma gypsies and economic migrants from within and outside of the EU, the children of overseas students
- Parents/carers from minority ethnic backgrounds in particular those who do not speak English or Welsh
- Schools and governing bodies
- Other education professionals e.g. education welfare officers, education psychologists etc.
- People Directorate
- Cabinet and all Councillors
- Welsh Government
- Press and media
- Third sector organisations – e.g. EYST, Welsh Refugee Council, City of Sanctuary, British Red Cross
- The Big Word telephone interpreting service



- Welsh Interpretation and Translating Service (WITS)
- Supply agencies – e.g. New Directions
- Swansea University and other HE/FE establishments

## Section 2 - Information about Service Users (See guidance):

Please tick which areas you have information on, in terms of service users:

Children/young people (0-18) .....	<input checked="" type="checkbox"/>	Sexual orientation .....	<input type="checkbox"/>
Older people (50+).....	<input type="checkbox"/>	Gender reassignment .....	<input type="checkbox"/>
Any other age group .....	<input type="checkbox"/>	Welsh language .....	<input checked="" type="checkbox"/>
Disability .....	<input checked="" type="checkbox"/>	Poverty/social exclusion.....	<input type="checkbox"/>
Race (including refugees).....	<input checked="" type="checkbox"/>	Carers (including young carers).....	<input type="checkbox"/>
Asylum seekers .....	<input checked="" type="checkbox"/>	Community cohesion .....	<input type="checkbox"/>
Gypsies & Travellers.....	<input checked="" type="checkbox"/>	Marriage & civil partnership .....	<input type="checkbox"/>
Religion or (non-)belief .....	<input type="checkbox"/>	Pregnancy and maternity .....	<input type="checkbox"/>

Please provide a snapshot of the information you hold in relation to the protected groups above:

**From the Pupil Level Annual School Census (PLASC) January 2018-**

**Based on the whole school population (3-19 years):**

Pupils from minority ethnic background: **5,411 (14.8%** of pupil population)  
(EAL learners: **4,290 (12.1%** of pupil population)

**From January 2018 PLASC-**

Pupils from minority ethnic backgrounds who have a statement of special educational need (SEN): **184 (0.51%** of pupil population)

Pupils from minority ethnic backgrounds attending Welsh Medium schools: **121 (0.33%** of pupil population)

Pupils from minority ethnic backgrounds who are also Looked After Children (LAC): **26 (0.07%** of pupil population)

**18.03%** (962) of all minority ethnic learners were claiming free school meals

**EMAU Service Users:-**

- **69** local schools are supported by EMAU specialist teaching staff (May 2018). See below:-

Primary Schools	Secondary Schools
<b>57</b>	<b>12</b>

- **Around 2,305** minority ethnic pupils, aged 3-16 years, being supported by EMAU specialist teaching staff and bilingual teaching assistants (May 2018). This includes pupils targeted for support (around 1,475) and those monitored (around 830) in conjunction with schools. (Numbers fluctuate daily due to new referrals and leavers).
- In February 2018 of the supported pupils, **54.5%** of the pupils are male and **45.5%** are female (February 2018)
- **289** pupils are in receipt of bilingual support to access the curriculum (May 2018)

Sex.....  Page 72

- Over **140** different languages and dialects other than English and/or Welsh are spoken amongst pupils from minority ethnic backgrounds and their parents/carers (PLASC January 2018). The **10** most widely spoken languages other than English/Welsh are: Sylheti/Bengali, Arabic, Polish, Chinese (all dialects), Malayalam, Tagalog/Filipino, Urdu, Romanian, Turkish and Kurdish (all dialects)
- Pupils from all **6** main ethnic background categories attend Swansea schools (White, Mixed, Asian or Asian British, Black or Black British, Chinese or Chinese British, Any Other Ethnic Background)
- **418** formal requests for interpreting/translating were received by EMAU between September 2016 and July 2017. Of these requests **158** were for multiple families. **51** schools requested interpreting and translating services.

**Information gathered on service users and held by EMAU includes:-**

- **Personal information** (e.g. name, gender, d.o.b., country of origin, ethnic group, home/first language,)
- **Educational information** (e.g. School(s) attended, year group, stage of learning English as an additional language (EAL), attainment within the National Curriculum, any special educational needs, dietary requirements, attendance at community schools, etc.).

**How Information is obtained/collected by EMAU via:-**

- Interviews with parents/carers/pupils
- Access to the Local Authority's ONE pupil data base
- An annual needs survey undertaken across all schools in Swansea for the Pupil Level Annual School Census (PLASC)

**The information gathered by EMAU on service users tells us that:-**

- There are increasing numbers of pupils from minority ethnic backgrounds and those with EAL in schools across the local authority area.
- Whereas the majority of pupils from minority ethnic backgrounds attend English medium schools some attend Welsh medium schools.
- Pupil referral rates to EMAU remain high despite schools being requested to be more discerning about whom they refer. See below:-

	2012/13	2013/14	2014/15	2015/16	2016/17	2017-18 to date (June 2018)
<b>No of pupil Referrals</b>	575	588	728	555	492	393

- The number of languages spoken at home by pupils is widening.
- There is a high need for interpreting/translating services for school staff, pupils, parents/carers and other education professionals.
- Pupils from minority ethnic backgrounds in Swansea schools achieve well.
- Level of proficiency in EAL is the most significant factor impacting on the achievement of pupils from minority ethnic background

- It can take up to ten years for pupils learning EAL to develop fluency, including literacy in English
- Pupils from minority ethnic backgrounds are a mobile and transient group.
- There are increasing numbers of pupils entering Swansea schools from Romanian and Kurdish backgrounds. Some Romanian pupils are actually from Roma backgrounds although they may not identify as such.
- Asylum seeker and refugee families continue to be housed in Swansea, including those from specific schemes such as the Vulnerable Persons Resettlement Scheme (VPRS). It is estimated that 154 asylum seeker pupils of statutory schools age are in Swansea schools (May 2018)

**Any actions required, e.g. to fill information gaps?**

-

### Section 3 - Impact on Protected Characteristics (See guidance):

Please consider the possible impact on the different protected characteristics.

#### Learners and their families:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### EMAU Staff:

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The impact of redundancy could have negative impacts on staff and their families due to loss of income and anxiety and stress. There should be potential for alternative employment through devolving of funding to schools with larger EAL numbers although this may be limited if schools chose to protect their own staff. In the recommended option, there are more continued employment opportunities in the central team than originally proposed.

**Schools:**

	Positive	Negative	Neutral	Needs further investigation
Children/young people (0-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other age group	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race (including refugees)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asylum seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gypsies & travellers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or (non-)belief	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welsh Language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Poverty/social exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carers (inc. young carers)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community cohesion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Thinking about your answers above, please explain in detail why this is the case.**

The recommended option should give schools with larger numbers of EAL learners enough funding and hence flexibility to establish their own provision. Retaining a small central service will allow access to some support/advice/guidance and interpreting and translating services for those schools with smaller numbers for whom any devolved funding would be inadequate. The focus of the central service will be more on capacity building than on-going pupil support. All schools can have access to services, such as the central training programme that build capacity. Therefore there are likely to be the following impacts:

**Neutral**

- The achievement of minority ethnic learners and valuing of diversity is the responsibility of individual schools so levels of attainment and inclusion should be maintained.  
Many respondents suggested that there would be a negative impact on attainment, however, the evidence base from local authority benchmarking, Welsh and UK Government data and research concludes that levels or models of support do not significantly impact learner attainment. The evidence base for the impact on all learners also shows that in fact high numbers of EAL learners can have a positive impact on the attainment of all learners.
- Schools with larger numbers of EAL learners will have the independence and flexibility to establish their own provision via employing their own specialist staff specific to the school's need.
- Schools with smaller EAL numbers will retain access to support from the central service
- All schools will have access to training around minority ethnic achievement/EAL learners.
- There should be a fairer distribution of resources.
- Schools will be encouraged to share best practice with regard to minority ethnic achievement.

It is important to note that schools are subject to the public sector equality regulation for Wales. The central team will be monitoring all aspects of the delivery of this service to ensure that children and young people from minority ethnic backgrounds continue to achieve.

**EMAU Staff**

**Neutral/Needs Further Investigation**

Funding for schools will be devolved. Therefore, it will need to be used for the purposes of supporting EAL learners/minority ethnic achievement.

Schools with larger numbers of EAL learners could employ existing EMAU bilingual teaching assistants, particularly from the main language groups, for themselves thereby diversifying the school-based workforce. In addition, schools could employ EMAU specialist teachers. There are also opportunities for some EMAU staff to retain posts within the recommended model.

Potentially, there could be more opportunities for EMAU BTAs than specialist teachers as the head teachers that responded felt that BTAs were better value for money.

Whilst schools can be encouraged to employ EMAU staff with their devolved funding, there is no obligation for them to do so. Therefore the outcome is to some extent unpredictable and will potentially need further investigation

## **Section 4 - Engagement:**

**Please consider all of your engagement activities here, e.g. participation, consultation, involvement, co-productive approaches, etc.**



**What engagement has been undertaken to support your view? How did you ensure this was accessible to all?**

The formal stakeholder consultation process commenced on 28 March 2018 and concluded on 11 May 2018. Translated consultation documents were provided in 11 languages with the greatest interpreting and translating need. Details of the consultation were included weekly in the Swansea Education Newsletter, which is sent to all schools, and letters were provided in a number of languages for schools to share with parents. Information was sent to individuals and organisations with links to minority ethnic communities.

Two face-to-face drop-in meetings were organised for parents/carers with interpreters made available. These were in Bishop Gore School on 23 April 2018 and in Bishop Vaughan School on 8 May 2018.

The proposals were presented and discussed at the Pupil Voice Forum on 9 May 2018 where pupils and the school staff accompanying them were able to participate by taking part in various activities whilst the teachers had a session with senior officers. In addition, the proposals were presented in the cross-phase headteachers' meeting on 10 May 2018.

A separate EMAU staff and Trade Union consultation ran concurrently to the wider stakeholder consultation. The staff consultation commenced on 16 April 2018 and ended on 16 May 2018, in line with the legal requirement of a 30-day consultation.

There were a large number of respondents to the consultations. In total, the views of 664 respondents were represented in the wider stakeholder consultation, with 298 comments recorded. Respondents included pupils, parents/carers, school staff, head teachers and other stake holders. Respondents were from a range of ethnic backgrounds and a number of responses were received in language other than English or Welsh.

24 responses in total were received in the EMAU staff and trade union consultation representing 55 views.

**What did your engagement activities tell you? What feedback have you received?**

The majority of stakeholders did not agree with the proposed model. There are a number of themes that have emerged following our consultation with all the different stakeholders. These are listed below:

<b>Key Themes</b>
1. The support is invaluable/the service should stay as it is and should not be cut/support is specialist
2. There will be a negative impact on the progression/attainment/achievement of EAL learners
3. There will be increased workload for class teachers/school staff
4. BTA support is particularly valued for beginners in English/new arrivals/home school links
5. There is a significant need for interpreting and translating services
6. There will be an impact on the achievements/attainment of all pupils
7. Equality of access to the curriculum will be impacted upon for EAL learners
8. There will be a negative impact on the inclusion of learners and families/wellbeing of EAL learners
9. Devolving of funding should be based on numbers of EAL learners

10. Schools and school staff are not ready to take this on – 3 central staff will not be enough

### **How have you changed your initiative as a result?**

Taking into account the main themes that emerged from the consultation, and alternative models put forward a number of points were considered and factored in to the Cabinet Report and specifically the recommended option :

The recommended option now reads as follows:

*Reduced central service with some BTA support for new arrivals and schools with low numbers of minority ethnic learners. Devolve remaining funds to schools with larger numbers of EAL learners using a formula based on learner numbers and English language acquisition.*

This will ensure that schools with large numbers of EAL learners have the autonomy to tailor the support required for their learners. Schools with small numbers of EAL learners will receive support from the central team.

### **The points below detail the key considerations taken into account from the consultation and how the recommendation seeks to address these:**

- The original model that was proposed needs to be amended with a range of options considered to reflect the differing views evidenced in the consultation. - *Three options have been included in the Cabinet Report ranging from keeping the central service to having only one performance specialist. The recommended option is deemed to most widely cover other considerations as detailed below and is the most sustainable*
- Minority ethnic and EAL learner attainment needs to continue to be monitored at local authority level to ensure there is no future detrimental impact. – *This was factored into the original proposal and will be upheld in any option decided upon moving forward. Data at local authority level will continued to be monitored to ensure there is no detrimental impact of changes to provision and challenge, support and strategies put in place if necessary.*
- Access to bilingual support for learners needs to be factored in. - *The recommended option ensures that schools with larger numbers have greater amounts of devolved funding to employ their own bilingual staff. Retention of a small BTA team centrally will allow access to bilingual support for those schools with smaller numbers of EAL learners who would not have had enough devolved funding to employ staff. However, sustainability and equity of access to bilingual support that is already an issue means there is a need to develop a wider range of strategies to build capacity within the system such as, the use of volunteers/parents and implementing the Young Interpreter Scheme.*
- Interpreting and translating services for parents/carers needs to be available. - *Schools with devolved funding have increased amounts of money in the recommended option as compared to the model originally proposed. These schools can employ bilingual staff who can also provide interpreting and translating services or can access services directly through WITS. Schools with no devolved funding and support from the central service can access interpreting and translating services from centrally employed staff or WITS. Schools with devolved funding could also access interpreting and translating services from the central team and could be recharged accordingly. Wider strategies for communicating with parents/carers need to also be built up such as more linkage with communities themselves. Work needs to be done*

*with the Welsh Interpretation and Translation Service (WITS) to build the number of more locally based interpreters in order to make these services more cost-effective.*

- Capacity does need to continue to be built. - *The recommended option ensures that there is universal entitlement to centrally run courses, guidance documents, EAL co-ordinator networks with scope for best practice to be shared within the current school improvement mechanisms. Schools with smaller numbers of EAL learners (and potentially less experience) can still have access to more bespoke advice and guidance for individual learners via the central service or can be supported by more experienced schools.*
- The formula for devolving any funds to schools needs to be altered to be based on EAL learners not on minority ethnic learners and to be based on numbers not on a points formula linked to EAL stage and key stage. - *The formula for devolving funding has been changed and now takes account of EAL learner numbers only, that is one point per pupil irrespective of key stage.*
- Any devolving of funding to schools needs to try to ensure that adequate monies are made available to schools with larger numbers of EAL learners in order that they have the potential to employ current EMAU and other staff. This could reduce the number of potential redundancies, retain the specialism and ensure there are minority ethnic role models in schools. - *In the recommended option, only schools with larger numbers of EAL learners have devolved funding. Therefore, the funding is not so greatly dissipated.*

Although many respondents suggested that there would be a negative impact on attainment there was no evidence presented that this was the case. On the contrary, the evidence base from local authority benchmarking, Welsh and UK Government data and research concludes that levels of support do not significantly impact learner attainment. The evidence base for the impact on all learners also shows that in fact high numbers of EAL learners can have a positive impact on the attainment of all learners.

The same evidence as well as the proportion of time offered in schools under the current model suggests that there is little evidence that there would be a significant increase in the workload of teachers or impact on the inclusion of minority ethnic learners. Both these issues would also be mitigated by devolving funds to schools with high numbers of EAL learners.

**Any actions required (e.g. further engagement activities, mitigation to address any adverse impact, etc.):**

- Provide feedback to stakeholders

## **Section 5 – Other impacts:**

**Please consider how the initiative might address the following issues - see the specific Section 5 Guidance**

<b>Foster good relations between different groups</b>	<b>Advance equality of opportunity between different groups</b>
<b>Elimination of discrimination, harassment and victimisation</b>	<b>Reduction of social exclusion and poverty</b>

**Please explain any possible impact on each of the above.**

The proposal would give schools the ability to address the above, as they will have autonomy to further develop work in these areas.

Devolving funding to schools should advance equality of opportunity and eliminate unfairness with regard to providing individual support for pupils/families across different language groups within schools.

It is important to note that schools are subject to the public sector equality regulation for Wales. The central team will be monitoring all aspects of the delivery of this service to ensure that children and young people continue to achieve.

**What work have you already done to improve any of the above?**

The current service provision by EMAU works to improve the above.

**Is the initiative likely to impact on Community Cohesion? Please provide details.**

- Promoting awareness of linguistic, cultural and religious diversity via training for school staff
- Fostering good relationships between different groups e.g. by promoting inclusion in schools
- Ensuring that policies, procedures and practices take account of diversity at school level and create a sense of belonging whilst eliminating discrimination and unfairness

**How does the initiative support Welsh speakers and encourage use of Welsh?**

The majority of minority ethnic and EAL learners are in English medium schools. Under the proposed model, Welsh medium schools would have equality of access to specialist support and training.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

**Section 6 - United Nations Convention on the Rights of the Child (UNCRC):**

**Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests. Please read the UNCRC guidance before completing this section.**

**Will the initiative have any impact (direct or indirect) on children and young people (think about this age group holistically e.g. disabled children, those living in poverty or from BME communities)? If not, please briefly explain your answer here and proceed to Section 7.**

Yes, this proposal aims to improve the capacity of all schools in the local authority to independently meet the needs of minority ethnic learners especially those with English as an additional language (EAL). The devolving of funding to schools with larger numbers of EAL learners will allow those schools more flexibility to establish their own provision and build the capacity of their staff team to ensure that minority ethnic learners continue to be included in schools and their local communities and are able to achieve their potential. Therefore, these options have a direct impact on children and young people

**All initiatives must be designed / planned in the best interests of children and**

**young people.**

*Best interests of the child (Article 3): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.*

**Please explain how you meet this requirement:**

The proposal will directly affect minority ethnic learners so that future arrangements will aim to ensure that these children and young people achieve the best possible outcomes.

The proposal relates to the following articles:

**Article 3** - All organisations concerned with children should work towards what is best for each child.

**Article 12** - Respect for the views of the child

**Article 18** - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.

**Article 28** - Children have a right to an education. Discipline in schools should respect children's human dignity.

**Article 29** - Education should develop each child's personality and talents to the full.

**Article 30** - Children have a right to learn and use the language and customs of their families.

**Actions (to mitigate adverse impact or to address identified gaps in knowledge).**

**Section 7 - Monitoring arrangements:**

**Please explain the monitoring arrangements for this initiative:**

**Monitoring arrangements:**

The central service will take a school improvement role to build school capacity. As part of that role, they will monitor minority ethnic learner attainment against expected end of key stage outcomes. In addition, processes will be in place to moderate the accuracy of the annual EAL individual pupil assessments for PLASC.

**Actions:**

## Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to the guidance for further information on this section).

- |   |                                     |
|---|-------------------------------------|
| Outcome 1: Continue the initiative – no concern                   | <input type="checkbox"/>            |
| Outcome 2: Adjust the initiative – low level of concern           | <input checked="" type="checkbox"/> |
| Outcome 3: Justify the initiative – moderate level of concern     | <input type="checkbox"/>            |
| Outcome 4: Stop and refer the initiative – high level of concern. | <input type="checkbox"/>            |

**For outcome 3**, please provide the justification below:

**For outcome 4**, detail the next steps / areas of concern below and refer to your Head of Service / Director for further advice:

N/A

## Section 9 - Publication arrangements:

On completion, please follow this 3-step procedure:

1. Send this EIA report and action plan to the Access to Services Team for feedback and approval – [accesstoservices@swansea.gov.uk](mailto:accesstoservices@swansea.gov.uk)
2. Make any necessary amendments/additions.
3. Provide the final version of this report to the team for publication, including email approval of the EIA from your Head of Service. The EIA will be published on the Council's website - this is a legal requirement.

## EIA Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Source additional data (as per actions) and update PLASC 2017 data to that of PLASC 2018	Mark Sheridan, Head of Vulnerable Learner Service	29 March 2018 – assuming PLASC 2018 analysis is available - otherwise as soon as possible thereafter.	Data sourced and added to EIA document	Completed
If approved by Cabinet, monitor the delivery of the new model	Mark Sheridan, Head of Vulnerable Learner Service	Ongoing	Schools' supported to provide support to this group of learners	
Update EIA following the outcome of the consultation	Mark Sheridan, Head of Vulnerable Learner Service	21 June 2018	EIA updated and approved	Completed 21 June 2018
Update EIA if Cabinet approve a different option	Mark Sheridan, Head of Vulnerable Learner Service	July 2018	Cabinet approval	
If implemented, monitor impact on learners eligible for Free School Meals	Mark Sheridan, Head of Vulnerable Learner Service	Annually	Mitigation/actions if required	

\* Please remember to be 'SMART' when completing your action plan (Specific, Measurable, Attainable, Relevant, Timely).



## Report of the Cabinet Member for Business Transformation & Performance

Cabinet – 19 July 2018

### End of Year 2017/18 Performance Monitoring Report

<b>Purpose:</b>	To report corporate performance 2017/18.
<b>Policy Framework:</b>	<i>Delivering a Successful &amp; Sustainable Swansea Corporate Plan 2017/22</i> <i>Sustainable Swansea – Fit for the Future</i>
<b>Consultation:</b>	Access to Services, Finance, Legal.
<b>Recommendation(s):</b>	It is recommended that:  1) the performance results are noted and reviewed to help inform executive decisions on resource allocation and, where relevant, corrective actions to manage and improve performance and efficiency in delivering national and local priorities.
<b>Report Author:</b>	Richard Rowlands
<b>Finance Officer:</b>	Paul Roach
<b>Legal Officer:</b>	Debbie Smith
<b>Access to Services Officer:</b>	Sherrill Hopkins

#### 1.0 Introduction

- 1.1 This report presents the performance results for 2017/18 delivering the Council's Well-being Objectives (priorities) described in the Corporate Plan 2017/22 *Delivering a Successful & Sustainable Swansea*.
- 1.2 The outturn presented in the performance tables (Appendix A) incorporates an overview of performance that needs to be considered alongside the current financial situation of the Council.
- 1.3 The financial resources required to achieve the specified performance levels in 2017/18 have been provided in the approved budget. As part of the work on *Sustainable Swansea – Fit for the future* there will be an increased focus on understanding the level of activity and outcomes that



are achieved for the budget allocated so that choices can be made about relative priorities.

## **2.0 Performance and Improvement**

- 2.1 Performance is judged using the results measured by Corporate Plan performance indicators compared to agreed targets.
- 2.2 Improvement is measured by comparing the results of Corporate Plan performance indicators against the results from the same period last year where comparison is possible.
- 2.3 It is important to point out that each of the corporate priorities cannot be seen in isolation from each other. Each priority both affects and is affected by the others. For example, Improving Education and Skills is both important to our efforts to tackle poverty and improve the economy. For this reason, many of the performance indicators allocated to measuring one priority can also be used to show progress meeting other priorities.

## **3.0 Outturn**

- 3.1 The Corporate Plan performance indicators measure progress meeting the following key priorities:
  - i) Safeguarding people from harm.
  - ii) Improving education and skills.
  - iii) Transforming our economy & infrastructure.
  - iv) Tackling poverty.
  - v) Transformation & future Council development.
- 3.2 The outturn for 2017/18 shows that **32 out of 63 (51%)** Corporate Plan performance indicators (that had targets) met their targets. **31 out of 55 (56%)** comparable Corporate Plan performance indicators also showed improvement compared to 2016/17.
- 3.3 The report also contains the provisional outturn for 2017/18 of the Council's performance against national **Public Accountability Measures (PAMs)**. The results show that **63% of PAMs met their targets** and **65% of comparable PAMs improved** compared to 2016/17.
- 3.4 The performance tables in Appendix A also set out an overview of performance for each Corporate Plan priority provided by Directors and Heads of Service who are the responsible leads; these overviews are set out in para 4.0.

## **4.0 Context: Overviews of Performance in 2017/18**

- 4.0.1 The following overviews provided by responsible departments describe the context to the performance meeting the Council's key priorities as at the end of 2017/18.

#### 4.1 *Safeguarding people from harm*

- 4.1.1 The Council has rightly set challenging targets in relation to performance linked to the exercise of its corporate safeguarding responsibilities. Despite that a number of these challenging targets have just been missed, the Council is continuing to robustly exercise and meet its safeguarding responsibilities.
- 4.1.2 There are particularly encouraging signs that our more preventative and outcome focussed model of adult social care is taking effect with improved performance in relation to carers assessments, annual reviews, local area coordination, effective re-ablement & the overall rate of adults receiving formal care and support.
- 4.1.3 Pressures linked to the number of deprivation of liberty safeguarding referrals remain high whilst significant improvement in reducing delayed transfers of care from hospital have been achieved as the year has progressed.
- 4.1.4 Children services continues to experience considerable pressure linked to higher than expected levels of demand this year. This has effected performance across a range of indicators. Nevertheless progress is being made in reducing the overall number of children subject to care and support towards year end albeit that the numbers of children subject to a child protection plan remains high.
- 4.1.5 Of most concern is the spike in the number of looked after children (LAC), which mirrors a national trend this year. The overall rate of LAC remains significantly lower than comparable Welsh local authorities but we must redouble our efforts in both early help and statutory children services to ensure families are being effectively supported with timely and proportionate family support.
- 4.1.6 The roll out of safeguarding training to all staff and Elected Members continues and despite some gaps the extent to which the whole Council workforce understands and is demonstrably able to contribute to 'safeguarding being everyone's business' is commendable.

#### 4.2 *Improving education & skills*

- 4.2.1 The performance indicator results demonstrate an improving picture overall with improvements on the previous year's results for the expected outcomes at Foundation Phase, Key Stage 2 and Key Stage 3. Despite an increase in percentages to the previous year, some targets have been missed and there continues to be work to support schools on accurate teacher assessment and ensure that pupils are well within the level of performance required.
- 4.2.2 There is a disparity between targets and outputs in Key Stage 4 indicators. Targets were difficult to predict due to the significant changes to qualifications and the loss of key skills counting towards these indicators. However, Swansea's performance was above the expected

benchmark level and results should not be compared with previous years as performance across Wales declined.

- 4.2.3 The rate of improvement has slowed across the national tests. Welsh Government have clearly stated that these tests should be used diagnostically rather than as an accountability measure and schools are now taking this on board.
- 4.2.4 The Partneriaeth Sgiliau Abertawe/Swansea Skills Partnership (PSA) is being launched in the summer term of 2018 and will comprise membership from all education sectors in the authority. The aim of this partnership will work towards a number of steps to meet the Well-being Objectives in the Corporate Plan including ensuring that the skills and qualifications that children and young people attain meet the longer-term aspirations of the city; including those that will arise from the Swansea Bay City Deal.
- 4.2.5 Attendance continues to be closely monitored due to the importance of children and young people attending school regularly to achieve the skills and qualifications they need. The highest ever results for Swansea were achieved in the 2016-2017 academic year; however, the challenging targets were not realised. Further challenge will be required to ensure high levels of attendance across schools.
- 4.2.6 The level of children becoming NEET (Not in Education, Employment or Training) was unchanged from the previous year. The Cynnydd project continues to support children who are at risk of becoming NEET, providing tailored interventions to individual pupils in key stages 3 and 4 to prevent them from becoming disengaged from learning.

#### 4.3 *Transforming our economy and infrastructure*

- 4.3.1 Performance shows that we have achieved our targets against the vast majority of key indicators and we are therefore making solid progress in delivering our objectives.
- 4.3.1 The challenge now will be to maintain and improve on this into 2018/19. In particular, significant additional commercial floor space has been delivered via the Vibrant & Viable Places funded schemes with public and private sector partners across the City Centre.
- 4.3.2 Over 2300 Training and employment person weeks have been created by the Council's Beyond Bricks & Mortar scheme for the unemployed and economically inactive. The percentage of all Planning Applications determined within 8 weeks is above target at just over 87%, and so is the percentage of major applications approved at 93%.
- 4.3.3 Unfortunately, the number of new housing units created in Swansea City Centre (because of V&VP Realising the Potential funding) has missed target by approximately 20% due to the delay of one scheme, 15-20 Castle Street. However, encouragingly this scheme is now on site, and

when completed in early 2019, this will deliver an additional 22 units, meaning our target will be actually be achieved, albeit belatedly.

- 4.3.4 Delayed commencement of property projects on site has also affected our indicator that measures the value of inward investment on land owned by the council, where a value of £26m was achieved against a target of £35m. Again, these delayed schemes will feature in 2018/19 and so their contribution to Swansea's regeneration is only delayed, not lost.
- 4.3.5 Looking at some of the major priorities, the selected operator for the Arena project, ATG, have now signed the legal agreement and a launch event has been held in London. At the end of 2017/18, procurement of the primary contractor for Digital Square & Arena continued and several shortlisted contractors bid on Pre-Qualification Questionnaire responses.
- 4.3.6 Meanwhile, RIBA Stage 3 designs are progressing well and enabling works are set to start on site August 2018, with the main works commencing early in the New Year. Following the acceptance of the WEFO £4m funding offer, the Kingsway infrastructure project progresses on site with the appointment of Dawnus. Alun Griffiths Construction has been also been appointed to undertake demolition of 2 properties on Oxford Street to form the new link with The Kingsway as part of the Employment Hub development. These works will be commencing on site imminently.
- 4.3.7 WSP have been appointed as multi-disciplinary consultant to the review proposals (phase 1) for the Employment Hub with a view to development of the project. A digital services consultant has also been appointed to advise on the digital technology aspects of the project.
- 4.3.8 The Local Development Plan Inquiry is well advanced and will be completed in June with LDP adoption envisaged before the end of 2018. Work also continues to progress other key objectives to transform our Economy & Infrastructure, such as Hafod Copperworks where detailed design stage is progressing. Heads of terms are to be reported to Cabinet for Penderyn and Skyline next month.
- 4.3.9 £46m has now been spent in helping to bring Council properties up to the Welsh Housing Quality Standard. The first phase of the More Homes project, delivering new Council properties in Colliers Way is now complete and tenants have now moved into the new passivhaus properties.
- 4.3.10 This period also included us undertaking a series of consultation events to reformulate our plans for the role of culture in delivering the Corporate Priority, following a high profile campaign during our bid for the UK City of Culture, where Swansea was the only Welsh city and one of only five cities in the UK to reach the shortlist. Momentum and ambition was maintained by the announcement of high profile events such as Little Mix and The Killers booking the Liberty Stadium and Singleton Park as the

location for one of only four UK wide BBC Music's Biggest Weekend events.

#### 4.4 *Tackling Poverty*

4.4.1 The performance indicators demonstrate some of the supporting factors enabling the Council to tackle poverty and move people towards prosperity.

4.4.2 In terms of delivering the steps to meet the Well-being Objective in the Corporate Plan for Tackling Poverty we are:

- Implementing the revised Poverty Strategy to empower local people, change cultures to emphasise tackling poverty is everyone's business and target resources to maximise access to opportunity and prosperity.
- Working with our Health partners to ensure that, through our Early Years Strategy, children in their early years and at Foundation Phase achieve their expected language, emotional, social and cognitive development and are ready for learning and for school.
- Through our Youth Progression Framework, ensuring that young people are able to access employment, education or training after reaching 16 years of age.
- Helping to address the impacts of Welfare reform, such as supporting people to claim the full benefits they are entitled to so that they are able to maximise their income.
- Investing to improve housing and build more energy efficient Council homes and affordable housing to help meet housing need, reduce fuel bills, regenerate estates and bring wider economic and employment benefits.
- Preventing homelessness and support people to maintain their tenancies to help maintain stability and security for families, safeguard health and well-being and prevent social exclusion.
- Exploring creating our own energy venture to provide low-cost energy to homes helping to tackle high domestic fuel bills and fuel poverty.
- Supporting tackling climate change and help eradicate fuel poverty and boost economic development through the ARBED scheme and energy efficiency measures in social housing.
- Exploring tax relief and support for food bank locations and encourage businesses to reduce food waste by supplying goods to local food banks, whilst exploring sustainable options for reducing food poverty.
- Piloting 30 hours of free childcare in conjunction with the Welsh Government and to help reduce barriers to employment.
- Evaluating the impact on poverty and working to ensure every community has a reliable, affordable and quality bus service to help reduce barriers to employment.
- Supporting individuals to overcome their barriers to employment through our person-centred employability approach, Swansea Working.

- Helping Swansea's poorest communities tackle poverty by accessing arts, culture and heritage in order to boost skills, confidence, self-esteem and aspiration.
  - Implementing the Community Cohesion Delivery Plan to promote cohesive and inclusive communities in Swansea.
- 4.4.3 The only target in which we have seen a reduction in performance is in the percentage of people across Swansea who are satisfied or very satisfied with their local area as a place to live. The target was only narrowly missed and showed a decline in performance compared to last year; it remains strong at over 85%.
- 4.4.4 We want to continue with our plans to involve local people more in setting local priorities and making decisions affecting their areas. This will be supported through implementing the Community Cohesion Delivery Plan to promote cohesive and inclusive communities in Swansea.
- 4.5 *Transformation & future Council development*
- 4.5.1 The Council has embarked on some ambitious changes and projects this year to achieve both the well-being objectives articulated in the Corporate Plan and *Sustainable Swansea - Fit for the Future* goals.
- 4.5.2 A significant amount of channel shift to online services has been implemented this year, evidenced in the CUST2a (online payments) and CUST2b (forms completed online) indicators.
- 4.5.3 Fifteen of the seventeen planned commissioning reviews are now completed and in implementation, improving efficiency and effectiveness for Swansea residents and businesses and reducing the cost of Council services.
- 4.5.4 Training and development has been a key priority this year ensuring the Council has the workforce for the future, which is reflected in the WORK11 (staff satisfaction with the support they get to learn new skills) indicator. This started by articulating the vision and direction in the Organisational Development Strategy. Delivery of the implementation plan will continue to be a key focus for 2018-19 across a whole range of different initiatives.
- 4.5.5 The Council remains committed to improving its engagement with residents and businesses and will continue to prioritise development of a co-productive approach to changing, designing and delivering services during 2018-19. Community engagement and co-production is already being used including for the Services in the Community project and pilots.
- 4.5.6 The Digital Strategy is reaching its third year of implementation with a significant amount of technology deployed to support new ways of working for staff and new online services for residents and businesses. In 2018-19, digital channels will continue to expand in order to grow public engagement.

- 4.5.7 The Council has restructured provision of Welsh Language services, bringing together a range of functions and aligning this with responsibilities for the Welsh Language Standard. This will provide the building block to develop all languages in 2018-19. In addition, 126 Welsh Language training sessions were delivered during the year.
- 4.5.8 In 2017-18 the Council launched a project to prepare for the new General Data Protection Regulation (GDPR) changes, reflected in the new indicators at PROC11 (self-referral for breaches). New ways of working will continue to embed during 2018-19 when GDPR goes live.
- 4.5.9 Two areas of primary focus for 2018-19 reflect the two red indicators: Projects and controls to address sickness levels (CHR002) and delivery of General Fund Revenue savings and income (FINA6).

## **5.0 Considerations**

- 5.1 When making comparisons between previous years and 2016/17, the following should be considered:
- 5.1.1 The nature and number of some performance indicators (PIs) has changed between these two periods and therefore direct comparisons may not always be appropriate.
- 5.1.2 Many of the performance measures are new and definitions may need further refinement.
- 5.1.3 Some targets for new performance indicators are still being baselined.
- 5.1.4 Some data will be enhanced and improved to be more robust as data collection methods are developed and / or refined by services over the coming quarters.
- 5.1.5 The results do not always account for changes in resources and workload during that period (although details can be seen in the numerator and denominator information and in the comments column of the data tables attached to this report).
- 5.1.6 There may be changes to the numerator and denominator information that may affect the trends by showing a decline while the volume of work has increased.

## **6.0 Equality & Engagement Implications**

- 6.1 This report has no direct equality and engagement implications itself although the data reported may form part of the information that leads to a service screening for and undertaking an EIA as required.

## **7.0 Financial Implications**

7.1 In the current and anticipated financial environment further discussion and consideration will be required around priorities and target setting for performance improvement as part of *Sustainable Swansea – fit for the future*.

## **8.0 Legal Implications**

8.1 There are no legal implications associated with this report.

**Background Papers:** None

**Appendices:** Appendix A – End of Year 2017/18 Performance Monitoring Report

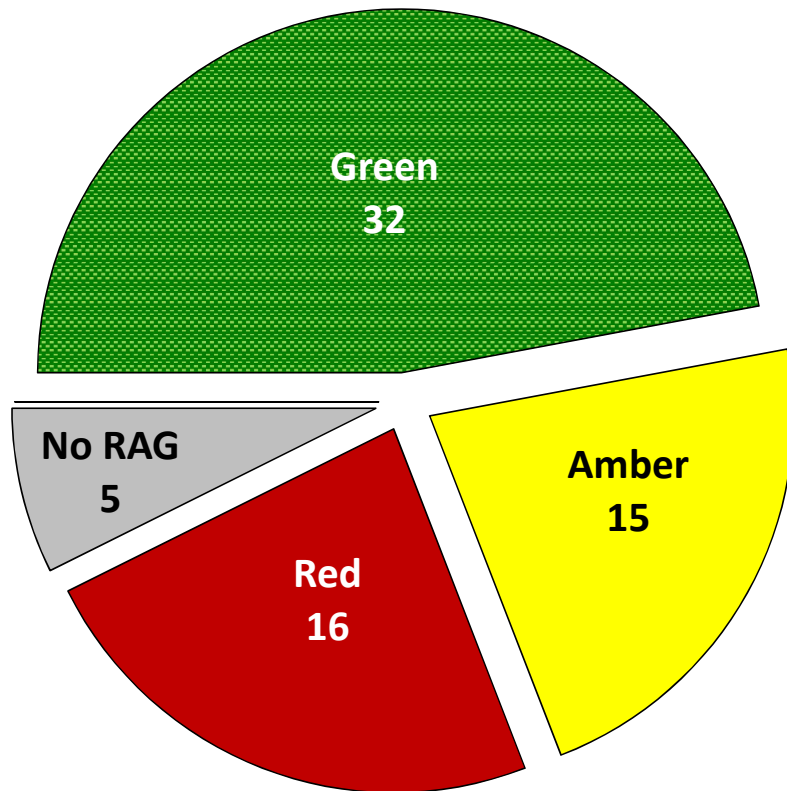


# Performance Report - Annual 2017/18



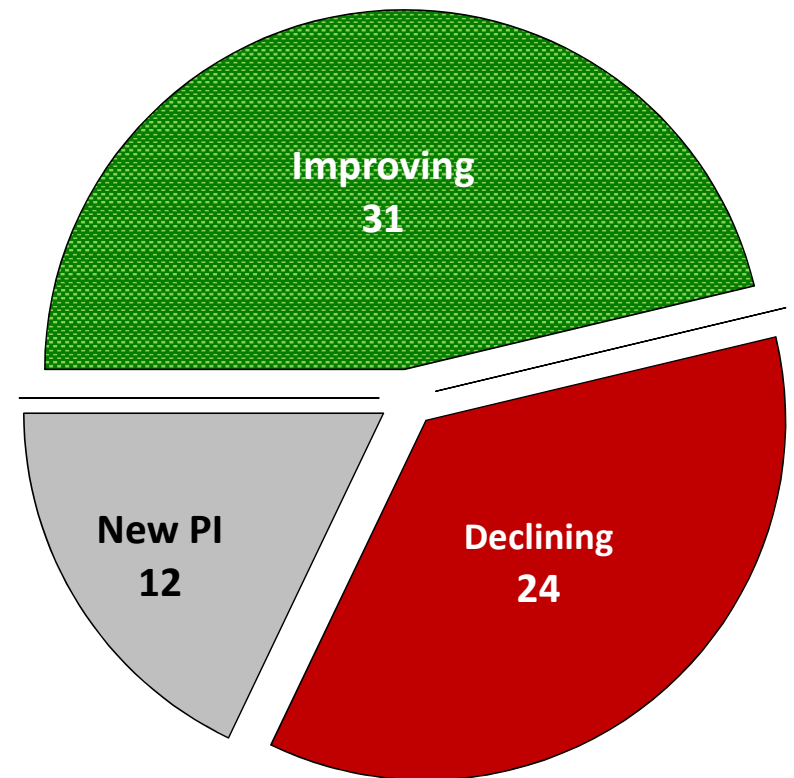
## Corporate Performance against Target

### Overall Council Summary



## Corporate Performance compared to Previous Year

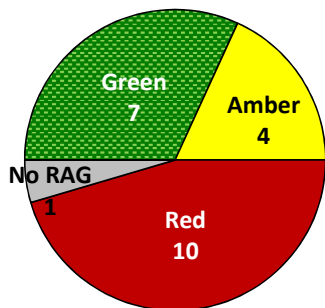
### Overall Council Summary



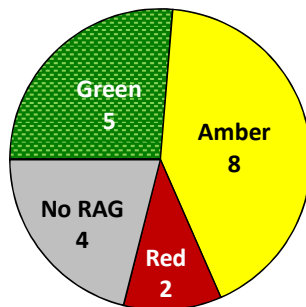
## Performance Report - Annual 2017/18

### Priority Performance against Target

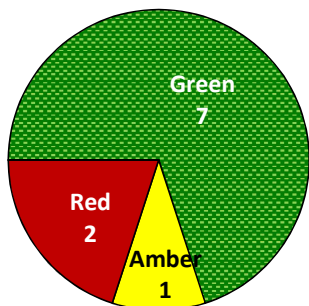
#### Safeguarding



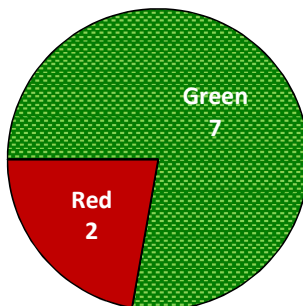
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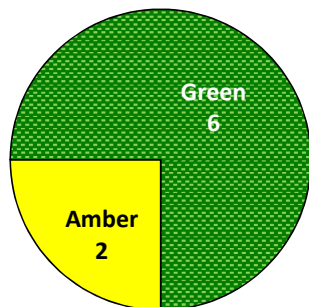
#### Transformation



#### Economy

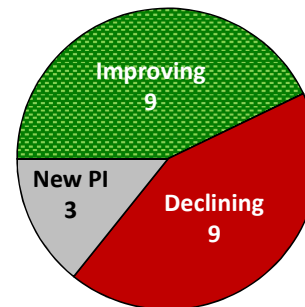


#### Poverty

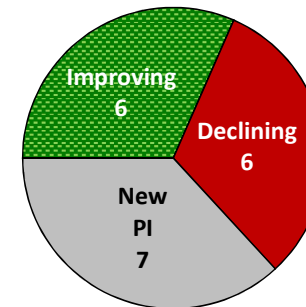


### Priority Performance compared to previous year

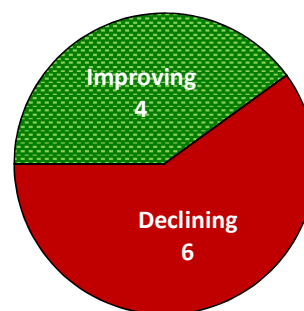
#### Safeguarding



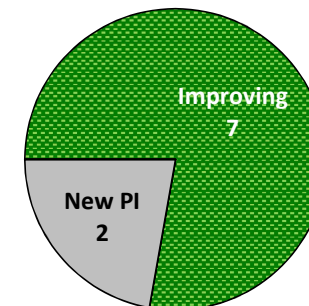
#### Education



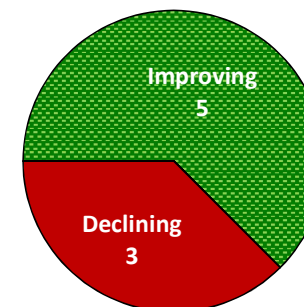
#### Transformation



#### Economy



#### Poverty



**Performance Report -  
2017/18 Annual**

**GREEN**  
Met Target

**AMBER**  
Within 5% of  
Target

**RED**  
Missed Target



PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		

**Priority 1 : Safeguarding Vulnerable People**

**Priority Lead's Overview**

The Council has rightly set challenging targets in relation to performance linked to the exercise of its corporate safeguarding responsibilities. Despite that a number of these challenging targets have just been missed, the Council is continuing to robustly exercise and meet its safeguarding responsibilities.

There are particularly encouraging signs that our more preventative and outcome focussed model of adult social care is taking effect with improved performance in relation to carers assessments, annual reviews, local area coordination, effective re-ablement & the overall rate of adults receiving formal care and support.

Pressures linked to the number of deprivation of liberty safeguarding referrals remain high whilst significant improvement in reducing delayed transfers of care from hospital have been achieved as the year has progressed.

Children services continues to experience considerable pressure linked to higher than expected levels of demand this year. This has effected performance across a range of indicators. Nevertheless progress is being made in reducing the overall number of children subject to care and support towards year end albeit that the numbers of children subject to a child protection plan remains high.

Of most concern is the spike in the number of looked after children which mirrors a national trend this year. The overall rate of LAC remains significantly lower than comparable Welsh local authorities but we must redouble our efforts in both early help and statutory children services to ensure families are being effectively supported with timely and proportionate family support.




The roll out of safeguarding training to all staff and Elected Members continues and despite some gaps the extent to which the whole Council workforce understands and is demonstrably able to contribute to 'safeguarding being everyone's business' is commendable.

<b>AS8 ↑</b>  Percentage of adult protection referrals to Adult Services where decision is taken within 24 hours	<b>AMBER</b>  <b>63.70%</b>	65%	65.27%	<b>RED</b>  ↓	The number of adult protection enquiries completed in the quarter that were completed within 24 hours	874	827	The number of enquiries increased in 2017/18 compared to 2016/17, with enquiries to teams over 26% higher than average in January 2018. This has meant that it has been more difficult to make thresholding decisions within 24 hours. We will continue to monitor this and our proposed changes to safeguarding process will also reduce the number of referrals that need to go through the formal process.	Alex Williams
					Total number of adult protection enquiries completed in the period	1,372	1,267		

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>Measure 18 ↑</b>  The percentage of adult protection enquiries completed within 7 days	<b>GREEN</b>  <b>91.91%</b>	90%	89.66%	<b>GREEN</b>  <b>↗</b>	The number of adult protection enquiries completed in the year that were completed within seven working days <b>1,261</b>	<b>1,136</b>		Alex Williams
					Total number of adult protection enquiries completed in the year.			
					<b>1,372</b>	<b>1,267</b>		
<b>AS9 ↑</b>  The percentage of Deprivation of Liberty Safeguarding (DoLS) assessments completed in 21 days or less.	<b>AMBER</b>  <b>59.6%</b>	60%	63.1%	<b>RED</b>  <b>↘</b>	The number of DoLS assessments completed in 21 days or less following request. <b>1,051</b>	<b>963</b>	General demand on care management was higher during Q4 than Q3, with enquiries to teams over 26% higher than average in January 2018. This has meant that it has been more difficult to complete assessments within the timescales. We will continue to monitor this and our new DoLS team is now in place which should have an impact on performance.	Alex Williams
					The number of DoLS assessments completed during the period			
					<b>1,762</b>	<b>1,527</b>		
<b>AS10 ↑</b>  Percentage of annual reviews of care and support plans completed in adult services	<b>GREEN</b>  <b>68.43%</b>	65%	64.8%	<b>GREEN</b>  <b>↗</b>	Number of reviews of care and support plans carried out within the last year by Adult Services <b>4,040</b>	<b>4,035</b>		Alex Williams
					Number of people whose care & support plans should have been reviewed by Adult Services			
					<b>5,904</b>	<b>6,227</b>		
<b>AS11 ↓</b>  Rate of adults aged 65+ receiving care and support to meet their well-being needs per 1,000 population	<b>GREEN</b>  <b>111.25</b>	108><113	112.05	<b>GREEN</b>  <b>↗</b>	Number of people aged 65 or over supported in the community or in residential nursing care during the year <b>5,253</b>	<b>5,291</b>		Alex Williams
					Total population aged 65 or over			
					<b>47,220</b>	<b>47,220</b>		
<b>AS12 ↓</b>  Rate of adults aged 18-64 receiving care and support to meet their well-being needs per 1,000 population	<b>RED</b>  <b>12.99</b>	9><11	14.60	<b>GREEN</b>  <b>↗</b>	Number of people aged 18-64 supported in the community or in residential nursing care during the year <b>1,948</b>	<b>2,190</b>	Performance did not meet the target, due to an improved recording of day services across Adult Services which indicated more people were receiving a service than we previously understood. In light of this new information, the original target was unrealistic and will need to be adjusted in 2018/19.	Alex Williams
					Total population aged 18-64			
					<b>149,958</b>	<b>149,958</b>		

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>AS13 ↑</b>  Number of carers (aged 18+) who received a carer's assessment in their own right during the year	<b>GREEN</b>  655	600	539	<b>GREEN</b>  ↗	Number of people aged 18+ who received a carer's assessment. 655   539 D 1   1		Alex Williams	
<b>AS14 ↑</b>  The percentage of people who have completed reablement who were receiving less care or no care 6 months after the end of reablement.	<b>GREEN</b>  82.57%	75%	71.50%	<b>GREEN</b>  ↗	The number of people who have completed reablement who were receiving less care or no care 6 months after the end of reablement. 526   434 The number of people who have completed reablement. 637   607		Alex Williams	
<b>Measure 19 ↓</b>  The rate of delayed transfers of care (DToc) for social care reasons per 1,000 population aged 75 or over	<b>RED</b>  5.86	4	5.81	<b>RED</b>  ↘	Total number of local authority residents experiencing a delayed transfer of care during the year for social care reasons 127   126 Total population aged 75+ 21,672   21,672	Performance has improved in Quarter 4, with DToc figures decreasing month on month until March. However, the number of delayed transfers of care which peaked in August of last year has made it difficult to meet the projected target for the beginning of the year.	Alex Williams	
<b>AS15 ↑</b>  Percentage of all statutory indicators for Adult Services that have maintained or improved performance from the previous year.	<b>RED</b>  78%	85%	-	<b>NEW PI</b>	The number of statutory performance indicators for which performance is improving 7   N/A The number of statutory performance indicators 9   N/A	We met the target for 7 of the 9 statutory indicators (including PAMs). In relation to the ones that were missed, this was due to the high level of delayed transfers of care in August last year as well as an unexpected increase in the number of people who previously had a package of care before entering our reablement service.	Alex Williams	
<b>SUSC5 ↑</b>  Number of new requests for local area co-ordination	<b>GREEN</b>  259	240	229	<b>GREEN</b>  ↗	The number of introductions for individuals recorded in the Local Area Co-ordination database 259   229 D 1   1		Alex Williams	

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>CIP3 ↑</b>  The number of GP Referrals still engaging in physical activity after 12 months and indicating their health has improved	<b>RED</b>  <b>158</b>	176	176	<b>RED</b>  ↓	The number of referrals who have completed the 16 week scheme and have reached the 12 month point within the financial year who report they are still active.  <b>158</b>	<b>176</b>	Staff shortages of almost 50% at the beginning of the year followed by recruitment and necessary training/upskilling periods meant that full team delivery was delayed until September 2017. The team worked hard to overcome these issues and achieve the reported end of year results.	Tracey McNulty
<b>CFS14 ↑</b>  The percentage of decisions about a referral for care and support received by Child and Family Services which are taken within 24 hrs from receipt of referral	<b>AMBER</b>  <b>99.94%</b>	100%	100%	<b>RED</b>  ↓	The number of decisions about a referral for care and support received by Child and Family Services which are taken within 24hrs from receipt of referral.  <b>1,755</b>	<b>1,776</b>	One decision was not made on time. We understand the reasons behind this and have put in measures to stop it reoccurring.	Julie Thomas
<b>CFS16 ↑</b>  The percentage of initial core group meetings held within 10 working days of the initial child protection conference	<b>RED</b>  <b>88.89%</b>	95%	90.13%	<b>RED</b>  ↓	The number of initial core group meetings held within 10 working days of the initial child protection conference.  <b>392</b>	<b>347</b>	Although performance did improve in Q4, an increase in the volume of work in 2017/18 affected end of year performance and improvement compared to last year	Julie Thomas
<b>CFS18 ↓</b>  The number of children looked after (LAC) per 10,000 of the 0-17 Swansea population.	<b>RED</b>  <b>111.00</b>	90><102	102.28	<b>RED</b>  ↓	The number of children looked after at end of period  <b>522</b>	<b>481</b>	The numbers of looked after children have risen across Wales in 2017/18. Significant work has been undertaken to better understand the reasons that more children have entered care this year. The underlying themes in Swansea have been a number of large sibling groups becoming looked after in Q4 and a spike in babies admitted at birth. The focus moving forward will be on children at the edge of care and realignment of the Panel process for admission and permanence planning and on timely family support.	Julie Thomas

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>CFS19 ↓</b> The number of children on the Local Authority's Child Protection Register (CPR) per 10,000 of the 0-17 Swansea population.	<b>AMBER</b>  <b>54.01</b>	45><52	53.59	<b>RED</b>  	The number of children on the CPR at end of period <b>254</b>   <b>252</b> Total population aged 0-17. <b>47,026</b>   <b>47,026</b>	Although the range target was narrowly exceeded and performance compared to last year was affected, the number of children on the Child Protection Register increased by 2 compared to last year	Julie Thomas	
<b>CFS20 ↓</b> The number of children in need of care and support (CINCS) per 10,000 of the 0-17 Swansea population.	<b>GREEN</b>  <b>192.02</b>	190><205	211.59	<b>GREEN</b>  	The number of children in need of care and support at end of period <b>903</b>   <b>995</b> Total population aged 0-17. <b>47,026</b>   <b>47,026</b>	Numbers of children in need of care and support continue to decline towards target.	Julie Thomas	
<b>CFS21 ↑</b> Percentage of all statutory indicators for Child & Family Services that have maintained or improved performance from the previous year.	<b>RED</b>  <b>40.00%</b>	80%	-	<b>NEW PI</b>	The number of statutory Child & Family Services performance measures that have maintained performance or improved performance in the calculation period. <b>2</b>   <b>N/A</b> The number of indicators in the calculation set <b>5</b>   <b>N/A</b>	This result will change as we add more indicators. Unfortunately at the time of completion, not all indicators were available for inclusion. We will update as soon as these become available.	Julie Thomas	
<b>Measure 24 ↑</b> The percentage of assessments completed for children within statutory timescales	<b>RED</b>  <b>72.38%</b>	90%	82.39%	<b>RED</b>  	Number of assessments for children completed during the calculation period that were completed within 42 working days from the point of referral. <b>941</b>   <b>1,123</b> The number of assessments completed for children in the calculation period <b>1,300</b>   <b>1,363</b>	Changes from the SSWB(W) Act have added to the pressures faced by the service. In addition to this we have undertaken a number of service developments over the last 12 months including the Supported Care Planning re-design. The development of a performance hub as part of the re-design will improve performance in this area going forward.	Julie Thomas	

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>Measure 28 ↔</b>  The average length of time for all children who were on the Child Protection Register (CPR) during the year	No RAG  208.5	100><300	231	DECREASING	The sum of the lengths of time each child had been on the CPR if they were removed from the CPR in the period. <b>92,150</b>	<b>82,138</b>  The number of children who were removed from the CPR in the period <b>442</b>		Julie Thomas
<b>SAFE8b ↑</b>  The percentage of elected members who have completed safeguarding training	RED  81.9%	100%	77.8%	GREEN  ↗	Number of elected members who have received training in safeguarding vulnerable people <b>59</b>	<b>56</b>  Number of Elected Members <b>72</b>	Since the local elections in May 2017, a programme of training alongside e-learning has been delivered to Elected Members. The programme will continue into 2018/19 to ensure all Councillors are trained.	Sarah Caulkin
<b>SAFE27 ↑</b>  Total number of staff who have completed the corporate mandatory safeguarding awareness training	RED  737	1000	-	NEW PI	Number of employees (excluding school based staff) who have completed the mandatory formal corporate training <b>737</b>	<b>N/A</b>  <b>N/A</b>	The project trained 737 staff against a target of 1,000 for 2017/18. The project continues to drive take-up by identifying champions and trainers to roll out face-to-face sessions and support in 2018/19.	Sarah Caulkin



PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		

## Priority 2 : Education and Skills

### Priority Lead's Overview

The performance indicator results demonstrate an improving picture overall with improvements on the previous year's results for the expected outcomes at foundation phase, key stage 2 and key stage 3. Despite an increase in percentages to the previous year, some targets have been missed and there continues to be work to support schools on accurate teacher assessment and ensure that pupils are well within the level of performance required. There is a disparity between targets and outputs in key stage 4 indicators. Targets were difficult to predict due to the significant changes to qualifications and the loss of key skills counting towards these indicators. However, Swansea's performance was above the expected benchmark level and results should not be compared with previous years as performance across Wales declined.

The rate of improvement has slowed across the national tests. Welsh Government have clearly stated that these tests should be used diagnostically rather than as an accountability measure and schools are now taking this on board.

The Partneriaeth Sgiliau Abertawe/Swansea Skills Partnership (PSA) is being launched in the summer term of 2018 and will comprise membership from all education sectors in the authority. The aim of this partnership will work towards a number of steps to meet the wellbeing objectives in the corporate plan including ensuring that the skills and qualifications that children and young people attain meet the longer term aspirations of the city, including those that will arise from the Swansea Bay City Deal.



Attendance continues to be closely monitored due to the importance of children and young people attending school regularly to achieve the skills and qualifications they need. The highest ever results for Swansea were achieved in the 2016-2017 academic year, however the challenging targets were not realised. Further challenge will be required to ensure high levels of attendance across schools.


The level of children becoming NEET was unchanged from the previous year. The Cynnydd project continues to support children who are at risk of becoming NEET, providing tailored interventions to individual pupils in key stages 3 and 4 to prevent them from becoming disengaged from learning.

<b>BBMA4 ↑</b> Apprenticeships – number of apprenticeship or trainee starts in the Council in 2017/18	<b>GREEN</b>  34	25	-	<b>NEW PI</b>	The number of persons commencing employment with CCS as apprentices or trainees during the period <b>34</b>   <b>N/A</b>		Phil Holmes
					<b>1</b>   <b>N/A</b>		
<b>EDU016a ↑</b> Percentage of pupil attendance in primary schools	<b>AMBER</b>  95.05%	95.2%	94.88%	<b>GREEN</b>  ↗	Number of sessions attended by all pupils of statutory school age in primary schools <b>5,833,217</b>   <b>5,696,420</b>	Data relates to Academic Year 2016/17 Increased target missed, however ranked 8th in 2017 in Wales and the highest ever for Swansea. Swansea most improved in Wales over 5 years. A few schools' attendance figures have affected performance. As a result greater challenge will be required to ensure high levels of attendance. Admin note- WG data is shown	Nick Williams
					Number of sessions possible for all primary school pupils of a statutory school age <b>6,137,044</b>   <b>6,003,628</b>		

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>EDU016b ↑</b>  Percentage of pupil attendance in secondary schools	<b>AMBER</b>  <b>94.34%</b>	94.5%	94.33%	<b>GREEN</b>  ↗	Number of sessions attended by all pupils of statutory school age in secondary schools <b>3,532,553</b>	<b>3,582,306</b>	Data relates to Academic Year 2016/17  Increased target missed, however ranked 7th in 2017 and remains highest ever for Swansea. Swansea third most improved in Wales over 5 years. Although close to the target, performance in a few schools could be better and this will be examined and challenged further. Admin note- WG data is shown	Nick Williams
<b>EDCP28 ↑</b>  At Foundation Phase (age 7): Percentage of pupils achieving at least outcome 5 (the expected level) in teacher assessment of Language, Literacy and Communication skills in ENGLISH	<b>AMBER</b>  <b>85.4%</b>	88.0%	85.6%	<b>RED</b>  ↘	At Foundation Phase, the number of pupils achieving at least outcome 5 in assessment of Language, Literacy and Communication skills in English <b>1,919</b>	<b>1,900</b>	During the last 3 years, there has been an emphasis on accurate teacher assessment, which is reflected in the results	Nick Williams
<b>EDCP29 ↑</b>  At Foundation Phase (age 7): Percentage of pupils achieving at least outcome 5 (the expected level) in teacher assessment of Language, Literacy and Communication skills in WELSH	<b>GREEN</b>  <b>93.8%</b>	92.5%	92.0%	<b>GREEN</b>  ↗	At Foundation Phase, the number of pupils achieving at least outcome 5 in teacher assessment of Language, Literacy and Communication skills in Welsh <b>393</b>	<b>369</b>		Nick Williams
<b>EDCP30 ↑</b>  At the end of Key Stage 2 (age 11): Percentage of pupils achieving at least level 4 (the expected level) in teacher assessment of ENGLISH	<b>AMBER</b>  <b>91.5%</b>	92.0%	90.0%	<b>GREEN</b>  ↗	At the end of Key Stage 2: Percentage of pupils achieving at least level 4 in teacher assessment of ENGLISH in Swansea <b>2,337</b>	<b>2,247</b>	An increase of 2% compared to the previous year and continues an increasing trend. Ranked 17th. Although the performance has improved there has been greater emphasis on more accurate teacher assessment. As a result teachers have been supported to ensure that pupils are well within the level of performance required.	Nick Williams

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>EDCP31 ↑</b>  At the end of Key Stage 2 (age 11): Percentage of pupils achieving at least level 4 (the expected level) in teacher assessment of WELSH first language.	<b>GREEN</b>  <b>95.3%</b>	93.5%	93.2%	<b>GREEN</b>  <b>↗</b>	At the end of Key Stage 2: Percentage of pupils achieving at least level 4 in teacher assessment of WELSH first language in Swansea <b>328</b>   <b>289</b> All pupils in the end of Key Stage 2 cohort who were assessed in Welsh first language in Swansea <b>344</b>   <b>310</b>		Nick Williams	
<b>EDCP32 ↑</b>  National Reading Test for Years 2 - 9 (ages 7-14) combined: pupils achieving a standardised score of at least 85 in ENGLISH Reading	<b>AMBER</b>  <b>85.7%</b>	86.4%	86.3%	<b>RED</b>  <b>↘</b>	ENGLISH National Reading Test for Years 2 - 9 (ages 7-14) combined: pupils achieving standardised score of at least 85 <b>17,169</b>   <b>16,985</b> All pupils in Years 2- 9 (ages 7-14) who sat the National Reading Test in English in Swansea <b>20,023</b>   <b>19,678</b>	Ranked 4th in 2017. Welsh Government have clearly stated that these tests should be used diagnostically rather than as an accountability measure and schools are now taking this on board	Nick Williams	
<b>EDCP33 ↑</b>  National Reading Test for Years 2 - 9 combined: pupils achieving a standardised score of at least 85 in WELSH Reading	<b>GREEN</b>  <b>86.8%</b>	86.0%	85.9%	<b>GREEN</b>  <b>↗</b>	WELSH National Reading Test for Years 2 - 9 combined: pupils achieving standardised score of at least 85 <b>2,379</b>   <b>2,242</b> All pupils in Years 2- 9 who sat the National Reading Test in Welsh in Swansea <b>2,740</b>   <b>2,610</b>		Nick Williams	
<b>EDCP34 ↑</b>  National Numeracy - Procedural - Test for Years 2 - 9 combined: pupils achieving a standardised score of at least 85	<b>AMBER</b>  <b>86.6%</b>	87.4%	87.3%	<b>RED</b>  <b>↘</b>	Numeracy - Procedural - Test for Years 2 - 9 combined: pupils achieving standardised score of at least 85 <b>17,840</b>   <b>17,678</b> All pupils in Years 2- 9 who sat the National Numeracy - Procedural - Test in Swansea <b>20,598</b>   <b>20,259</b>	Ranked 5th in 2017. Welsh Government have clearly stated that these tests should be used diagnostically rather than as an accountability measure and schools are now taking this on board	Nick Williams	

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>EDCP35 ↑</b>  National Numeracy - Reasoning - Test for Years 2 - 9 combined: pupils achieving a standardised score of at least 85	<b>AMBER</b>  <b>87.1%</b>	88.1%	88.0%	<b>RED</b>  	Numeracy - Reasoning - Test for Years 2 - 9 combined: pupils achieving standardised score of at least 85 <b>17,946</b>   <b>17,824</b>	All pupils in Years 2-9 who sat the National Numeracy - Reasoning - Test in Swansea <b>20,598</b>   <b>20,257</b>	Ranked 7th in 2017. Welsh Government have clearly stated that these tests should be used diagnostically rather than as an accountability measure and schools are now taking this on board	Nick Williams
<b>EDU017 ↑</b>  Percentage of pupils in schools maintained by the authority in the previous summer achieving 5 or more GCSEs at grades A*-C or the vocational equivalent, including English or Welsh and mathematics	<b>RED</b>  <b>57.81%</b>	64.5%	65.86%	<b>RED</b>  	Number of of pupils in schools maintained by the authority in the previous summer achieving 5 or more GCSEs at grades A*-C or the vocational equivalent, including English or Welsh (first language) and mathematics <b>1,391</b>   <b>1,605</b>	All pupils taught in year 11 in schools maintained by the authority <b>2,406</b>   <b>2,437</b>	Result cannot be compared to previous years due to changes in the curriculum and performance measures. Ranked 7th in 2017. This sharp decline in performance was below the national decline in performance seen in 2017 with the introduction of new GCSE qualifications.  <i>Admin note - Revised 2016/17 data via WG</i>	Nick Williams
<b>EDCP36 ↑</b>  Percentage of students in year 11 educated other than at school (EOTAS) attaining the level 1 threshold at the end of key stage 4.	<b>No RAG</b>  <b>26.53%</b>	N/A	-	<b>NEW PI</b>	The number of year 11 EOTAS students attaining the level 1 threshold at the end of year 11 <b>13</b>   <b>N/A</b>	The number of year 11 students EOTAS <b>49</b>   <b>N/A</b>	New PI introduced for 2017/18 onwards. Data being baselined, with targets to be set for 2018/19.	Nick Williams
<b>EDCP37 ↑</b>  Percentage of students in year 11 attaining level 2 qualifications in both mathematics and science subjects at the end of key stage 4.	<b>No RAG</b>  <b>61.26%</b>	N/A	-	<b>NEW PI</b>	The number of year 11 students attaining level 2 qualifications in both mathematics and science subjects at the end of year 11 <b>1,474</b>   <b>N/A</b>	The number of year 11 students <b>2,406</b>   <b>N/A</b>	New PI introduced for 2017/18 onwards. Data being baselined, with targets to be set for 2018/19.	Nick Williams

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>EDCP38 ↑</b>  Percentage of students in year 11 who live in areas classed as being in the 20% most deprived of all areas in Wales attaining the level 2 inclusive measure at the end of key stage 4.	No RAG  <b>40.74%</b>	N/A	-	NEW PI	The number of secondary school students who live in areas classed as being in the 20% most deprived of all areas in Wales attaining the level 2 inclusive measure at the end of year 11 <b>286</b>	N/A	New PI introduced for 2017/18 onwards. Data being baselined, with targets to be set for 2018/19.	Nick Williams
					The number of students who live in areas classed as being in the 20% most deprived of all areas in Wales who were on roll in secondary schools <b>702</b>	N/A		
<b>EDCP39 ↑</b>  Percentage of students in year 11 who have been identified as being in local authority care (LAC) at any time during their time in secondary school attaining the level 2 inclusive measure at the end of key stage 4.	No RAG  <b>17.86%</b>	N/A	-	NEW PI	The number of secondary school students who have been LAC at any time whilst in secondary school attaining the level 2 inclusive measure at the end of year 11 <b>5</b>	N/A	New PI introduced for 2017/18 onwards. Data being baselined, with targets to be set for 2018/19.	Nick Williams
					The number of students who have been LAC at any time whilst in secondary school who were on roll in secondary schools <b>28</b>	N/A		
<b>EDFM2 ↑</b>  Percentage of pupils in receipt of free school meals (FSM) in schools maintained by the authority in the previous summer achieving 5 or more GCSEs at grades A*-C or the vocational equivalent, including English or Welsh (first language) and mathematics	<b>RED</b>  <b>30.79%</b>	39.0%	39.14%	<b>RED</b>  	Number of pupils in receipt of FSM in schools maintained by the authority in the previous summer achieving 5 or more GCSEs at grades A*-C or the vocational equivalent, including English or Welsh (first language) and mathematics <b>137</b>	<b>146</b>	Results cannot be compared with previous years due to differences caused by changes in curriculum and the loss of key skills counting as separate qualifications. However, this remains an issue with a 33% gap between FSM and non-FSM in 2017. The sharp decline in performance was difficult to predict as new qualifications were introduced in Wales in 2017. The performance in this indicator has been adversely affected by the type of GCSEs introduced. We will continue to review the effect of these changes and will closely monitor performance.	Nick Williams
					All pupils in receipt of FSM taught in year 11 in schools maintained by the authority <b>445</b>	<b>373</b>		

PI & desired direction of Travel	Result 2017/18	Target 2017/18	Performance 2016/17	Comparison to 2016/17	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
					2017/18	2016/17		
<b>EDCP18d ↑</b> Young people known to be NOT in Education, Employment and Training (NEET)	<b>AMBER</b>  <b>2.1%</b>	2.1%	-	NEW PI	Pupils known to be NOT in Education, Employment or Training at 16		The change in children becoming NEET was very small compared to the previous year	Nick Williams
					52	N/A		
					All Pupils in Year 11 cohort in Swansea			
<b>POV07 ↑</b> Number of training weeks for new entrant employees achieved through community benefit clauses	<b>GREEN</b>  <b>2,371</b>	1,500	-	NEW PI	Number of person weeks of training and employment undertaken			Phil Holmes
					2,371	N/A		
					D			
					1	N/A		

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		

### Priority 3 : Economy and Infrastructure

#### Priority Lead's Overview

Performance shows that we have achieved our targets against the vast majority of key indicators and we are therefore making solid progress in delivering our objectives. The challenge now will be to maintain and improve on this into 2018/19. In particular, significant additional commercial floor space has been delivered via the Vibrant & Viable Places funded schemes with public and private sector partners across the City Centre. Over 2300 Training and employment person weeks have being created by the Council's Beyond Bricks & Mortar scheme for the unemployed and economically inactive. The percentage of all Planning Applications determined within 8 weeks is above target at just over 87%, and so is the percentage of major applications approved at 93% . Unfortunately the number of new housing units created in Swansea City Centre (as a result of V&VP Realising the Potential funding) has missed target by approximately 20% due to the delay of one scheme, 15-20 Castle Street. However, encouragingly this scheme is now on site, and when completed in early 2019, this will deliver an additional 22 units, meaning our target will be actually be achieved, albeit belatedly. Delayed commencement of property projects on site has also affected our indicator that measures the value of inward investment on land owned by the council, where a value of £26m was achieved against a target of £35m. Again, these delayed schemes will feature in 2018/19 and so their contribution to Swansea's regeneration is only delayed, not lost.

Looking at some of the major priorities, the selected operator for the Arena project, ATG, have now signed the legal agreement and a launch event has been held in London. At the end of 2017/18, procurement of the primary contractor for Digital Square & Arena continued and several shortlisted contractors bid on Pre-Qualification Questionnaire responses. Meanwhile, RIBA Stage 3 designs are progressing well and enabling works are set to start on site August 2018, with the main works commencing early in the New Year. Following the acceptance of the WEFO £4m funding offer, the Kingsway infrastructure project progresses on site with the appointment of Dawnus. Alun Griffiths Construction has also been appointed to undertake demolition of 2 properties on Oxford Street to form the new link with The Kingsway as part of the Employment Hub development. These works will be commencing on site imminently. WSP have been appointed as multi-disciplinary consultant to the review proposals (phase 1) for the Employment Hub with a view to development of the project. A digital services consultant has also been appointed to advise on the digital technology aspects of the project.

The Local Development Plan Inquiry is well advanced and will be completed in June with LDP adoption envisaged before the end of 2018. Work also continues to progress other key objectives to transform our Economy & Infrastructure, such as Hafod Copperworks where detailed design stage is progressing. Heads of terms are to be reported to Cabinet for Penderyn and Skyline next month. £46m has now been spent in helping to bring Council properties up to the Welsh Housing Quality Standard. The first phase of the More Homes project, delivering new Council properties in Colliers Way is now complete and tenants have now moved into the new passivhaus properties.

This period also included us undertaking a series of consultation events to reformulate our plans for the role of culture in delivering the Corporate Priority, following a high profile campaign during our bid for the UK City of Culture, where Swansea was the only Welsh city and one of only five cities in the UK to reach the shortlist. Momentum and ambition was maintained by the announcement of high profile events such as Little Mix and The Killers booking the Liberty Stadium and Singleton Park as the location for one of only four UK wide BBC Music's Biggest Weekend events.

<b>BBMA1 ↑</b>  Number of projects that include community benefit clauses	<b>GREEN</b>  19	16	-	<b>NEW PI</b>	Number of projects with both social benefit clauses and Beyond Bricks & Mortar in their contracts.	Phil Holmes
					19   N/A	
					D	
					1   N/A	

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>EC2 ↑</b> The percentage of all major applications with an economic imperative that are approved	<b>GREEN</b>  <b>93%</b>	85%	91%	<b>GREEN</b>  <b>↗</b>	Total number of major applications with an economic imperative that are approved <b>25</b>	<b>41</b>		Phil Holmes
					Total number of major applications determined in the quarter <b>27</b>	<b>45</b>		
<b>EC3 ↑</b> Amount of commercial floorspace created within the City Centre to accommodate job creation	<b>GREEN</b>  <b>11,802m<sup>2</sup></b>	9,810m <sup>2</sup>	6,647m <sup>2</sup>	<b>GREEN</b>  <b>↗</b>	Amount of commercial floorspace created by sq m within the city centre <b>11,802m<sup>2</sup></b>	<b>6,647m<sup>2</sup></b>		Phil Holmes
					D <b>1</b>	<b>1</b>		
<b>EC4 ↑</b> Number of new housing units created in Swansea City Centre as a result of Vibrant & Viable Places funding	<b>RED</b>  <b>80 units</b>	102 units	54 units	<b>GREEN</b>  <b>↗</b>	Additional number of new housing units completed within Swansea City Centre through Vibrant and Viable Places <b>80</b>	<b>54</b>	One scheme remaining on site at 15-20 Castle Street due to delays in starting, this will deliver the remaining 22 units. The regearing of the leasehold title is still ongoing which is due to be completed in May/June 2018. The new lease will unlock various covenants imposed on the current sub-underlease. Estimated new completion date early 2019	Phil Holmes
					D <b>1</b>	<b>1</b>		
<b>EP28 ↑</b> The percentage of all planning applications determined within 8 weeks	<b>GREEN</b>  <b>86.09%</b>	80%	85.94%	<b>GREEN</b>  <b>↗</b>	The total number of planning applications determined during the year within 8 weeks <b>1,653</b>	<b>1,437</b>		Phil Holmes
					The total number of planning applications determined during the year <b>1,920</b>	<b>1,672</b>		
<b>WMT009b ↑</b> The percentage of municipal waste collected and prepared for reuse and/or recycled	<b>GREEN</b>  <b>64.01%</b>	60%	63.70%	<b>GREEN</b>  <b>↗</b>	Total tonnage of local authority municipal waste prepared for reuse and/or recycled <b>71,123</b>	<b>73,482</b>	As agreed due to time constraints in compiling and getting validation of the data required the figures quoted are one quarter behind. Therefore the figures provided are for Q4 2016/17 and Q1-Q3 2017/18 To enable a full year of figures.  <i>Admin note - Revised 2016/17 data via WG</i>	Chris Howell
					The tonnage of municipal waste collected by the local authority <b>111,104</b>	<b>115,363</b>		



PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>ESD1 ↑</b>  Value of inward investment related to property-based projects where the authority owns some or all of the land (or adjoining land which facilitates the development)	<b>RED</b>  <b>£26.0m</b>	£35.0m	£18.2m	<b>GREEN</b>  <b>↗</b>	Value of inward investment related to property-based projects where the authority owns some or all of the land (or adjoining land which facilitates the	<b>£26.0m</b>   <b>£18.2m</b>	Deferred commencement on site of St Davids Phase1, Hafod copper works, Mariner street, Digital village and Kingsway infrastructure projects. A number of external factors have influenced the delivery of these projects including funding and risk exposure at Mariner street, technical and design issues with Hafod and the Kingsway schemes. Swansea Central has benefited from the additional time in improving the scheme design and securing a major anchor tenant in the Ambassador Theatre Group for the operation of the Arena	Phil Holmes
					D	<b>1</b>   <b>1</b>		
<b>CTT4 ↑</b>  Tourism - total economic impact of Tourism to Swansea (£m)	<b>GREEN</b>  <b>£417.85m</b>	£410m	£400.37m	<b>GREEN</b>  <b>↗</b>	Tourism - The total economic impact of Tourism to Swansea (£m)	<b>£417.85m</b>   <b>£400.37m</b>	This years increase can be attributed to a successfully executed campaign for the Year of Legends. This private and public sector campaign focussed on legendary adventures and targeted our key markets in Bristol, Midlands, London and the North West of England. Our Events programme, which covers most of the year gave visitors reasons to visit and ranged from major concerts at the Liberty Stadium through to the headline event of the summer, the Wales Airshow. we are very optimistic for 2018	Tracey McNulty
					D	<b>1</b>   <b>1</b>		
<b>EEF002 ↑</b>  Measurement of carbon reduction across all Swansea Council public building portfolio (%)	<b>GREEN</b>  <b>7.4%</b>	3%	-	<b>NEW PI</b>	The reduction in the amount of carbon dioxide emissions in the non-domestic public building stock between the previous year and the current year (Tonnes)	<b>1,978</b>   <b>N/A</b>		Phil Holmes
					The amount of carbon dioxide emissions in the non-domestic public building stock in the previous year (Tonnes)	<b>26,683</b>   <b>N/A</b>		

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		

## Priority 4 : Tackling Poverty

### Priority Lead's Overview

The performance indicators demonstrate some of the supporting factors enabling the Council to tackle poverty (Corporate Priority) and move people towards prosperity.

In terms of delivering the “Steps to meet the Well-being Objectives” in the Corporate Plan for Tackling Poverty 17-22 we are:

- Implementing the revised Poverty Strategy to empower local people, change cultures to emphasise tackling poverty is everyone’s business and target resources to maximise access to opportunity and prosperity.
- Working with our Health partners to ensure that, through our Early Years Strategy, children in their early years and at Foundation Phase achieve their expected language, emotional, social and cognitive development and are ready for learning and for school.
- Through our Youth Progression Framework, ensuring that young people are able to access employment, education or training after reaching 16 years of age.
- Helping to address the impacts of Welfare reform, such as supporting people to claim the full benefits they are entitled to so that they are able to maximise their income.
- Investing to improve housing and build more energy efficient Council homes and affordable housing to help meet housing need, reduce fuel bills, regenerate estates and bring wider economic and employment benefits.
- Preventing homelessness and support people to maintain their tenancies to help maintain stability and security for families, safeguard health and well-being and prevent social exclusion.
- Exploring creating our own energy venture to provide low-cost energy to homes helping to tackle high domestic fuel bills and fuel poverty.
- Supporting tackling climate change and help eradicate fuel poverty and boost economic development through the Arbed scheme and energy efficiency measures in social housing.
- Exploring tax relief and support for food bank locations and encourage businesses to reduce food waste by supplying goods to local food banks, whilst exploring sustainable options for reducing food poverty.
- Piloting 30 hours of free childcare in conjunction with the Welsh Government; evaluating the impact on poverty and working to ensure every community has a reliable, affordable and quality bus service to help reduce barriers to employment.
- Supporting individuals to overcome their barriers to employment through our person-centred employability approach, Swansea Working
- Helping Swansea's poorest communities tackle poverty by accessing arts, culture and heritage in order to boost skills, confidence, self-esteem and aspiration.
- Implementing the Community Cohesion Delivery Plan to promote cohesive and inclusive communities in Swansea.

The only target in which we have seen a reduction in performance is in the percentage of people across Swansea who are satisfied or very satisfied with their local area as a place to live. The target was only narrowly missed the target and showed a decline in performance compared to last year, it remains strong at over 85%. We want to continue with our plans to involve local people more in setting local priorities and making decisions affecting their areas. This will be supported through implementing the Community Cohesion Delivery Plan to promote cohesive and inclusive communities in Swansea.

*The SUSC indicators derived from surveys will be removed from the Corporate suite for 2018/19. The Council is investigating replacing the survey with an alternative that targets the intended audience with revised questions to establish community resilience / customer satisfaction with the Council & its services.*

PI & desired direction of Travel	Result 2017/18	Target 2017/18	Performance 2016/17	Comparison to 2016/17	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
					2017/18	2016/17		
<b>HBCT01a ↓</b> Housing Benefit (HB) Speed of Processing: a) Average time for processing new claims.	GREEN  16.2	16.5><19 days	16.52 days	GREEN  ↗	Sum in calendar days of time taken to process all new HB claims	84,384	99,794	Ben Smith
					Number of new HB claims received	5,194	6,039	
<b>HBCT01b ↓</b> Housing Benefit Speed of Processing: b) Average time for processing notifications of change in circumstances.	GREEN  4.4	4.5><7 days	4.49 days	GREEN  ↗	Sum in calendar days of time taken to process HB change in circumstances	229,487	251,500	Ben Smith
					Number of HB change in circumstances decided	52,348	55,971	
<b>HBCT02a ↓</b> Council Tax Reduction (CTR) Speed of Processing: a) Average time for processing new claims.	AMBER  19.1	16.9><19 days	16.9 days	RED  ↘	Sum in calendar days of time taken to process all new CTR claims	105,223	106,887	Reductions in staffing and an increase in work generated by the DWP have resulted in an expected dip in performance. This will be monitored ongoing.
					Number of new CTR claims received	5,513	6,332	
<b>HBCT02b ↓</b> Council Tax Reduction Speed of Processing: b) Average time for processing notifications of change in circumstances	GREEN  3.2	3.6><7 days	3.6 days	GREEN  ↗	Sum in calendar days of time taken to process CTR change in circumstances	256,623	267,161	Ben Smith
					Number of CTR change in circumstances decided	79,065	73,461	
<b>POV05 ↑</b> The amount of welfare benefits raised through securing rights and entitlements by the Welfare Rights Team	GREEN  £1,170,206	£800,000	£1,084,383	GREEN  ↗	Amount of benefit income secured or increased	£1,170,206	£1,084,383	Since providing the figures for the 1st Qtr - 3rd Qtr more money has been raised that was not originally included in these periods. These have now increased by £9142.97 in Qtr 1, £6140.72 in Qtr 2 and £325.12 in Qtr 3.
					D	1	1	

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>POV06 ↓</b>  The average number of days all homeless families with children spent in Bed & Breakfast accommodation	<b>GREEN</b>  1.50	3.8 > < 6 days	3.8 days	<b>GREEN</b>  ↗	The number of days for each period spent in B&B accommodation by each family with children whose duty has been accepted during the year 3   30	Total number of homeless families with children whose duty has been accepted who have spent time in B&B accommodation 2   8		Mark Wade
<b>SUSC1 ↑</b>  Percentage of people across Swansea who are satisfied or very satisfied with their local area as a place to live	<b>AMBER</b>  85.8%	86.6%	86.75%	<b>RED</b>  ↓	Number of people responding 'satisfied' and 'very satisfied' with their local area as a place to live 859   949	Total number of respondents to the question 1,001   1,094	Although people's satisfaction with their local area narrowly missed the target and showed a decline in performance compared to last year, it remains strong at over 85%. We want to continue with our plans to involve local people more in setting local priorities and making decisions affecting their areas.	N/A
Page 114 <b>SUSC3 ↑</b>  Percentage of Swansea residents who agree or strongly agree that their local area is a place where people from different backgrounds get on well together	<b>GREEN</b>  81.0%	78%	82.40%	<b>RED</b>  ↓	Number of people responding 'agree' and 'strongly agree' that their local area is a place where people from different backgrounds get on well together 798   885	Total number of respondents to the question 985   1,074	The result has dipped compared to last year, although it is better than the target and remains good at 81%. We will continue our work with others to encourage inclusive and cohesive communities within Swansea.	N/A

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		

## Priority 5 : Transformation and Future Council

### Lead Head of Service's Overview

The Council has embarked on some ambitious changes and projects this year to achieve both the well-being objectives articulated in the Corporate Plan and Sustainable Swansea - Fit for the Future goals.

A significant amount of channel shift to online services has been implemented this year, evidenced in the CUST2a and b indicators.

Fifteen of the seventeen planned commissioning reviews are now completed and in implementation, improving efficiency and effectiveness for Swansea residents and businesses and reducing the cost of Council services.

Training and development has been a key priority this year ensuring the Council has the workforce for the future, which is reflected in the WORK11 indicator. This started by articulating the vision and direction in the Organisational Development Strategy. Delivery of the implementation plan will continue to be a key focus for 2018-19 across a whole range of different initiatives.


The Council remains committed to improving its engagement with residents and businesses and will continue to prioritise development of a co-productive approach to changing, designing and delivering services during 2018-19. Community engagement and co-production is already being used including for the Services in the Community project and pilots. The Digital Strategy is reaching its third year of implementation with a significant amount of technology deployed to support new ways of working for staff and new online services for residents and businesses. In 2018-19 digital channels will continue to expand in order to grow public engagement.





The Council has restructured provision of Welsh Language services, bringing together a range of functions and aligning this with responsibilities for the Welsh Language Standard. This will provide the building block to develop all languages in 2018-19. In addition, 126 Welsh Language training sessions were delivered during the year.

In 2017-18 the Council launched a project to prepare for the new General Data Protection Regulation (GDPR) changes, reflected in the new indicator PROC11. New ways of working will continue to embed during 2018-19 when GDPR goes live.

Two areas of primary focus for 2018-19 reflect the two red indicators: Projects and controls to address sickness levels (CHR002) and delivery of General Fund Revenue savings and income (FINA6).

*The CUST and SUSC indicators derived from surveys will be removed from the Corporate suite for 2018/19. The Council is investigating replacing the survey with an alternative that targets the intended audience with revised questions to establish community resilience / customer satisfaction with the Council & its service.*

<b>CHR002 ↓</b>  The no. of working days / shifts per full time equivalent (FTE) local authority employee lost due to sickness absence	<b>RED</b>  <b>10.8 days</b>	8 days	9.7 days	<b>RED</b>  	Total number of working days/shifts lost to sickness absence as FTE.	<b>98,314</b>	<b>89,171</b>	<b>Note from Corporate Performance Team - Data quality under review</b>  In an attempt to reduce sickness, the Authority is. a) Linking the current Management of Absence policy with other wellbeing policies and preventative/proactive initiatives b) Shortening the long term sickness process c) Utilising all trigger points in the Policy d) Ensuring all managers receive mandatory Employee Well-being training and receive refresher training as appropriate e) Discussing ways of reducing sickness with the Working Group with Trade Unions, Members and Officers.	Deb Yeates
					Average number of FTE employees	<b>9,101</b>	<b>9,179</b>		

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>CUST2a ↑</b>  Number of online payments received via City & County of Swansea websites	<b>GREEN</b>  <b>78,986</b>	75,200	154,358	<b>RED</b>  	Number of service-based payments received on the Civica payment system via City & County of Swansea websites <b>78,986</b>	<b>154,358</b>  <b>1</b>	Online payments decreased compared to 16/17 due to a change in how payments were recorded. The number of online payments as a proportion of the total payments taken via the council's finance system has increased from 12% in 2016/17 to 14% in 2017/18. This reflects the increase in payment forms now available to the public, and that residents choosing this method is increasing. As a result of key projects, all payments integrate with back office systems.	Sarah Caulkin
<b>CUST2b ↑</b>  Number of forms completed online for fully automated processes	<b>GREEN</b>  <b>16,239</b>	15,000	12,846	<b>GREEN</b>  	Number of forms completed online for processes which are fully automated <b>16,239</b>	<b>12,846</b>  <b>1</b>	In line with the Council's Digital First approach, face-to-face contact reduced by 84% compared to 2016/17 (378 in 17/18 down from 2430). Further forms to be linked to the back office in Q1 18/19 include litter, dog waste issues and public toilets (around 4000 requests every year in total). Most of these are phone calls, which means customers can be offered the choice to move online when this work is completed.	Sarah Caulkin
<b>CUST5 ↑</b>  Percentage of recent customers who were satisfied with level of customer service they received from Swansea Council	<b>GREEN</b>  <b>80.1%</b>	80%	82.90%	<b>RED</b>  	Of those respondents who have engaged with Swansea Council in the last 6 months, the number of people responding they were "satisfied" or "very satisfied" with the level of customer service received <b>370</b>	<b>412</b>  <b>462</b>	The Council continues to implement its Customer strategies to maintain and improve customer satisfaction, including developing ways to involve residents in service design and delivery. Although the trend shows a decline compared to last year, the Council has maintained performance against the target of 80%.	Sarah Caulkin
<b>CUST6 ↑</b>  Percentage of Swansea residents satisfied or very satisfied with Council services overall.	<b>AMBER</b>  <b>64.3%</b>	65%	67.77%	<b>RED</b>  	Number of people responding "satisfied" or "very satisfied" with Council services <b>642</b>	<b>740</b>  <b>999</b>	Although people's satisfaction with Council services overall showed a decline in performance compared to last year, it remains strong at 64.3% and just below target. We want to continue to ensure that the services we provide our residents are fit for purpose and meet the needs of the people of Swansea.	Sarah Caulkin

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>FINA6 ↑</b>  Percentage of identified forecast general fund revenue savings and income for the year compared to Council approved budget	<b>RED</b>	100%	85.76%	<b>RED</b>	The forecast forward summary of savings and income achieved for the year (£m)		Shortfall in performance entirely in line with reported adverse over spending all year to Cabinet. Stronger still performance/delivery monitoring tool for CMT being used for 2018-19.	Ben Smith
	<b>67.49%</b>			<b>↘</b>	£12,639	£19,307		
					Agreed original savings set out in the Council-approved budget (£m).			
					£18,727	£22,513		
<b>PROC11 ↓</b>  Number of breaches received during the period which had determined the requirement of self-referral to the Information Commissioner's Office (ICO)	<b>GREEN</b>	0	1	<b>GREEN</b>	The number of data breaches received during the period which had determined the requirement of self-referral to the ICO		This is a new indicator as part of the Council's readiness for the new General Data Protection Regulation (GDPR).	Sarah Caulkin
	<b>0</b>			<b>↗</b>	0	1		
<b>DISC2 ↑</b>  Percentage of people across Swansea who agree or strongly agree they can influence decisions affecting their neighbourhood	<b>GREEN</b>	33><50%	34.54%	<b>RED</b>	Number of people responding 'agree' and 'strongly agree' that they can influence decisions affecting their neighbourhood		Although the result has declined compared to last year's performance, the annual target has been bettered. The Council is strongly committed to involving people more in Council decision making and in enabling community action and is developing a co-production strategy that will help facilitate this when implemented.	N/A
	<b>33.8%</b>			<b>↘</b>	324	364		
					Total number of respondents to the question			
					960	1,054		
<b>WORK11 ↑</b>  Percentage of staff satisfied with the support they have to develop their skills and learn new things	<b>GREEN</b>	69%	71.38%	<b>GREEN</b>	Number of staff responding 'agree' and 'strongly agree' to: How satisfied are they with the support they have to develop their skills and learn new things?			Deb Yeates
	<b>72.5%</b>			<b>↗</b>	1,581	1,342		
					Total number of respondents to the question			
					2,182	1,880		

PI & desired direction of Travel	Result 2017/18	Target 2017/18	Performance 2016/17	Comparison to 2016/17	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
					2017/18	2016/17		
IT10 ↑  The number of beneficiaries who have attended the "Get Swansea online" programme	GREEN	415	415	GREEN	The number of individual clients who complete one or more sessions of the Get Swansea Online programme of digital training and support in financial year		Target has been exceeded by 13%. Reduced failure to attend rate by cautious overbooking plus reminders by text and phone - down from an historic high of over 40% and then 24% in early 2017, to an average of 16% for the year, and a low of 9% in March 18. During 2017/18 Swansea achieved a low likelihood of digital exclusion rating and has improved from medium risk in 2015. Courses are now offered to refugees which started during Q4, with 11 more refugees booked on already for Q1 in 2018/19.	Sarah Caulkin
	469			↑	469	415		



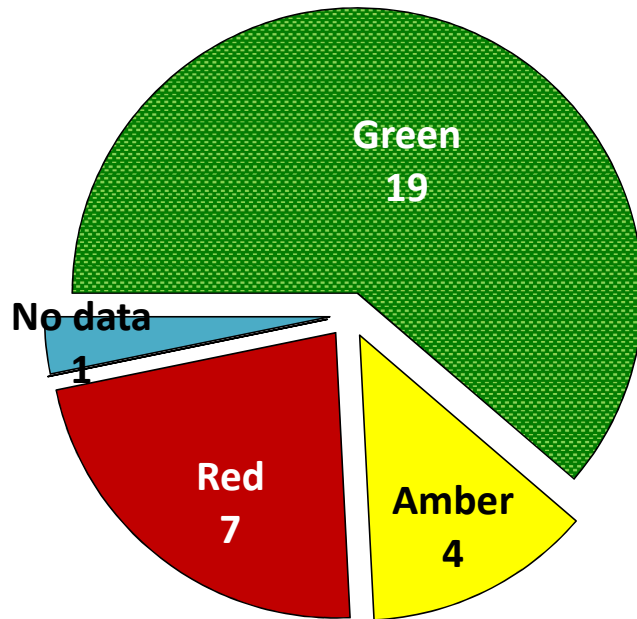
PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18			2016/17	2017/18		

**Public Accountability Measures (PAM's)**

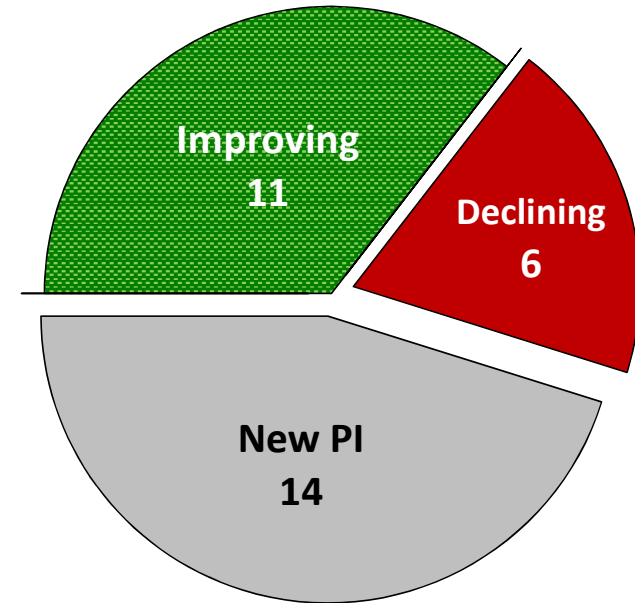
Corporate Performance against Target

Corporate Performance compared to Previous Year

Overall Council Summary







Overall Council Summary



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<b>PAM001 ↓ (CHR002)</b>  The number of working days/shifts per full time equivalent lost due to sickness absence	<b>RED</b>  <b>10.8 days</b>	8 days	9.7 days	<b>RED</b>  <b>↘</b>	Total number of working days/shifts lost to sickness absence as FTE.	In an attempt to reduce sickness, the Authority is. a) Linking the current Management of Absence policy with other wellbeing policies and preventative/proactive initiatives b) Shortening the long term sickness process c) Utilising all trigger points in the Policy d) Ensuring all managers receive mandatory Employee Well-being training and receive refresher training as appropriate e) Discussing ways of reducing sickness with the Working Group with Trade Unions, Members and Officers.	Deb Yeates
					98,314	89,171	
					Average number of FTE employees		
					9,101	9,179	

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>PAM002 ↑</b> Percentage of people that agree their local council provides high quality services	-			NEW PI	N		National Survey for Wales, Welsh Government	
	-		-		D		Note: The inclusion of this measure is subject to the data being published by Welsh Government.	
<b>PAM003 ↑</b> Percentage of pupils achieving the expected outcome at the end of the Foundation Phase	<b>AMBER</b>  <b>85.52%</b>	87.2%	-	NEW PI	Number of pupils achieving the expected outcome at the end of the Foundation Phase <b>2280</b>	N/A	Ranked 19th in 2017. The Foundation Phase Co-ordinator is working with schools on Foundation Phase assessment. Support will be given to teachers new to Reception next year. Presentations have been given to schools on Foundation Phase findings and further support will be given. During the last 3 years there has been greater emphasis on teacher assessment to ensure that only those pupils that best fit the indicator criteria are awarded the foundation phase outcome indicator.	Nick Williams
					Number of pupils in the final year of Foundation Phase <b>2,666</b>	N/A		
<b>PAM004 ↑ (EDU003)</b> Percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the LA, achieving the Core Subject Indicator	<b>GREEN</b>  <b>89.55%</b>	89%	88.2%	<b>GREEN</b>  <b>↗</b>	The number of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment <b>2,288</b>	<b>2,202</b>		Nick Williams
					The total number of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority <b>2,555</b>	<b>2,498</b>		
<b>PAM005 ↑ (EDU004)</b> Percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the LA, achieving the Core Subject Indicator	<b>GREEN</b>  <b>88.21%</b>	86.5%	86.32%	<b>GREEN</b>  <b>↗</b>	The number of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment <b>2,147</b>	<b>2,013</b>		Nick Williams
					D	<b>2,434</b>		

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>PAM006 ↑ (EDU017)</b>  Percentage of pupils in schools maintained by the authority in the previous summer achieving 5 or more GCSEs at grades A*-C or the vocational equivalent, including English or Welsh and mathematics	<b>RED</b>  <b>57.81%</b>	64.5%	65.86%	<b>RED</b>  	Number of of pupils in schools achieving 5 or more GCSEs at grades A*-C or the vocational equivalent, including English or Welsh (first language) and mathematics <b>1,391</b>   <b>1,605</b> All pupils taught in year 11 in schools maintained by the authority <b>2,406</b>   <b>2,437</b>	Result cannot be compared to previous years due to changes in the curriculum and performance measures. Ranked 7th in 2017. This sharp decline in performance was below the national decline in performance seen in 2017 with the introduction of new GCSE qualifications.  <i>Admin note - Revised 2016/17 data via WG</i>	Nick Williams	
<b>PAM007 ↑ (EDU016a)</b>  Percentage of pupil attendance in primary schools	<b>AMBER</b>  <b>95.05%</b>	95.20%	94.88%	<b>GREEN</b>  	Total number of sessions attended by all pupils in primary schools <b>5,833,217</b>   <b>5,696,420</b> Total number of sessions possible for all pupils <b>6,137,044</b>   <b>6,003,628</b>	Increased target missed, however ranked 8th in 2017 and highest ever for Swansea. Swansea most improved in Wales over 5 years. A few schools' attendance figures have affected performance. As a result greater challenge will be required to ensure high levels of attendance.	Nick Williams	
<b>PAM008 ↑ (EDU016a)</b>  Percentage of pupil attendance in secondary schools	<b>AMBER</b>  <b>94.34%</b>	94.50%	94.33%	<b>GREEN</b>  	The total number of sessions attended by all pupils in secondary schools [excludes Y12 and 13 - sixth form] <b>3,532,553</b>   <b>3,582,306</b> The total number of sessions possible for all pupils [excludes Y12 and 13 - sixth form] <b>3,744,431</b>   <b>3,797,462</b>	Increased target missed, however ranked 7th in 2017 and remains highest ever for Swansea. Swansea third most improved in Wales over 5 years. Although close to the target, performance in a few schools could be better and this will be examined and challenged further.	Nick Williams	
<b>PAM009 ↓ (EDCP18d)</b>  Young people known to be NOT in Education, Employment and Training (NEET) [at 16, on leaving formal education]	<b>AMBER</b>  <b>2.15%</b>	2.1%	-	<b>NEW PI</b>	Pupils known to be NOT in Education, Employment or Training at 16 <b>52</b>   <b>N/A</b> All Pupils in Year 11 cohort in Swansea <b>2,419</b>   <b>N/A</b>		Nick Williams	
<b>PAM010 ↑ (STS005b)</b>  The percentage of highways and relevant land inspected of a high or acceptable standard of cleanliness	<b>GREEN</b>  <b>92.59%</b>	92%	94.21%	<b>RED</b>  	The number of inspections undertaken on highways and relevant land which found a high or acceptable standard of cleanliness <b>650</b>   <b>651</b> The total number of inspections undertaken on highways and relevant land. <b>702</b>   <b>691</b>	Data provided is above defined PI target	Chris Howell	

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>PAM011 ↑ (STS006)</b>  The percentage of reported fly tipping incidents cleared within 5 working days	GREEN			GREEN	The number of reported fly tipping incidents cleared within 5 working days 1,526   3,418		The number of fly tipping incidences cannot be compared with that of last year as breaches of the household waste collection scheme, such as additional black bags put out, or bags out on the wrong day, are no longer counted as fly tipping. That is fundamentally different to someone taking waste away from their home or place of work for the purpose of dumping it, which is considered fly tipping.	Chris Howell
	98.64%	92%	90.93%	↗	The total number of fly tipping incidents recorded by the authority during the year. 1,547   3,759			
<b>PAM012 ↑</b>  Percentage of households successfully prevented from becoming homeless	GREEN			NEW PI	Number of households threatened with homelessness successfully prevented from becoming homeless 792   N/A		Overall there has been a decrease of 3.8% in the annual result. We continue to receive high numbers of homeless presentations and will maintain robust case monitoring systems to ensure we take all reasonable steps to prevent homelessness for 2018/19.	Mark Wade
	68.75%	67%	-		Number of households threatened with homelessness 1,152   N/A			
<b>PAM013 ↑</b>  Percentage of empty private properties brought back into use	GREEN			RED	Number of empty private sector properties brought back into use during the year through direct action by the local authority 97   358		Guidance on which dwellings can be included in this PI have been amended & resultant figures have reduced.	Mark Wade
	3.78%	3.31%	16.14%	↘	Number of private sector properties that had been vacant for more than 6 months at 1 April 2,566   2,218			
<b>PAM014 ↑</b>  Number of new homes created as a result of bringing empty properties back into use	GREEN			NEW PI	Number of additional dwellings created as a result of bringing empty properties back into use where a property has been unoccupied for a period of 6 months or more. 16   N/A			Mark Wade
	16	10	-		D 1   N/A			
<b>PAM015 ↓ (PSR002)</b>  The average number of calendar days taken to deliver a Disabled Facilities Grant.	GREEN			GREEN	The total number of calendar days taken to deliver all DFGs certified during the financial year 84,411   90,705		Performance has improved significantly over 2017/18. We continue to report performance strictly to WG guidelines that include all stages of the DFG process including waiting time for Occupational Therapy (OT) assessment.	Mark Wade
	240	275	283	↗	The number of DFGs delivered during the financial year 352   321			

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>PAM016 ↑ (LCL001b)</b>  The number of visits to public libraries during the year per 1,000 population	GREEN  5,390	4,958	4,946	GREEN  ↗	Number of physical and virtual visits to Swansea Libraries <b>1,317,597</b>	<b>1,198,741</b> Population (1,000) <b>244.46</b>	There has been a counting methodology change to the collection of virtual visits to bring us in line with other Welsh Authorities, which resulted in a Q4 total of 194,618. The average of the other 3 quarters was 20,454. This will be taken into account when setting this year's targets. Admin note 02.07.18 - population changed from 244,513 following ONS revision.	Tracey McNulty
<b>PAM017 ↑ (LCS002b)</b>  The number of visits to local authority sport and leisure centres during the year where the visitor will be participating in physical activity, per 1,000 population	GREEN  8,556	8,275	8,505	GREEN  ↗	The number of visits to local authority sport and leisure centres during the year where the visitor will be participating in physical activity <b>2,091,711</b>	<b>2,061,540</b> Population (1,000) <b>244.46</b>	Admin note - Revised 2016/17 data via WG. Admin note 02.07.18 - population changed from 244,513 following ONS revision.	Tracey McNulty
<b>PAM018 ↑</b>  Percentage of all planning applications determined in time (Indicator 07)	GREEN  98.0%	90%	-	NEW PI	Number of all planning applications determined within required time periods <b>1881</b>	<b>N/A</b> Number of all planning applications determined <b>1,920</b>		Phil Holmes
<b>PAM019 ↑</b>  Percentage of planning appeals dismissed (Indicator 10)	RED  61.6%	67%	-	NEW PI	Number of planning appeals dismissed <b>53</b>	<b>N/A</b> Number of planning appeals decided <b>86</b>	Of the 33 applications allowed at appeal, 7 of these were overturned at committee by members against officer recommendation. Excluding these overturns, our target would have been achieved	Phil Holmes

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service	
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17			
<b>PAM020 ↓</b> <b>(THS012 subset)</b>  Percentage of A roads in poor condition	GREEN	3.2%	-	NEW PI	Kilometres of A roads in poor condition		Condition indicators for Swansea are positive in comparison to the rest of Wales. However road conditions are deteriorating and this will continue without a sustained period of significant increased investment. It is important to keep a close track of road condition as the highway asset is by far the most expensive asset owned and managed by the Council.	Stuart Davies	
	3.2%	3.2%	-		6.13	N/A			
<b>PAM021 ↓</b> <b>(THS012 subset)</b>  Percentage of B roads in poor condition	GREEN	5.0%	-	NEW PI	Kilometres of B roads in poor condition				
	4.5%	5.0%	-		8.31	N/A			
<b>PAM022 ↓</b> <b>(THS012 subset)</b>  Percentage of C roads in poor condition	GREEN	6.8%	-	NEW PI	Kilometres of B roads surveyed				
	6.7%	6.8%	-		184.19	N/A			
<b>PAM023 ↑</b> <b>(PPN009)</b>  The percentage of food establishments which are 'broadly compliant' with food hygiene standards	GREEN	94%	94.46%	GREEN	Kilometres of C roads in poor condition		Mark Wade		
	94.63%	94%	94.46%	↗	14.91	N/A			
<b>PAM024 ↑</b>  Percentage of adults satisfied with their care and support (Measure 13: adult)	GREEN	70%	-	NEW PI	Kilometres of C roads surveyed				
	79.65%	70%	-		221.05	N/A			
<b>PAM025 ↓</b> <b>(Measure 19)</b>  The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	RED	4	5.81	RED	The number of food establishments within the local authority deemed to be "broadly compliant" during the year as at 31 March.			Performance has improved in Quarter 4, with DToC figures decreasing month on month until March. However, the number of delayed transfers of care which peaked in August of last year has made it difficult to meet the projected target for the beginning of the year.	Alex Williams
	5.86	4	5.81	↘	2,098	2,113			
<b>PAM025 ↓</b> <b>(Measure 19)</b>  The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	RED	4	5.81	RED	The total number of food establishments as at 31 March				
	5.86	4	5.81	↘	2,217	2,237			
<b>PAM025 ↓</b> <b>(Measure 19)</b>  The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	RED	4	5.81	RED	Number of adults satisfied with their care and support		Alex Williams		
	5.86	4	5.81	↘	321	N/A			
<b>PAM025 ↓</b> <b>(Measure 19)</b>  The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	RED	4	5.81	RED	Number of respondents				
	5.86	4	5.81	↘	403	N/A			
<b>PAM025 ↓</b> <b>(Measure 19)</b>  The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	RED	4	5.81	RED	Number of people kept in hospital while waiting for social care			Alex Williams	
	5.86	4	5.81	↘	127	126			
<b>PAM025 ↓</b> <b>(Measure 19)</b>  The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	RED	4	5.81	RED	Total population aged 75+				
	5.86	4	5.81	↘	21,672	21,672			

PI & desired direction of Travel	Result	Target	Performance	Comparison to	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service
	2017/18	2017/18	2016/17	2016/17	2017/18	2016/17		
<b>PAM026 ↑</b>  Percentage of carers that feel supported (Measure 15)	<b>GREEN</b>  66.09%	60%	-	<b>NEW PI</b>	Number of carers that feel supported 76	N/A		Alex Williams
					Number of respondents 115	N/A		
<b>PAM027 ↑</b>  Percentage of children satisfied with their care and support (Measure 13: children)	<b>RED</b>  76.19%	93%	-	<b>NEW PI</b>	Number of children satisfied with their care and support 112	N/A	The framework for collecting this information is being revised in 2018/19 as it has been acknowledged that it has a number of significant flaws. Only 9 of the children were not happy with the care and support they received, but this measure does not take into account those who answered 'sometimes', 'don't know' or did not provide an answer.	Julie Thomas
					Number of respondents 147	N/A		
<b>PAM028 ↑ (Measure 24)</b>  Percentage of child assessments completed in time	<b>RED</b>  72.38%	90%	82.39%	<b>RED</b>  ↓	Number of assessments for children completed during the year that were completed within 42 working days from the point of referral. 941	1,123	Changes from the SSWB(W) Act have added to the pressures faced by the service. In addition to this we have undertaken a number of service developments over the last 12 months including the Supported Care Planning re-design. The development of a performance hub as part of the re-design will improve performance in this area going forward.	Julie Thomas
					Number of assessments for children completed during the year 1,300	1,363		
<b>PAM029 ↓</b>  Percentage of children in care who had to move 3 or more times (Measure 33)	<b>RED</b>  9.77%	7%	-	<b>NEW PI</b>	The number of Looked After Children who had three or more separate placements during the financial year. 51	N/A	Moves are slightly increased by the number of unplanned placements and the increase in the LAC population. Placement moves are closely monitored operationally and we try to limit as much movement as possible unless it is beneficial to the continued safety and well-being of the child.	Julie Thomas
					The total number of Looked After Children at 31 March 522	N/A		
<b>PAM030 ↑ (WMT009b)</b>  The percentage of municipal waste collected by local authorities and prepared for reuse and/or recycled, including source segregated biowastes that are composted or treated biologically in another way	<b>GREEN</b>  64.01%	60%	63.70%	<b>GREEN</b>  ↗	The tonnage of local authority municipal waste prepared for reuse, recycled and/or collected as source segregated biowastes and composted or treated biologically in another way by the local authority 71,123	73,482	As agreed due to time constraints in compiling and getting validation of the data required the figures quoted are one quarter behind. Therefore the figures provided are for Q4 2016/17 and Q1-Q3 2017/18 To enable a full year of figures.  <i>Admin note - Revised 2016/17 data via WG</i>	Chris Howell
					The tonnage of municipal waste collected by the local authority 111,104	115,363		

PI & desired direction of Travel	Result 2017/18	Target 2017/18	Performance 2016/17	Comparison to 2016/17	N – Numerator D – Denominator		Comments (Explanation and Actions)	Head of Service	
					2017/18	2016/17			
<b>PAM031 ↓ (WMT004b)</b>  The percentage of municipal waste collected by local authorities sent to landfill	<b>GREEN</b>  <b>31.57%</b>	38%	32.17%	<b>GREEN</b>  <b>↗</b>	The tonnage of local authority municipal waste sent to landfill by the local authority	<b>35,072</b>	<b>37,111</b>	As agreed due to time constraints in compiling and getting validation of the data required the figures quoted are one quarter behind. Therefore the figures provided are for Q4 2016/17 and Q1-Q3 2017/18 To enable a full year of figures  <i>Admin note - Revised 2016/17 data via WG</i>	Chris Howell
					The tonnage of municipal waste collected by the local authority	<b>111,104</b>	<b>115,363</b>		





## Report of the Section 151 Officer

Cabinet - 19 July 18

### Revenue Outturn & Savings Tracker 2017/18

<b>Purpose:</b>	To report on the detailed Revenue financial outturn for 2017/18
<b>Policy Framework:</b>	Sustainable Swansea Budget Plan 2017/18
<b>Consultation:</b>	Cabinet Members, Corporate Management Team, Legal Services and Access to Services.
<b>Recommendation:</b>	It is recommended that the comments and variations in this report be noted, and that the proposed reserve transfers detailed in Section 7.3 are approved.
<b>Report Author:</b>	Ben Smith
<b>Finance Officer:</b>	Ben Smith
<b>Legal Officer:</b>	Tracey Meredith
<b>Access to Services Officer:</b>	Sherill Hopkins

#### 1. Background and Introduction

- 1.1 This report details net expenditure for 2017/18 and highlights variances from the revised budget.
- 1.2 The Revenue Budget for 2017/18 was approved at Council on 23rd February 2017. The budget as approved included the following proposals to address a potential budget deficit of £18.96m.

<b><u>Budget Proposals 2017/18</u></b>	<b>£'000</b>	<b>£'000</b>
Planned Service Savings	-12,536	
Senior Staff Reductions	-2,465	
Reduction to Insurance Reserve	-700	
		-15,701
Net effect of Council Tax base increase and increased charge		-3,263
<b>Overall resourcing</b>		<b>-18,964</b>

- 1.3 The specific savings proposals detailed above were incorporated into Directorate budgets at service level and have been the subject of specific monitoring via the budget savings tracker, reported to Cabinet on a quarterly basis during the year. Achievement of Sustainable Swansea savings has equally been monitored.
- 1.4 2017/18 marked the fourth year following the introduction, from 1<sup>st</sup> April 2014, of the Council's single status pay and grading scheme relating to all staff on NJC grades. The scheme specifically excludes Teaching staff, those on the Soulbury Scheme and Senior Officers at Head of Service/Director level.
- 1.5 The introduction of the scheme has been accompanied by an extensive appeals process for those staff adversely affected by pay and grading allocations made during the original allocation process. Despite significant inroads made to the numbers of appeals, elements of the appeals and grievance process does remain ongoing.
- 1.6 The extent to which appeals are successful in terms of job allocation will inevitably affect financial performance on an annual basis and impact on future budget planning.
- 1.7 The modelled costs of single status as at the implementation date have been incorporated in revenue budgets going forward. However, costs in respect of successful appeals have not, and any costs arising from appeals and grievances will have to be met from within existing Directorate Budgets.
- 1.8 The report that follows details the Revenue outturn position for 2017/18, makes commentary on comparison with in year budget monitoring and, where appropriate, details action already taken in setting the 2018/19 Revenue Budget based on anticipated outcome at quarter 3 of the year. It remains critical that the progress on savings adopted under *Sustainable Swansea* is subject to constant review and updated during each financial year and that future budgets are constantly informed by outcomes from the monitoring process.

## 2. Detailed Outturn Position

- 2.1 Overall direct revenue expenditure for 2017/18 was £4,717,000 more than the revised budget as follows:

	<b>£000's</b>
Net Expenditure on Services per appendix 'A' (including 2017/18 ER/VR costs) –overspend	7,240
Reduced call on Apprenticeship levy	-225
Specific Grant provision not utilised	-946
One off corporate costs/income	-850
Other net underspends including Council Tax collection	-502
<u>Overall net overspend</u>	<u>4,717</u>

- 2.2 Members will see from the table at 2.1 above that the net overall overspend at year end is the result of a significant overspend in the services and the costs of ER/VR. Furthermore over £2m of the mitigating action is itself one off and will drop out adding to longer term spending pressures.
- 2.3 Separately there is a continued significant in year underspend on capital financing of £3,071,000. An element of capital programme slippage has contributed to the capital charge underspend. There is a strategy to monitor interest rates and average in the borrowing requirement over a period of time but inevitably as the need to fund the capital financing requirement increases so will the capital charges in line with budget. Such underspends should therefore be considered temporary, albeit not necessarily solely one off. Further borrowing will be externalised where rates, which are monitored on a constant basis, are favourable. Indeed already in 2018-19, £60m of that external borrowing has now occurred to lock in favourable rates. The indicative minimum revenue provision at current 4% rates would cost £2.4m per annum and interest a further £1.5m per annum in a full year. That is sufficient additional costs, to remove all historic capital financing underspending in the near future.
- 2.4 As outlined in the Third Quarter Budget Monitoring report (and set out in Section 7 below) it is proposed that the underspend on the Capital Charges be transferred in its entirety to a new Capital Equalisation Reserve to meet future capital costs. This approach was agreed by Council in its review last year of all reserves.
- 2.5 As highlighted in the Third Quarter Budget Monitoring report (February 2018) the Section 151 Officer reserved his position as to the final usage of both the Restructuring Reserve and Contingency Fund to fund the additional ER/VR costs pending the final outturn position. The proposal, based on the outturn position is to utilise fully the Contingency Fund and to utilise some £2.5m of the Restructuring Reserve.

- 2.6 The Third Quarter report also outlined the potential for utilising the Specific Grant provision of some £946,000 , if not required in year , to additionally off-set some of the service overspend. This is the position , now confirmed and is reflected accordingly in 2.1 above.
- 2.7 Details of net expenditure variations are given in Section 2.10 and onwards below. The corporate costs net income figure primarily relates to additional one off income received with regard to an historic VAT claim of £1m.
- 2.8 Recommendations in terms of Reserve Movements and Review as a result of the final outturn position as set out in Section 2.1 are made in Section 7 of this report.
- 2.9 However, the Directorate outturn position itself is made up of a mix of over and under spends and it is clear that some elements of the overspends in particular will continue into 2018/19 and most of the mitigating actions drop out as one off actions. Consequently, management action and, in some cases, further Member decisions, will inevitably be required to address the underlying base budget issues.
- 2.10 The following sets out the major service specific variances in 2017-18.

### Resources Directorate

	£
Net Employee Costs	-2,169,000
Shortfall in Sustainable Swansea savings target	3,051,000
Council Tax Reduction Scheme (CTRS)	-792,000
Job Evaluation Compensation Costs	250,000
Other net variances	514,000
	<u>854,000</u>

### Director Comments:-

1. As reported in the 2016-17 outturn, there was a shortfall in the target attributable to Sustainable Swansea savings in the Directorate. This was compounded with a further shortfall into 2017-18 and highlighted at quarterly monitoring throughout the year. The shortfall in both years was due to a timing delay. Several change projects had to be delivered first before savings could be realised. The interim Director, appointed in July, undertook two courses of action:
  - a. Measures to proactively underspend to control the in-year budget
  - b. A restructure of the Directorate to realise planned savings.

This action meant a steady reduction of in-year spending mostly related to staff costs through the management of vacancies and ER/VR applications during the restructure. This resulted in a nearer, but not yet fully, rebalanced Directorate budget ready for the start of 2018-19.

2. The enhanced ER/VR scheme closed at the end of March 2018 and significantly contributed to the accelerated reduction in staff costs.
3. A second area of underspend variance relates to the implementation of a new mobile phone contract. Final contract implementation costs were not fully known until year-end due to a set of complex transition arrangements, hence the need for contingencies built into the project.
4. The final major variance relates to budget overprovision for CTRS (Council Tax Reduction Scheme), which is predominantly demand led. Some significant reduction in this overall budget was factored into the 2018-19 budget but it remains under review with the wider rollout of the Universal Credit system and wider efforts by Welsh Government to encourage and maximise local take up of the scheme.

### People Directorate – Poverty & Prevention

	£
Tackling Poverty Unit/Adult Prosperity & Wellbeing (Restructure delays and maximising use of Grants)	-424,000
Child Poverty Projects (Maximising use of Grants)	-85,000
Young People's Services	-30,000
Early Intervention Services	-25,000
Partnership & Commissioning	-38,000
Joint People Directorate Commissioning	-21,000
Other	-8,000
	-631,000

### Directors Comments:-

#### Poverty and Prevention

The core budget of Poverty and Prevention funds 33% of the service, with the remainder funded by income, mostly Welsh Government grants. The principle adopted by the service area is always to fully maximise grant funding, there has been a real focus is on this during 17/18 to ensure no grant funds are returned. To achieve this within the financial year this has created underspends and one off savings to core budgets.

The Tackling Poverty Unit has undergone a restructure into the Adult Prosperity & Wellbeing service this year and this restructure and delays to recruitment has contributed to core underspends. The largest underspend in this area through maximising the use of WG Grants, which have been fully realised this year, in particular ensuring that the WG Communities First Grant is fully spent in its final year.

In other service areas there are small underspends due to management of staff vacancies and maternity leave and the impact of maximising the use of external grants.

The Child Poverty Projects budget is in place to support projects as need arises, however Grant funds have been fully utilised instead of drawing on core spend in this area; therefore there was no significant call on core funding during the year.

## People Directorate – Social Services

	£
<b>Unachieved Savings</b>	
Review of contracts and efficiencies	170,000
Use of Direct Payments	570,000
Additional Income	708,000
Domiciliary Care – Reduction in use of double handed calls	650,000
Outcome based assessments	760,000
Maximising Health Contributions to Packages of Care	529,000
<b>Other</b>	
External Domiciliary Care	385,000
External Residential Care	1,005,000
Internal Staffing and Services	-1,745,000
Third Party Spend	-374,000
MHLD Complex Care	2,750,000
Looked After Children and Special Guardianship Orders	946,000
Additional Grant Income	-700,000
Balance Sheet Adjustment (One Off)	-928,000
	<u>4,726,000</u>

## Directors Comments:-

### Social Services

Child and Family have achieved a small underspend for the financial year. This represents an improvement on the position previously reported. This position has been achieved through the allocation of grant income and the one off benefit afforded by a review of balance sheet items. This more than offset overspends on independent placements caused by increases in both cost and demand.

Within Adult Services, the financial picture is more challenging. Significant overspends were reported at each quarter and the final position is similar with unachieved savings having a major impact on the final outturn.

The overspend in respect of Learning Disability and Mental Health placements is a continuation of the previous year's overspend and additional in year pressures. The transition of placements from Child and Family as well as the impact of new placements and supported living schemes have seen costs rise significantly. Additional budget was allocated to this area during 2017/18 due to the receipt of grant funding from Welsh Government and steps have been taken to allocate additional resource for 2018/19. Despite this, we forecast that this will remain an area of significant pressure.

The internal staffing and savings figure is indicative of efforts to reduce expenditure on staffing through ER/VR arrangements, tight vacancy

management, the use of grant income to offset such spend, and a one off revenue benefit from a review of the balance sheet.

External Residential Care and External Domiciliary Care are exposed to both demographic and cost pressures. Work to ensure all placements are appropriate and cost effective continues. The success of work to control demand will be critical to the financial sustainability of the service.

### People Directorate – Education

	£
EOTAS/One to One	-520,000
Recoupment/Independent Placements	-547,000
Home to School Transport	114,000
Catering and Cleaning	239,000
Broadband and IT	-175,000
Other	-148,000
	<u>-1,037,000</u>

### Directors Comments:-

#### Education

Significant work has been undertaken to support the final outturn position. All areas have been challenged to reduce their spend and a number of underspends have been achieved

EOTAS/One to One : A number of one off underspends were identified in year to support the department's financial position and robust management action taken to contain pressures in the 'one to one' budget. A review of budgets in this area is ongoing and will be considered in line with the continuing development of the new model of EOTAS provision, whilst the new facilities on a single site are awaited.

Recoupment/ Independent Placements : This is an inherently volatile demand-led budget and whilst underspent, a significant number of placements late in the financial year will have a major full year consequence in 2018/19 and there have also been further placements in 2018-19. The additional proposed planned places at Penybryn Special School are essential to avoid far more costly provision out of county but the additional revenue costs at the school of £343,000 will also need to be met from this budget.

Home to School Transport : This remains a significant area of concern as it is inherently volatile and effectively uncontrollable within existing national and local policy and as expectations continue to be raised by Welsh Government and through legal challenges. The greatest area of cost pressure in 2017-18 related to the area of post 16 transport.

Catering and Cleaning : Catering and cleaning have both been affected by the withdrawal of a number of schools from the respective Service Level Agreements. Additionally, cost pressures (particularly increasing food costs)

and the loss of income from school closures due to adverse weather have had an impact on the Catering outturn.

Broadband and IT : Tight cost control and contract monitoring, has enabled savings in this area to exceed targets.

Other tight cost control in all areas has enabled the achievement of underspends additional to those reported above. These are primarily those achieved by the control of staffing vacancies and particularly across Learner Support areas.

### Place Directorate

	£
Art Gallery	273,000
Unachieved Culture & Tourism Savings	285,000
Housing General Fund	-199,000
Pollution Control	-148,000
Marina	-282,000
Civil Parking Enforcement	-181,000
Highways Winter Maintenance	360,000
Car Parks	86,000
School Crossing Patrols	-89,000
Bus Station	-102,000
Park & Ride	160,000
Transport Support	-331,000
Social Services Transport	436,000
Carbon Reduction Commitment	-241,000
Mail Room	-145,000
Accommodation Strategy	-209,000
Corporate Cleaning	-107,000
Corporate Properties	-318,000
Strategic Estates	-498,000
Corporate Building Trading	125,000
Property Preventative Maintenance	232,000
Back pay Costs	634,000
Other net variances	-86,000
	<u>-345,000</u>

### Director Comments:-

Notwithstanding the ongoing financial challenges, significant progress is being made against the current and future savings targets with a number of savings being accrued earlier than planned resulting in an underspend in the 2017/18 budget. In addition a number of areas have generated increased income and proactive budget management have reduced overall spend levels across the directorate. This will assist the directorate in achieving a balanced budget in 2018/19.

Some of the key variances are outlined in more detail below:



1. Art Gallery - £75k extra charge for NNDR, £45k Utilities, £85k for additional staffing and JE appeals. Waterfront Museum - £15K overspend as a result of RPI.
2. Unachieved Delayed Culture & Tourism Savings - Cefn Hengoed LC £59K, Plantasia £126K, Penlan LC £60K, Bishopston Leisure Centre £40K.
3. Housing General Fund - Underspend due to delayed replacement of staff in Housing Options and Urban Renewals and additional income.
4. Pollution Control - Underspend due to delayed spend on replacement of staff and supplies & services. Waiting on surveys and dredging in 18/19.
5. Marina – Delayed spend on RCCO to finance capital projects.
6. Civil Parking Enforcement - Employee underspend £45K due to delay in recruitment, supplies and services underspend of £65K, RCCO contribution of £35K to finance capital expenditure and increased income of £100K.
7. Highways Winter Maintenance - Additional salt/ gritting usage due to adverse weather conditions.
8. Car Parks - Overspends on abandoned vehicles £50K, an income shortfall of £70K and employee underspends of £57K due to delay in recruitment.
9. School Crossing Patrols - Underspend of £104K on employees due to inability to recruit to posts.
10. Bus Station - Underspends on employees £40K due to delay in recruitment, Premises costs £39K, and Supplies and Services £62K.
11. Park & Ride - Underspend on employees £162K and Premises costs £68K. These underspends are offset by an income shortfall of £220K and an overspend on Bus Operator Payments of £170K. All variances were in the main attributable to closure of the Fforestfach park & ride site.
12. Transport Support - Concessionary Fares £265K and Surplus income from eligible pupils travelling on subsidised bus services £50K.
13. Social Services Transport - Overspend on Vehicle Maintenance, Hire & Fuel budgets.
- 14 Carbon Reduction Commitment – underspend due to reduced usage and purchase of credits carried forward from previous years £124k.
15. Mail Room - Underspend on employee costs due to vacancies and savings in postage and carriage due to new external contract achieved.
16. Accommodation Strategy – further savings and early achievement of achieving underspend to £209K.

17. Corporate Cleaning - Underspend of £107K as a result of the full implementation of commissioning review, primarily via increased income recovery target.
18. Corporate Properties - Additional ad-hoc income from rent reviews, grants funding accommodation and following completion of revised lease to Swansea City.
19. Strategic Estates - Employee underspend of £230K due to early release of savings by not filling vacant posts, a £100K refund on Business Rates and £60K extra income from external services recharges.
20. Corporate Building trading - Unachieved savings due to the delay in delivering a mobile working IT solution £100K and delay in new fleet contract £25K.
21. Property Preventative Maintenance - Increase in building repair costs and unachieved savings due to unrealised asset reductions in line commissioning review £232K.
22. Back pay Costs - Unbudgeted costs relating to CTU, CBS Trading and Grand Theatre £634K.
23. Other net variances - Various small over and under spends

In moving forward the directorate will be looking to further align any budget variances and amend the base budgets to reflect any recurring underspends as part of its overall budget strategy and savings programme.

### **3. Items met from the Contingency Fund**

- 3.1 The Cabinet Report on 23rd February 2017 highlighted a number of risks that may need to be met from the Contingency Fund in 2017/18.
- 3.2 The £7.399m shown at Appendix 'A' represents the cost of the ER/VR exercise for 2017/18 which has been charged to the Contingency Fund on an 'Invest to Save' basis. This sum reflects the inevitable workforce reductions implicit within the budget proposals for 2017/18 and 2018/19 contained within the 'Sustainable Swansea- Fit for the Future' Budget strategy adopted by the Council. These costs include the additional costs of increasing the redundancy element to a maximum of 45 weeks from 30 weeks. As in prior years access to ER/VR requires a maximum payback period of three years for an employee who leaves under the scheme.
- 3.3 In addition to the above other costs have been funded from the contingency in year including increased Coroners costs (£136,000), City Centre Regeneration and City Deal costs (£250,000), Adult Services 'invest to save' staffing costs (£70,000), additional legal staffing costs to deal with Information and Governance issues and support for Public

Service Boards (£37,000) , Deprivation of Liberty Safeguards pressures (£348,000), Replacement Waste Vehicles (£237,000), Backpay costs relating to Building Services (£500,000) and other various smaller items (£96,000) . In total £1,674,000.

- 3.4 The total met from the fund , ER/VR and other service costs for 2017/18 is therefore some £9,073,000.
- 3.5 Items charged to the fund represent one off costs which, apart from ER/VR costs, will not re-occur during 2018/19. The budgeted Contingency fund for 2018/19 is £3,450,000 and is effectively wholly and fully pre-committed to the costs of the ER/VR scheme which has now reverted to a 30 week redundancy element. Any excess costs beyond that budgeted in the Contingency Fund will once again fall to the Restructuring Reserve.

#### 4 Schools Expenditure and Reserves Position

- 4.1 The Schools delegated budget for 2017/18 was £143,607,660.
- 4.2 This delegated budget in reality reflects in actual expenditure as shown in the education directorate line of the outturn summary given at appendix 'A', and any variation in expenditure incurred by Schools at a level greater/less than overall delegated budgets will result in a movement in ring-fenced delegated schools reserves.
- 4.3 During 2017/18 Schools expenditure overall was £474,059 more than the delegated budget, equating to an overspend of 0.33%
- 4.4 This overspend is mitigated by being drawn down from schools own reserves.

The following is a summary of overall Schools Reserves since 2015:

	Balance 31/3/2015	Balance 31/3/2016	Balance 31/3/2017	Balance 31/3/2018	Overall change over last 3 year period (%)
Primary	6,719,958	7,026,483	5,433,323	5,310,963	<b>-20.9</b>
Secondary	2,799,369	2,188,589	1,687,157	1,612,646	<b>-42.4</b>
Special	232,849	331,635	454,287	177,099	<b>-23.9</b>
<b>Total</b>	<b>9,752,176</b>	<b>9,546,707</b>	<b>7,574,767</b>	<b>7,100,708</b>	<b>-27.2</b>

- 4.5 The above table is presented to reflect the quantum of schools reserves against each stream and the position within individual schools may vary quite considerably from the trend shown.
- 4.6 The above overall movement in Schools Reserves – a net reduction of £474,059 or 6.2% in year has to be viewed in the context of an overall increase in Schools funding of £4.733m in 2017/18. The position was also affected by a very late decision by Welsh Government to release

additional specific grant funding for schools (worth more than £1m to this authority) which effectively had to go into schools reserves with an expectation of spend immediately thereafter in 2018-19.

4.7 It is expected therefore that the outturn position for 2018/19 for schools will evidence further calls on existing reserves.

## **5 Ongoing implications for the 2018-19 budget**

5.1 There are ongoing risks from planned savings not achieved from 2017-18 budget which cumulatively impact future years.

5.2 There are ongoing overspend risks arising from the outturn position in the following areas

- Learning Disability and Mental Health Services.
- Final rebalancing of Corporate Services budgets

5.3 There are inherent risks in the current 2018-19 budget around:

- Reduced Contingency Fund especially re the overall funding of staff ER/VR departures .
- Sustainable Swansea workstream savings currently included within Corporate Services of £5.6m which are yet to be fully allocated and delivered
- Ongoing costs relating to residual Single Status appeals.
- Limited central provision for inflationary costs.

5.4 There are emerging and continuing risks going forward in future years arising from national developments around:

- Redistribution of block government grant (especially re sparsity factors)
- Continued loss of specific grants
- Ongoing demographic pressures especially in the older age population, pressures and interlinkages with NHS health care funding and a relative fragile private sector care sector
- Affordability of the national employer pay awards to address National minimum and Living Wage issues and the effective, but unfunded, removal, of the public sector pay cap
- Increased costs from the triennial revaluation of the pension fund
- Increased costs from changes to the way the employer contribution costs are calculated in respect of the teachers' pension scheme

5.5 We can anticipate therefore that the authority's overall budget position will remain under significant pressure for the foreseeable future.

## **6. Use of the savings tracker and outturn position**

6.1 During 2017/18 the Council continued with use of a tracking mechanism in order to monitor progress against the specific savings proposals contained within service and overall budgets proposals.

- 6.2 The detailed final position as shown by the savings tracker for 2017/18 showed an overall achievement of 67% and specific details on the outturn position are given at Appendix B
- 6.3 Given the overall outturn position it is clear that some additional compensating savings have been made where specific savings have been delayed or have not been achieved.

## **7 Summary of Outturn Position and Recommendations**

- 7.1 The outturn position for 2017/18 reflects an improvement on the forecast position at quarter 3 (Reported to Cabinet in February 2018) i.e. a reduced level of overspend.
- 7.2 This is the minimum that should be expected in terms of Service Revenue Budgets as a result of in year budget monitoring , management action and spending restrictions.
- 7.3 The Revenue Budget as set by Council in February 2017 approved the use of Earmarked Reserves to support the 2017/18 budget. In addition the Third Quarter Budget Monitoring report and the report to Council reviewing its reserves proposed transferring any underspends/savings in budgeted Capital Financing charges to a Capital Equalisation reserve. Based on the net Revenue position arising out of the outturn statement it is recommended that:-

7.3.1 The following transfers are made to earmarked Revenue Reserves as follows:-

- Commuted Sums Received £1,104,000
- Crematorium Mercury abatement reserve £80,000
- Tir John gas engines £335,000 , Vibrant and viable City Centre £158,000 , Western Bay £88,000 Communities for Work £119,000.
- Capital Equalisation Reserve £3,071,280

- 7.4 In order to fund the net service overspend as outlined in 2.1 above together with transfers to the new Capital Equalisation reserve the S151 Officer recommends that £3,008,243 is utilised from the General Reserves as set out in Appendix A. This is in line with , and less than, the 2018-19 Budget Report forecast for General Reserves usage as approved by Council on the 6<sup>th</sup> March 2018.
- 7.5 Notwithstanding these proposed transfers, it is a duty of the Section 151 Officer to consider levels of General and earmarked reserves in order to continually monitor their adequacy and projected use. This has to be done in terms of both current known and projected future liabilities.
- 7.6 To this extent the Section 151 Officer is undertaking a further formal review of all current earmarked reserves to be reported to Council in the Autumn of 2018. It is also likely to be necessary for the S151

Officer to recommend some urgent action to Cabinet on some targeted additional use of earmarked reserves as part of the first quarter monitoring for 2018/19

- 7.7 It is the opinion of the Section 151 Officer at this point that there is no scope within General reserves to fund any additional expenditure of the Council beyond that currently approved given the current risks facing the Council in terms of continuing single status issues, ongoing spending pressures and the uncertainty of future Welsh Government funding streams. That means that subject to some limited emergency one off use of earmarked reserves, and other limited action the S151 Officer can propose immediately in year, all spending must otherwise be wholly contained within existing budgets.

## **8. Legal Implications**

- 8.1 There are no legal implications relating to matters contained within this report.

## **9. Equality and Engagement Implications**

- 9.1. There are no direct equalities implications arising from this report. Equalities implications are identified and addressed by departments via the Equality Impact Assessment process at the time that budgets are developed.

**Background Papers:** None

### **Appendices:**

Appendix 'A' Revenue Outturn Summary 2017/18

Appendix 'B' Summary of initial budget proposals delivered

**Revenue Outturn Summary 2017/18**

**Appendix 'A'**

**Directorate**

	<b>Revised Budget £'000</b>	<b>Revenue Outturn £'000</b>	<b>Variance £'000</b>	<b>Variance %</b>
Resources	44,011	44,865	854	1.9
People - Poverty and Prevention	6,597	5,966	-631	-9.6
People - Social Services	102,065	106,791	4,726	4.6
People - Education	164,141	163,104	-1,037	-0.6
Place	52,974	52,629	-345	-0.7
<b>Net Directorate expenditure</b>	<b>369,788</b>	<b>373,355</b>	<b>3,567</b>	<b>1.0</b>
Financed from Contingency Fund	3,726	7,399	3,673	
<b>Total Service costs</b>	<b>373,514</b>	<b>380,754</b>	<b>7,240</b>	
Apprenticeship levy	1,000	775	-225	
Specific Grant provision.	946	0	-946	
Corporate items		-850	-850	
<i>Levies:</i>				
Swansea Bay Port Health	84	84	0	
<i>Contributions:</i>				
Combined Fire Authority	12,275	12,275	0	
	<b>387,819</b>	<b>393,038</b>	<b>5,219</b>	
<i>Capital financing charges</i>				
Principal repayments	15,316	14,373	-943	-6.2
Net interest charges	15,893	13,765	-2,128	-13.4
<b>Net Revenue Expenditure</b>	<b>419,028</b>	<b>421,176</b>	<b>2,148</b>	<b>0.5</b>
<b>Movement in balances</b>				
General Balances	0	-3008	-3,008	
Earmarked reserves	-631	781	1,412	
<b>Total Budget Requirement</b>	<b>418,397</b>	<b>418,949</b>	<b>552</b>	
Discretionary NNDR relief	400	350	-50	-12.5
<b>Total CCS requirement</b>	<b>418,797</b>	<b>419,299</b>	<b>502</b>	
Community Council precepts	965	965	0	
<b>Total spending requirement</b>	<b>419,762</b>	<b>420,264</b>	<b>502</b>	<b>0.1</b>
Revenue Support Grant	231,170	231,169	-1	
NNDR	79,531	79,531	0	
Council Tax	109,061	109,564	503	0.5
<b>Total financing</b>	<b>419,762</b>	<b>420,264</b>	<b>502</b>	<b>0.1</b>

## Overall Target

The overall target was set by Council on 23/02/17. Taking into account the various savings streams (service savings, cross cutting savings, stopping services, increased council tax resources and unpicking some of the overlaps across streams) a stretch target equivalent to £18.727m is needed to balance the budget on its own. This tracker was predominantly compiled just after the 31 March year end.

## Firm/To date

A strict interpretation of "firm" has been used. To qualify budget must have been allocated, removed and actual practical steps delivered to achieve the planned saving.  
**NON DELIVERY OF ORIGINAL SAVINGS**

## Forecast

The overall weighted forecast is 67%, so very significantly short of where we should be. There is some progress on most areas of savings but limited delivery significant savings in the service savings, especially in Corporate Services and Social Services (both of which are reporting significant over spending) and in senior staff savings in Corporate Services (compensating savings now in place for bulk of these in 18-19 so predominantly timing issue re 17-18 delivery) . **SOME LARGE GAPS**

## Service Savings

There are gaps in assured and evidenced savings across two directorates, Social Services and Corporate Services . These were significant enough to indicate that the overall budget would remain overspent by year end and this position is now confirmed .  
**SUBSTANTIALLY BELOW TARGET**

## Senior Staffing

Of the £2.5m savings target set at budget, there is already significant slippage in one directorate, Corporate Services. Much of this has been addressed by the Director in the late stages of 17-18 with some reductions with effect from 31 March 2018 and some by 30 June 2018. **SIGNIFICANTLY BELOW TARGET IN YEAR**

## Delivery Strands

All now fully allocated into services - no cross cutting unallocated strands remain. **NO LONGER APPLICABLE**



## Other Savings

The nature of these savings is that they are mostly fully assured right at the start of the year. The major exception is Council Tax which ultimately depends upon collection performance. **TARGET MET**

## Risks and Issues to Address This Time

Overall rate of progress is significantly below expectation and is therefore again red flagged for the whole year .

The risks are predominantly around assuring progress is actually occurring on Service Savings and some Senior Staffing savings.

Cabinet will in due course be advised of the outturn position, which taken together with emerging additional overspends in Corporate Services and Social Services means that urgent action must be taken now on containing future service spending.

Spending restrictions remain in place and will need to do so all year.

Immediate effort has been directed to:

Reminding every Head of Service they have NO authority to overspend and must take all endeavours to continuously balance their budgets

Limiting recruitment to posts via CMT review

Limiting all overtime bar utter exception

Freezing all discretionary spend

## Comments and feedback from PFMs

None to date

	£'000
Target	18,727

	£'000
To date	12,639

	£'000
Forecast	12,639

	To date	Forecast
Delivery	67%	67%



	Target £'000	Forecast £'000	Firm £'000
Service Savings	12,252	6,525	6,525
Staffing	2,465	2,104	2,104
Other savings	4,010	4,010	4,010
<b>Total</b>	<b>18,727</b>	<b>12,639</b>	<b>12,639</b>

<b>Service Savings</b>	<b>Target £'000</b>	<b>Firm £'000</b>	<b>Forecast £'000</b>	<b>Target Met</b>	<b>Assessment</b>
Corporate Services	1,565	233	233	15%	RED
Education	314	314	314	100%	GREEN
Social Services	6,462	3,075	3,075	48%	RED
Poverty and Prevention Place	243	243	243	100%	GREEN
	3,668	2,660	2,660	73%	AMBER
	<b>12,252</b>	<b>6,525</b>	<b>6,525</b>	<b>53%</b>	RED

<b>Senior Staffing</b>	<b>Target £'000</b>	<b>Firm £'000</b>	<b>Forecast £'000</b>	<b>Target Met</b>	<b>Assessment</b>
Corporate Services	735	394	394	54%	RED
Education	98	98	98	100%	GREEN
Social Services	764	764	764	100%	GREEN
Poverty and Prevention Place	146	146	146	100%	GREEN
	722	702	702	97%	GREEN
	<b>2,465</b>	<b>2,104</b>	<b>2,104</b>	<b>85%</b>	GREEN

<b>Other savings</b>	<b>Target £'000</b>	<b>Firm £'000</b>	<b>Forecast £'000</b>	<b>Target Met</b>	<b>Assessment</b>
Council Tax (net)	3,263	3,263	3,263	100%	GREEN
Net levy savings	0	0	0	100%	GREEN
Reduced contingency fund	47	47	47	100%	GREEN
Use of Insurance Reserve	700	700	700	100%	GREEN
Use of General Reserves	0	0	0	100%	GREEN
	<b>4,010</b>	<b>4,010</b>	<b>4,010</b>	<b>100%</b>	GREEN

<b>GRAND TOTAL</b>	<b>18,727</b>	<b>12,639</b>	<b>12,639</b>	<b>67%</b>	RED
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<b>Classification</b>		Jun	Sept	Dec	Mar
RED	Forecast below target by	30%+	20%+	15%+	5%+
AMBER	Forecast below target by	15-30%	10-20%	5-15%	0-5%
GREEN	Forecast below target by	15%	10%	5%	0%



## Report of the Section 151 Officer

Cabinet – 19 July 2018

### Revenue Outturn 2017/18 – Housing Revenue Account (HRA)

<b>Purpose:</b>	This report details the City and County of Swansea's HRA outturn compared with the approved revenue budget for 2017/18.
<b>Policy Framework:</b>	Budget plan 2017/18
<b>Consultation:</b>	Cabinet Members, Executive Board, Legal and Access to Services.
<b>Recommendations:</b>	It is recommended that  (a) the variations detailed in the report are noted;
<b>Report Author:</b>	Ben Smith
<b>Finance Officer:</b>	Ben Smith
<b>Legal Officer</b>	Tracey Meredith
<b>Access to Services Officer:</b>	Sherill Hopkins

#### 1. Summary of HRA outturn for 2017/18.

- 1.1 The HRA showed a deficit of £3.039m compared with the original budgeted deficit as outlined in the report to members on 9<sup>th</sup> February 2017 of £2.395m. The summarised HRA is set out in Table A in the Appendix.
- 1.2 The main reason for this overspend and movement against original deficit of some £0.644m is set out below :-

<b>Item</b>	<b>£m</b>
Increased contribution to fund capital expenditure	1.891
Increased management/revenue repairs costs	0.136
Reduced capital charges	-0.904
Reduction in Bad Debt provision	-0.335
Additional income	-0.144
<b>Net overspend</b>	<b>0.644</b>

- 1.3 The increased contribution to fund capital expenditure was as a result of the planned use of existing balances and savings from the current year as set out above to minimise the borrowing requirement.
- 1.4 The increase in management and revenue repairs costs was mainly due to increased costs for gas maintenance and additional RPP and Painting works.
- 1.5 The reduced capital charges reflect the ongoing low interest environment where it is disadvantageous to the Authority to materially externalise its borrowing requirement when it can better utilise internal capital alongside a slippage within the planned HRA capital programme.
- 1.6 The reduction in the expected contribution to the bad debt provision arose because the impact of Welfare Reform has been slower than prudently expected, so the levels of outstanding debt are not as high as anticipated yet. Proactive rents arrears prevention and recovery also contributed to this.
- 1.7 The additional income was as a result of the allocation of the week 53 rent income apportionment.

## **2. Reserves**

- 2.1 The opening balance for the year was £9.820m. With the final 2017/18 use of reserves of £3.039m the closing balance is £6.781m. The summary reserves position including budgeted usage for 2018/19 is set out in Table B in the Appendix.

## **3. Legal Implications**

- 3.1 There are no legal implications.

## **4. Equalities Implications**

- 4.1 There are no equalities implications arising from this report. Equality impact assessments are carried out in respect of HRA budgets at the time that budgets are approved.

**Background Papers:** None.

**Appendices:** Appendix A – Summarised HRA 2017/18 / Movement in Balances 2017/18 to 2018/19.

**Table A: Summarised HRA 2017/18**

<b>Classification</b>	<b>Original Budget 2017/18</b>	<b>Actual 2017/18</b>
	£'000	£'000
<u>Expenditure</u>		
Management and Maintenance	28,640	28,441
Capital Charges	10,206	9,302
Revenue Funding for capital schemes	24,459	26,350
<b>Total Expenditure</b>	<b>63,305</b>	<b>64,093</b>
<u>Income</u>		
Rents and other income	60,910	61,054
Use of balances	2,395	3,039
<b>Total Income</b>	<b>63,305</b>	<b>64,093</b>

**Table B: Movement in Balances 2017/18 to 2018/19**

<b>Description</b>	<b>£000's</b>
Actual balance at 1 <sup>st</sup> April 2017	9,820
Actual transfer from Reserves 2017/18	3,039
<b>Actual balance 31<sup>st</sup> March 2018</b>	<b>6,781</b>
Budgeted use 2018/19	-97
<b>Forecast balance 31<sup>st</sup> March 2019</b>	<b>6,684</b>

N.B. Actual usage in 2018/19 will be dependent upon final Capital requirements including slippage of schemes from 2017/18.



## Report of the Cabinet Member for Economy & Strategy

Cabinet - 19 July 2018

### Capital Outturn and Financing 2017/18

<b>Purpose:</b>	This report details capital outturn and financing for the year ended 31 March 2018.
<b>Policy Framework:</b>	Budget Plan 2017/18.
<b>Consultation:</b>	Cabinet Members, Executive Board, Legal Services and Access to Services
<b>Recommendation:</b>	It is recommended that the net under spending of the approved budget of £26.019m is carried forward to 2018/19. The main reasons for the underspend are outlined in Appendix C and should be noted
<b>Report Author:</b>	Ben Smith
<b>Finance Officer:</b>	Ben Smith
<b>Legal Officer:</b>	Debbie Smith
<b>Access to Services Officer</b>	Sherill Hopkins

#### 1. Background

- 1.1 The original capital budget approved by Council in February 2017 for 2017/18 totalled £106.944m (excluding the waste provision). During 2017/18 this figure was increased by £5.289m to give a revised budget of £112.233m (excluding waste provision), which represented one of the largest capital programmes approved by Swansea Council.

The net increase in the capital budget was the result of:

- a) The addition of both grant funded and Council funded schemes after Council approved the original programme,
- b) Delayed spending from 2016/17 carried forward into 2017/18.

## 2. **Outturn 2017/2018**

- 2.1 Capital outturn in 2017/18 on the approved budget was £86.214m, an under spend of £26.019m which is detailed in Appendix A. Apart from a small number of exceptions, the under spends in the capital budget represent delayed spending on approved schemes. As such, the unspent budget will need to be carried forward to 2018/19 in order to complete schemes in progress.
- 2.2 It should be recognised that capital schemes are complex projects which are often faced with a host of issues including legal issues (planning, procurement, lease terms etc.) and operational issues (budget, ground conditions, weather, supply chain), which can offer challenges to the delivery timetable. The main underspends are set out in Appendix C.
- 2.3 Appendix A shows the breakdown of Capital Expenditure and variances in respect of individual Directorates and highlights the sum of £45.835m spent on HRA properties during the year.
- 2.4 Notwithstanding the under spending mentioned above, the capital outturn represents a significant expenditure on a number of major projects. Appendix B lists projects with expenditure in excess of £0.5m.

## 3. **Financial Implications**

- 3.1 2017/2018 capital expenditure will be financed as follows:-

<b>Financing Requirement</b>	£'000
Unfinanced sundry creditors 2016/17	3,153
<b>2017/18 ledger capital spend</b>	<b>86,214</b>
To be financed sundry creditors 2018/19	-3,096
<b>Spend to be funded in 2017/18</b>	<b>86,271</b>

<b>Financing 2017/18</b>	£'000
Supported Borrowing	8,747
Unsupported Borrowing (GF plus HRA) 2017-18	19,220
GF capital receipts	5,145
Grants and Contributions	23,103
Revenue contributions to capital	29,742
Earmarked capital receipts	314
<b>Total financing 2017/18</b>	<b>86,271</b>

## 4. **Legal Implications**

- 4.1 There are no legal implications.



## **5. Equality & Engagement Implications**

- 5.1 There are no equalities implications arising from this report. A full analysis of equalities implications is carried out as part of the annual budget process and any expenditure detailed in this report is on approved schemes.

**Background Papers:** None

### **Appendices:**

Appendix A - 2017/18 Capital Programme Outturn Summary

Appendix B - Capital Projects

Appendix C - Capital Projects Underspent

Directorate Comparison	Original Budget 2017/18 £'000	Revised Budget 2017/18 £'000	Outturn 2017/18 £'000	Net Over / (Under) spending £'000
Resources	1,142	3,608	1,742	(1,866)
People	17,838	11,928	10,534	(1,394)
Place	87,964	96,697	73,938	(22,759)
<b>Total</b>	<b>106,944</b>	<b>112,233</b>	<b>86,214</b>	<b>(26,019)</b>

Budget Book Comparison	Original Budget 2017/18 £'000	Revised Budget 2017/18 £'000	Outturn 2017/18 £'000	Net Over / (Under) spending £'000
21st Century Schools	11,988	9,073	7,944	(1,129)
General Fund Services	35,697	51,274	32,435	(18,839)
HRA	59,259	51,886	45,835	(6,051)
<b>Total</b>	<b>106,944</b>	<b>112,233</b>	<b>86,214</b>	<b>(26,019)</b>

**Capital Projects with spend in excess of £0.5m**
**Appendix B**

<b>Project</b>	<b>£'000</b>
Carriageway resurfacing and footways	2,069
Highways Invest to save schemes (carriageways and footways)	1,000
Highways LTF Baldwins Bridge interchange scheme	515
LTNF bus infrastructure, telematics and bus shelters	1,010
Waste generating station	1,135
Swansea Central Phase 1	2,304
Kingsway Infrastructure works	771
3G pitch Penyrheol LC	646
Pentrehafod Comprehensive School remodelling	6,951
Schools building capital maintenance	4,436
Housing Disabled Facilities Grants	4,412
Mini adaptation grants	545
Sandfields Renewal Area	675
Housing other grants and loans	826
Buildings capital maintenance (non-schools)	997
HRA new builds	1,718
HRA Improvements to British Iron & Steel Dwellings	789
HRA Wind & Weatherproofing (including Hi-rise flats)	8,805
HRA Refurbishment (mainly Kitchens & Bathrooms)	23,877
HRA regeneration	2,853
HRA Landscaping & Enhancement	2,512
HRA Energy Efficiency (including Boiler Replacements)	1,495
HRA Tenant Adaptations Programme	2,912
<b>Total of schemes in excess of £0.5m</b>	<b>73,253</b>

**Capital Projects Underspent in excess of £0.25m****Appendix C**

<b>Project</b>	<b>£'000</b>	<b>Comments</b>
<b>Education</b>		
YGG Lon Las New School	439	The School building is materially complete, the underspend relates in part to retentions and the sourcing of specialist brick materials for the retaining wall and is envisaged to be completed by Q3 2018. Any savings in overall scheme costs will remain within the C21st Schools funding envelope.
<b>Finance</b>		
Finance capital contingency	973	An historic underspend on DFGs was transferred to capital contingency for use in the future wider capital programme
<b>Highways</b>		
Van mounted access platforms	370	Contract Award approved 30th August and orders placed 28th Sept with a 24 week build & delivery time from order, following build delays expected delivery end of May 2018.
Bridges and retaining walls	350	The majority of the underspend relates to the allocation of funding to two schemes which will be delivered in 2018/19 - the A484 bridge painting works and Lone Road Highway Improvement scheme
<b>Corporate Property</b>		
Pipehouse Wharf Relocation	1,776	Delay in acquisition has impacted on the scheme, which will now be delivered during 2018-19.
Property investment portfolio	1,122	Delay in scheme completion was due to resolving lease issues. The scheme will be delivered early in 2018/19. We continue to review all investment opportunities and shall continue to progress where there are attractive returns.
<b>Economic Regeneration &amp; Planning</b>		
Swansea Central Phase 1	2,363	The budget covers Design and professional fees to pre-tender RIBA stage 3 for Swansea Central (Arena). This stage will be complete by August 2018
City centre match funding	1,396	This is match funding to support delivery of ongoing City Centre regeneration schemes which has not yet been allocated to a specific budget for delivery
Llys-Dewi Sant site	401	This budget is for relocation costs for Llys-Dewi Sant which will be spent during 2018/19

Kingsway offices design and planning	850	Budget for Design and professional fees for Kingsway Digital Village which will be spent in 2018-19
<b>Housing (GF)</b>		
Property Appreciation loans	754	Budget is committed with pipeline commitment from schemes approved and schemes with applications being processed. Underspend in 17-18 due to problems encountered with external contractor capacity and availability, will be remedied by introduction of new contractor framework this year.
National Home Imp scheme	857	Welsh Government ring-fenced funding scheme to be committed and spent by end of March 19. Take up of scheme very low, WG proposing changes to criteria of scheme to address these problems, subject to Council report in June 18.
Houses into Homes loans	456	Welsh Government ring-fenced funding scheme to be committed and spent by end of March 2019, scheme's remaining funding will be committed in 18-19. Scheme links to current City Centre Regeneration programme Homes Above Shops and Property Enhancement schemes.
Sandfields	1487	Contractual delay prevented commencement of Scheme 5 in 17-18, remaining budget will be committed in capital programme in 18-19, and release of retentions in 19-20.
<b>HRA</b>		
HRA flats Clyne / Jeffrey Court	1,003	Completion of contract not achieved until late April 2018 therefore large retention monies and balance of Final Account slipped to 18/19
Energy Efficiency schemes	374	Lon Y Felin delayed due to re-scoping of scheme and planning approval . Budget will be committed and spent in 18-19.
Kitchen & Bathrooms C1	1,326	Contractor programme delays and access issues/drop outs meant properties have slipped into 2018/19
Kitchen & Bathrooms C3	548	Contractor programme delays and access issues/drop outs meant properties have slipped into 2018/19
Pitched roof Gower	343	Original tender was over budget necessitating re tender through Sell2Wales and works slipped to 18/19
BISF West Cross	296	Additional works extending contract through to May 2018
More Homes (Parc Y Helig)	281	Site preparation works only carried out awaiting final decision on scheme detail
Matthew St Sprinkler system	250	Works programme amended with Jeffries Court being completed in 17/18. Matthew Street works commenced in April 2018

General Environ schemes	434	Final costs for some schemes were charged at significantly below estimated costs and two schemes were slipped into next financial year as works were not completed as programmed
External Facilities (Penlan)	651	Substantial access issues delayed design/scope of works being completed resulting in works not starting on site until December 2017 with works carrying through to 2018/19
<b>Total underspends greater than £250k 2017/18</b>	<b>19,100</b>	



## Report of the Local Authority Governor Appointment Group

Cabinet – 19 July 2018

### Local Authority Governor Appointments

<b>Purpose:</b>	To approve the nominations submitted to fill Local Authority Governor vacancies in School Governing Bodies
<b>Policy Framework:</b>	Local Authority (LA) Governor Appointments Procedure (Adopted by Council on 26 October 2017)
<b>Consultation:</b>	Access to Services, Finance, Legal
<b>Recommendation(s):</b>	It is recommended that: <ol style="list-style-type: none"> <li>1) The nominations recommended by the Chief Education Officer in conjunction with the Cabinet Member for Children, Education and Lifelong Learning be approved.</li> </ol>
<b>Report Author:</b>	Gemma Wynne
<b>Finance Officer:</b>	Chris Davies
<b>Legal Officer:</b>	Stephen Holland
<b>Access to Services Officer:</b>	Sherill Hopkins

#### 1.0 The nominations referred for approval

1.1 The nominations are recommended for approval as follows:

1. Birchgrove Primary School	Cllr Ryland Doyle
2. Bishopston Primary School	Mrs Lisa Boat Mrs Melinda Canning
3. Penyrheol Primary School	Mrs Alison Seabourne

4. Ysgol Crug Glas	Mr Dominic Nutt
5. Bishopston Comprehensive School	Miss Freya Davies

## **2.0 Financial Implications**

2.1 There are no financial implications for the appointments; all costs will be met from existing budgets.

## **3.0 Legal Implications**

3.1 There are no legal implications associated with this report.

## **4.0 Equality and Engagement implications**

4.1 There are no equality and engagement implications associated with this report.

**Background papers:** None.

**Appendices:** None.





## Report of the Chief Legal Officer

Cabinet – 17 July 2018

### Exclusion of the Public

<b>Purpose:</b>	To consider whether the Public should be excluded from the following items of business.	
<b>Policy Framework:</b>	None.	
<b>Consultation:</b>	Legal.	
<b>Recommendation(s):</b>	It is recommended that:	
<b>1)</b>	The public be excluded from the meeting during consideration of the following item(s) of business on the grounds that it / they involve(s) the likely disclosure of exempt information as set out in the Paragraphs listed below of Schedule 12A of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007 subject to the Public Interest Test (where appropriate) being applied.	
	<b>Item No's.</b>	<b>Relevant Paragraphs in Schedule 12A</b>
	15	13 & 14
<b>Report Author:</b>	Democratic Services	
<b>Finance Officer:</b>	Not Applicable	
<b>Legal Officer:</b>	Tracey Meredith – Chief Legal Officer(Monitoring Officer)	

#### 1. Introduction

- 1.1 Section 100A (4) of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007, allows a Principal Council to pass a resolution excluding the public from a meeting during an item of business.
- 1.2 Such a resolution is dependant on whether it is likely, in view of the nature of the business to be transacted or the nature of the proceedings that if members of the public were present during that item there would be disclosure to them of exempt information, as defined in section 100I of the Local Government Act 1972.

#### 2. Exclusion of the Public / Public Interest Test

- 2.1 In order to comply with the above mentioned legislation, Cabinet will be requested to exclude the public from the meeting during consideration of the item(s) of business identified in the recommendation(s) to the report on the

grounds that it / they involve(s) the likely disclosure of exempt information as set out in the Exclusion Paragraphs of Schedule 12A of the Local Government Act 1972 as amended by the Local Government (Access to Information) (Variation) (Wales) Order 2007.

- 2.2 Information which falls within paragraphs 12 to 15, 17 and 18 of Schedule 12A of the Local Government Act 1972 as amended is exempt information if and so long as in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.
- 2.3 The specific Exclusion Paragraphs and the Public Interest Tests to be applied are listed in **Appendix A**.
- 2.4 Where paragraph 16 of the Schedule 12A applies there is no public interest test. Councillors are able to consider whether they wish to waive their legal privilege in the information, however, given that this may place the Council in a position of risk, it is not something that should be done as a matter of routine.

### **3. Financial Implications**

- 3.1 There are no financial implications associated with this report.

### **4. Legal Implications**

- 4.1 The legislative provisions are set out in the report.
- 4.2 Councillors must consider with regard to each item of business set out in paragraph 2 of this report the following matters:
  - 4.2.1 Whether in relation to that item of business the information is capable of being exempt information, because it falls into one of the paragraphs set out in Schedule 12A of the Local Government Act 1972 as amended and reproduced in Appendix A to this report.
  - 4.2.2 If the information does fall within one or more of paragraphs 12 to 15, 17 and 18 of Schedule 12A of the Local Government Act 1972 as amended, the public interest test as set out in paragraph 2.2 of this report.
  - 4.2.3 If the information falls within paragraph 16 of Schedule 12A of the Local Government Act 1972 in considering whether to exclude the public members are not required to apply the public interest test but must consider whether they wish to waive their privilege in relation to that item for any reason.

**Background Papers:** None.

**Appendices:** Appendix A – Public Interest Test.

## Public Interest Test

No.	Relevant Paragraphs in Schedule 12A
<b>12</b>	<b>Information relating to a particular individual.</b>
	<p>The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 12 should apply. Their view on the public interest test was that to make this information public would disclose personal data relating to an individual in contravention of the principles of the Data Protection Act. Because of this and since there did not appear to be an overwhelming public interest in requiring the disclosure of personal data they felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.</p>
<b>13</b>	<b>Information which is likely to reveal the identity of an individual.</b>
	<p>The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 13 should apply. Their view on the public interest test was that the individual involved was entitled to privacy and that there was no overriding public interest which required the disclosure of the individual's identity. On that basis they felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.</p>
<b>14</b>	<b>Information relating to the financial or business affairs of any particular person (including the authority holding that information).</b>
	<p>The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 14 should apply. Their view on the public interest test was that:</p> <p>a) Whilst they were mindful of the need to ensure the transparency and accountability of public authority for decisions taken by them in relation to the spending of public money, the right of a third party to the privacy of their financial / business affairs outweighed the need for that information to be made public; or</p> <p>b) Disclosure of the information would give an unfair advantage to tenderers for commercial contracts.</p> <p>This information is not affected by any other statutory provision which requires the information to be publicly registered.</p> <p>On that basis they felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.</p>

No.	Relevant Paragraphs in Schedule 12A
15	<p><b>Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.</b></p>
	<p>The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 15 should apply. Their view on the public interest test was that whilst they are mindful of the need to ensure that transparency and accountability of public authority for decisions taken by them they were satisfied that in this case disclosure of the information would prejudice the discussion in relation to labour relations to the disadvantage of the authority and inhabitants of its area. On that basis they felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.</p>
16	<p><b>Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.</b></p>
	<p>No public interest test.</p>
17	<p><b>Information which reveals that the authority proposes:</b></p> <p><b>(a) To give under any enactment a notice under or by virtue of which requirements are imposed on a person; or</b></p> <p><b>(b) To make an order or direction under any enactment.</b></p>
	<p>The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 17 should apply. Their view on the public interest test was that the authority's statutory powers could be rendered ineffective or less effective were there to be advanced knowledge of its intention/the proper exercise of the Council's statutory power could be prejudiced by the public discussion or speculation on the matter to the detriment of the authority and the inhabitants of its area. On that basis they felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.</p>
18	<p><b>Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime</b></p>
	<p>The Proper Officer (Monitoring Officer) has determined in preparing this report that paragraph 18 should apply. Their view on the public interest test was that the authority's statutory powers could be rendered ineffective or less effective were there to be advanced knowledge of its intention/the proper exercise of the Council's statutory power could be prejudiced by public discussion or speculation on the matter to the detriment of the authority and the inhabitants of its area. On that basis they felt that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider this factor when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.</p>

# Agenda Item 15.

By virtue of paragraph(s) 13, 14 of Schedule 12A  
of the Local Government Act 1972  
as amended by the Local Government (Access to  
Information) (Variation) (Wales) Order 2007.

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