

Grant 1.3: Ethnic Minority Achievement Grant (EMAG)

Purpose

1. The Ethnic Minority Achievement Grant (EMAG) is a ring fenced grant allocated on a needs based formula to all Local Authorities. The grant has two purposes:
 - (i) it allows LA strategic managers and schools to bring about whole school change in narrowing achievement gaps for Black and minority ethnic pupils which in turn ensures equality of outcomes;and
 - (ii) it covers some of the costs of the additional support to meet the specific needs of bilingual learners and underachieving pupils

Local Authorities may not use EMAG for any other purpose but these.

2. Recognising the fact that pupils from some Black and minority ethnic groups continue to fall way behind their peers in test and exam results, EMAG provides targeted funding to LAs to support pupils from underachieving Black and minority ethnic groups and pupils learning English as an additional language. EMAG is only one source of support; mainstream funding is weighted towards EAL and ethnicity. The further closing of the attainment gap over the last 3 years would indicate that EMAG, when used effectively, can drive up standards and close attainment gaps. LAs and schools should interrogate and analyse their data as a matter of course and employ good monitoring of pupil performance strategies in order to determine which groups of pupils are most in need of targeted support.

Basis of allocation

3. We have increased the amount of grant available for the next spending period as follows: 2008-09, £187.6 million; 2009-10, £197.6 million; 2010-11, £206.6 million. Final allocations for 2008-2009 and indicative allocations for 2009-2010 and 2010-2011 are set out at **Annex C**.
4. We will continue to move the basis of allocation for EMAG to a more needs based formula. The formula uses numbers of pupils whose first language is other than English and numbers of pupils from minority ethnic groups who are underachieving at national level (pupils of Black Caribbean, Black African, Black Other, Pakistani, Bangladeshi, Gypsy, Roma and Traveller and the following mixed heritage groups; mixed White and Black Caribbean and mixed White and Black African). The calculation only counts pupils who are both bilingual and from an underachieving group once. Finally the formula is weighted for free school meals. Local authorities will receive a minimum allocation of £35,000. Where the formula would lead to an authority receiving a lower allocation than 2007-2008, we have kept that authority's allocation at the 2007-2008 level. This is

ensure stability of funding for all local authorities.

5. EMAG allocations paid to Academies (or their predecessor schools for 2008 conversions) in 2007-2008 have been deducted from the relevant local authorities' allocations.

Use of EMAG by Local Authorities

6. Local authorities may retain up to a maximum of 15% of their allocation or £150,000, whichever is the greater, to deliver central services and direct pupil support. Whilst schools are free to determine their own priorities between pupil support and whole school strategies, we would expect the amount retained by local authorities to be used to:

- develop effective school improvement strategies to monitor the use of the grant; and to
- ensure schools have mechanisms in place for measuring EMAG's impact on pupil attainment.

7. Local authorities should decide the distribution of the remaining allocation to schools using a locally determined, needs-based, fair and transparent formula. The local formula should reflect the numbers of bilingual learners and Black and minority ethnic pupils who are underachieving in those schools.

8. Schools should monitor the effective use of EMAG as part of their own self-evaluation process and as part of their compliance with the Race Relations (Amendment) Act 2000. If EMAG is to have significant impact and its use to be effectively monitored, it is vital for schools to work in partnership with their LA. Schools will want to devise their own EMAG action plans, to ensure that training is available to all staff and that robust and reliable systems for monitoring the use and impact of the grant are in place.

Effective approaches to raising achievement

9. When determining priorities for EMAG funding, local authorities and schools will wish to note that research shows that the following elements underpin an effective approach to raising achievement:

- Effective data collection systems are in place;
- Data is regularly analysed to identify patterns and trends, ensure that action is taken to address issues identified by analysis and to monitor the impact of any action taken; and
- Mutually supportive links are formed between mainstream, supplementary and complementary schools to underpin this work.

Costs incurred by local authorities and schools

10. Central costs incurred by the local authority are likely to include staffing costs for the management of the programme, and the cost of advisory staff with expertise in EAL and raising attainment of underachieving groups as well as those combating racism.

11. School costs are likely to include management of EAL and raising achievement of underachieving groups, funding for specialist teachers, teaching assistants and non-teaching posts; supply cover costs to release mainstream and specialist staff for relevant training; cost of training courses; teaching materials and resources.

For examples of effective practice, and information on the New Arrivals Excellence Programme, please visit our website at www.dcsf.gov.uk/ethnicminorities.

Exceptional Circumstances Grant

12. Pressures on school budgets can sometimes arise as a result of new arrivals joining the school between the January count date, (which determines the Dedicated Schools Grant (DSG) allocation), and the start of the academic year. As part of the DSG arrangements for 2008-2011 we have introduced an Exceptional Circumstances Grant (ECG), to be triggered where the increase in pupil numbers is more than 2.5% in a local authority; or where the proportion of EAL pupils increases by more than 2.5% in a local authority; between the January count and the start of the academic year. The aim is to assist those authorities which experience significant extra pressures on their Schools Budgets from new arrivals, including those with EAL, after their DSG allocations have been set. ECG will be paid as an increase to a local authority's DSG allocation, further details can be found in the DSG Technical Note at www.teachernet.gov.uk/dsg200811.

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