For General Release

REPORT TO:	CABINET 9 JULY 2012
AGENDA ITEM:	**15**
SUBJECT:	The future of grant funding to voluntary organisations for Education Community Grants Programme.
LEAD OFFICER:	Paul Greenhalgh, Executive Director, Children, Families and Learning
CABINET MEMBER:	Councillor Tim Pollard, Deputy Leader (Communications) and Cabinet Member for Children, Families and Learning
WARDS:	ALL

CORPORATE PRIORITY/POLICY CONTEXT:

Education Community Grants funding seeks to 'achieve better outcomes for young people and safer, stronger and more sustainable communities, through promoting community cohesion, a sense of community and community engagement'.

FINANCIAL IMPACT

The recommendation in this report is to cease funding for three out of four elements of this programme and commission a more targeted programme to support young people with the greatest need. If agreed, this would deliver a saving of £78,000 per year from 2013/14.

FORWARD PLAN KEY DECISION REFERENCE NO.: 1146. This is a key decision as defined in the Council's Constitution. The decision may be implemented from 1300 hours on the 5th working day after it is made, unless the decision is referred to the Scrutiny and Overview Committee by the requisite number of Councillors.

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1. RECOMMENDATIONS

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below.

1.1 Having considered the outcome of the public consultation on the impact of potentially ceasing funding for voluntary organisations for Education Community Grant programmes as detailed in the report, the requirements of the Council's public sector Equalities duty in relation to the issues detailed in the body of the report and in the Equalities Impact Assessment (EqIA) at Appendix 3, Cabinet is recommended to agree:

   i. The commissioning of a mentoring programme targeted at BME communities in the north of the borough at a value of £15,000 per year as part of a single co-ordinated approach to mentoring from January 2013
   ii. The principle of further funding, using some external grant funding for this purpose, subject to agreement of the funding agency.

iii. The cessation of funding for community language classes, supplementary education provision and the play scheme from January 2013, which will have the effect of saving £78k per year.

2. **EXECUTIVE SUMMARY**

2.1 This report presents the results of a community consultation to assess the impact of potentially ceasing funding for voluntary organisations for Education Community Grants Programmes and sets out a recommended alternative programme to be commissioned.

2.2 It sets out the strategic context for the existing funding programme, changes in the education environment in the borough, in the profile of pupils in schools and the outcomes they are achieving as well as the background to the Council's Education community grants programme and the specific strand relating to the provision of education programmes. It also details the organisations and communities benefiting and references a reduction in funding already agreed by Cabinet in February 2012.

2.3 Each strand of the Education Community grants programme – community language classes, supplementary education, mentoring and a play scheme – is considered separately and recommendations made in relation to each. The report recommends that the Council ceases to provide grant funding for community languages, supplementary education and play schemes and commissions a new mentoring programme as part of a single coordinated approach to mentoring within the borough.

3 **CONTEXT POLICY**

3.1 The Croydon Children and Young People's Plan 2012-15 sets out its priorities in terms of achieving better outcomes for children and young people in the borough. These include narrowing the gap in educational attainment for vulnerable groups of children and reducing further the levels of fixed term and permanent exclusions, raising outcomes at Key Stage 1 and Key Stage 2 to better than statistical neighbours, reducing NEET (Not in Education, Employment or Training) rates and reducing youth crime and disorder.

3.2 The needs analysis underpinning the Children and Young People's Plan identifies the following issues relevant to the proposals in this report:
   - A rising proportion of pupils in Croydon schools from black and Asian ethnic groups
   - 24% of the pupil population have a first language which is not English; the ten most common first language languages in descending order are: English, Urdu, Tamil, French, Gujarati, Akan, Bengali, Somali, Malayalam, Portuguese
   - Levels of deprivation in the north of the borough, characteristic of inner London
   - Improvements in attainment for BME groups and a strong performance in relation to national comparators
   - Improvements in attendance at school and a steady reduction in permanent exclusions from school

- Continuing disproportionate representation of black Caribbean boys in exclusions, although the picture in Croydon is better for this group than the national figure

3.3 The Children and Families Partnership currently oversees a range of measures to address these issues. These include:
- School improvement service working closely with schools on strategies and targets to raise attainment and ensure inclusive practice, including delivering an engaging and accessible curriculum
- Working with schools to develop whole school strategies for accelerating the progress and achievement of BME more able pupils
- Supporting schools to conduct community language examinations
- The newly reshaped Integrated Youth Support Service has an increased focus on supporting young people from BME communities

3.4 The Council's Corporate Plan 2011-13 outlines the opportunities and challenges of the localism and Big Society agenda, and commits the Council to: encouraging greater community empowerment by giving local people and communities more power to take decisions to shape their neighbourhoods; promoting active communities by encouraging and enabling local people to get involved in the their community through a range of social action; enabling local people to have more choice and control by involving them in the design and delivery of services. It sets out a range of commitments under the Empowering Communities theme to support volunteering and community action including infrastructure projects and a small grants programme.

3.5 The Council's Equalities Strategy 2011-13 refers to and is aligned with the Children's and Young People's Plan and the Corporate Plan. Part of that duty is to monitor schools who are now subject to the same Public Sector Equalities Duty as the Local Authority and need to publish annual information relating to performance on protected characteristics and data on public sector objectives every 4 years.

3.6 The Council commits to embedding its commissioning framework across all third sector commissioning, incorporating adult social care and children and young people's services.

3.7 The Pupil Premium was introduced in April 2011 and is allocated to children from low-income families who are currently known to be eligible for free School meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The Pupil Premium, is in addition to main school funding, as a method of addressing the current underlying inequalities between children eligible for free school meals (FSM) and peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2012, schools will be required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

BACKGROUND

3.8 The Education Community Grants programme 2009-2012 was framed to address priorities in an earlier Children and Young People's Plan where the performance of Croydon schools was below the current level and outcomes for BME groups demonstrated gaps in attainment. The current position in relation to outcomes for children and young people is set out in section 4 of this report.

3.9 The Education Community Grants programme is a discretionary activity for local authorities rather than a statutory entitlement. The scope for the Council to enter into future funding commitments is now constrained by the current financial realities for the public sector, and significant and sustained downward pressure on public sector budgets projected for the next few years. At a time when statutory services are being significantly restrained, budgets for discretionary services are inevitably significantly affected. As part of this, in February 2012 a reduction in the funding available for these programmes was agreed by Cabinet as part of a package of savings and efficiencies in Children, Families and Learners. The amount now available to the programme is £93,000 in 2012/13.

3.10 The Education Community Grants funding guide issued by the Council in December 2007 provided a detailed description of funding priorities and criteria for the period 2009-2012 against which third sector organisations were invited to submit bids for that period. In summary these were:

- **Community Language teaching:** enabling young people to improve or access their own heritage language, reflecting the linguistic diversity of the local community including languages spoken within refugee communities and meeting the needs of 'settling communities'.

- **Supplementary Education:** supporting the achievement of Black and Minority Ethic pupils by offering opportunities in core National Curriculum subjects, including English and Maths.

- **Mentoring:** helping to maintain disaffected pupils within mainstream education by delivering training and support for mentors to work effectively with children, young people and their families.

Range of Providers

3.11 The table below shows the organisations currently funded under each programme and the annual amount awarded for the 3 years April 2009 – March 2012.

Organisation Name	Funding allocated (per annum) 2009/12
Community Languages	
Croydon Academy Eastern Arts	5,000
Horizon Care & Welfare Association	1,134
Croydon Anatolia Supplementary School	1,134
Elmwood Community Education Society	2,000
Greek Community School	3,401
Polish Community Centre	3,685
Samaddoon Social Development Organisation	2,000
Sree Narayana Guru Mission	2,834
Tamil Education and Cultural Association	3,968

Turkish Youth and Community Association	1,417
Bangladesh Welfare Association Croydon	4,535
Total	**31,108**
Mentoring	
Croydon Supplementary Education Project	15,000
OPEN GATE DR2DV8	8,500
Impact Minority Association	6,700
Total	**30,200**
Play Schemes	
Croydon African Caribbean Family Organisation	3,000
Total	**3,000**
Supplementary Schools	
Bangladesh Welfare Association Croydon	2,000
Horizon Care & Welfare Association	3,000
Samaddoon Social Development Organisation	2,000
Sree Narayana Guru Mission	3,166
Tamil Education and Cultural Association	3,000
Croydon Supplementary Education Project	30,000
Croydon African Caribbean Family Organisation	7,000
Premier Tuition Centre	7,000
Croydon Anatolia Supplementary School	2,000
Total	**59,166**
TOTAL FUNDING ACROSS PROGRAMMES	**123,474**

3.12 All but one organisation was awarded less than £10,000 per a year. However, Croydon Supplementary Education Project (CSEP) was funded to deliver two programmes, mentoring and supplementary education, and has received £45,000 per year from 2009 - 2012.

3.13 Organisations funded to 31 March 2012 have subsequently had their funding extended until the end of the current academic year while consultation on the future of the programme took place. This extension was at the 2009/12 rate, a total of £33,000. A further extension to December 2012 has been made as a result of community representation to extend the consultation period and £41, 250 has been allocated for this purpose. This extension is at the rate commensurate with the reduced budget for 2012/13.

3.14 Council grant funding has never met the full costs of provision and has to be viewed as one of a range of potential sources of funding. Organisations are also expected to generate their own income through charges to parents and through community fund raising. Nevertheless, voluntary sector organisations which have received continuous grant funding at sustained levels year on year inevitably have concerns about reduction or loss of grant.

4. OUTCOMES FOR YOUNG PEOPLE AND STRATEGIC PRIORITIES

4.1 The outcomes presented below inform the relevant strategic priorities in the current Children and Young People's Plan set out in sections 3.1 – 3.3 of this report.

School attainment

4.2 In the Children and Young People's Plan 2010-2013 one of the key areas for development was improving the achievement levels of boys from Black African and Caribbean heritage and minority ethnic children excluded from school. School improvement advisers challenge and support schools to monitor the attainment of pupils by ethnicity, and to take appropriate steps to raise performance where necessary. The current plan updated in 2012 retains a focus on narrowing the gap but documents improvements in the achievement of children from ethnic minority groups in schools.

Key Stage 2

4.3 In 2011 almost all ethnic groups performed well in relation to the national averages for the same group. The Asian group of pupils performed particularly well, with 82% attaining combined English and mathematics at Level 4+ against % nationally, within that group Indian pupils acheived 6% higher than the national average. The ethnic groups performing below the national average were the mixed, White Black African pupils group, 3% below, White British pupils group, at 2% below national and Black Caribbean pupils, at 1% below national average.

4.4 Pupils with English as an Additional Language (EAL) performed very well, with 77% attainment against 72% for the same group nationally. (Appendix 2)

Key Stage 4

4.5 At GCSE, student pass rates have risen in Croydon for the eighth year in a row and the borough continues to perform well. Results show that, against key performance indicators, Croydon's results have risen from below national average in 2007 to well above national average in 2011. At 86.6%, the percentage of students attaining 5+ A*-C grades shows an improvement of 3.7% on 2010. At 60.3%, the percentage of students attaining 5+ A*-C grades including English and mathematics shows an improvement of 5.9% on 2010 against an improvement nationally of 2.7%. Comparisons with statistical neighbours show that Croydon's GCSE results in 2011 are well above the averages for our statistical neighbours in 5+ A*-C grades and 5+ A*-C grades including English and mathematics.

4.6 In 2011 almost the majority of ethnic groups attained above the national average for the same group and above the national average for all pupils. The only ethnic groups performing below the national average in 2011, are pupils in the Any other Asian background group, 6% below and Any other ethnic groups , 7%, below national for the same groups.

4.7 At GCSE the achievement gap has been significantly reduced, with all ethnicity groups and pupils with English as an Additional Language (EAL) in Croydon outperforming national figures.

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Modern Foreign Languages

4.8   The English Baccalaureate – the EBacc – was introduced by the Department for Education (DfE) as an additional measure in the performance tables published in January 2011. Pupils who achieve a GCSE grade C or better in English, Maths, a Language, History or Geography, and two Sciences achieve the EBacc. All community languages for which examination boards offer a GCSE qualification count towards the EBacc.

Exclusion from school

4.9   There has been a downward trend in Croydon's exclusion rate over the last five years. However, exclusions relating to black Caribbean pupils have been of concern at national and borough level for a number of years. Black Caribbean pupils make up just over 11% of the school population but constitute 24% of all excluded pupils. This level of disproportionality (twice the percentage in the overall population) is lower than the national average (three times the percentage in the overall population) but remains an issue for the borough to address.

Progression to Education, Employment or Training at age 16

4.10   Although the number of NEET young people in Croydon is currently improving, overall there is a rising number of NEET young people of Black Caribbean heritage. There is significantly disproportionate representation of Black Caribbean and mixed race white and black Caribbean groups in the unemployment figures in Croydon post 19, with just over half of all jobseekers from these groups.

4.11   6.1% of Croydon's 16 to 19 year olds are currently not in employment education or training. Within the NEET group there are three ethnic groupings that feature disproportionately:
        -   White British 7.1%
        -   Black Caribbean and white British mixed race 9.6%
        -   Black Caribbean 6.6%
        As of March 2012, of Croydon's 10,935 jobseeker allowance claimants 5,775 were black Caribbean and mixed race white and black Caribbean.

5.   **PROPOSALS**

5.1   A consultation (see section 6 of this report for a summary of the findings) was designed to test the impact of any withdrawal or reduction in funding and identify mitigating actions that might be needed to help address any negative impact. The results of the consultation, the strategic priorities in the current Children and Young People's Plan and the Equalities Impact Assessment at appendix 3 inform the recommendations in this report. Each strand of the programme is considered separately.

Community Languages

5.2   While parents and children benefitting from this provision value the opportunities it provides in preserving cultural heritage, the evidence suggests

that pupils from bilingual ethnic minority communities in Croydon are outperforming their peers in terms of educational attainment. The amounts of funding provided by the Council under this programme range from £1,134 to £5,000 and, while the funding offers recognition to the groups, it is unlikely to be a determining factor in the continuation of community provision given that it constitutes only a small contribution to running costs and the cultural value placed on the provision by communities.

5.3   **It is proposed that that community language classes are not commissioned in future**.

5.4   An issue raised by community language providers is the difficulty in accessing examination facilities. Where community provision continues, schools will be encouraged to develop stronger links with the groups with a view to supporting greater access to examination facilities and a higher profile for heritage languages within the borough's modern foreign languages offer.

Play schemes

5.5   While the Early Years and Family Support commissioning strategy prioritises support for families, there is no provision of subsidy for play. Support is, however, available through the Play Plus consortium, commissioned by the Council to champion play across the borough and to oversee the implementation of the Croydon Play Strategy.

5.6   There were no responses in the consultation specifically related to the provision of play. One organisation, CACFO, offers this provision and as detailed above support is available through Play Pus consortium. **It is proposed that play activities are not commissioned in future.**

Supplementary Education

5.7   Supplementary education programmes have played an important role in engaging communities in supporting young people from Croydon's minority ethnic communities to improve educational outcomes. They have supplemented the mainstream education offer for communities that have underacheived nationally and locally There is considerable support, particularly from African Caribbean communities, for supplementary education and case studies of individual pupils demonstrate the benefits that have accrued to children and young people who have attended classes, including increased confidence and engagement with the curriculum at school.

5.8   Schools have been supported to address the underacheivement of specific ethnic groups with targeted funding as well as strategic support from Local Authority Ethnic Minority Achievement services. Currently schools receive additional funding based on their ethnicity profile (black minority ethnic groups and pupils of Pakistani and Bangladeshi heritage). This position is changing nationally from April 2013 following research undertaken by DfE indicating that any remaining achievement gaps for these groups can be addressed through additional needs funding based on free school meals, low prior attainment and the index of multiple deprivation. Funding to address underlying inequalities for individual pupils is also directed to schools through the Pupil Premium. From September 2012, schools will be required to publish online information about

how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

5.9 In Croydon the educational landscape has changed significantly over the last few years. The proportion (65%) of schools whose overall effectiveness is judged to be good or better by Ofsted is increasing and no secondary schools are in an Ofsted category. The population profile in the borough is also changing with more than 50% of the total school population now from black and minority ethnic groups and economic and social deprivation is now a significant factor in remaining achievement gaps.

5.10 The role of schools in the community and the relationship with the local Authority is also changing. From April 2014 all educational funding will be directed to schools other than for pupils defined as having 'high needs', requiring high levels of specialist educational support. This increasing autonomy is accompanied by higher levels of accountability. Schools are subject to the same public sector equalities duties as Local Authorities and are required to set and publish equality objectives every 4 years and to publish information related to performance and protected characteristics on an annual basis. This includes publishing information on how they have used the Pupil Premium

5.11 In the context of these changes, it is reasonable to expect that schools take responsibility for working closely with community organisations that support their core purpose and use their funding where appropriate to meet individual pupil needs.

5.12 **It is proposed that the supplementary education programme is not commissioned in the future.** School improvement advisers will ensure schools are aware of the contribution of supplementary schools can make with a view to commissioning services from them to enhance their offer for individual pupils who may be underachieving. This offer will need to be actively promoted to schools to work effectively in partnership in the future and secure funding for their activities.

5.13 The impact on organisations currently in receipt of grants ranging from £2,000 to £7,000 is being mitigated by the provision of a funding extension, already notified to groups, to end of December 2012 to enable a transition to new arrangements. The position of Croydon Supplementary Education Project (CSEP), which has operated a supplementary school in the borough for 30 years requires separate consideration as the amount of funding the organisation receives for this programme is substantial. Current income is £45,000 from this programme (including funding under the mentoring strand) and £65,000 from fees from parents and while the organisation has in the past been successful in bidding to secure funding from a range of sources, this is no longer the case. It has already received transition funding from the Stronger Communities fund and has put in place a business recovery strategy that may be negatively impacted by any further loss of Council funding. It is proposed that, if these recommendations be agreed, officers enter into discussions with CSEP to identify support needed to secure the organisations future viability.. Given the fact that schools are more accountable for their provision, voluntary sector organisations could seek to use the transitional period to develop their market. School improvement has a role to play in supporting this objective. An

option for an established and large scale supplementary education provider such as CSEP would be for the organisation to consider an application to the Department for Education to develop as a free or independent school.

Mentoring

5.14 The mentoring programme funded through the education community grants programme has included a mentor training programme, which has been successful in engaging volunteer mentors. Pupils benefitting from the programme have shown a greater level of engagement in school as a result of the support they have received.

5.15 It is acknowledged that some young people from BME communities continue to require targeted support to enable them to achieve positive outcomes. The journey from school to work and independence is becoming more challenging in the current economic climate. The post riot reports have recommended mentoring as an approach. 'Making sense of the riots and what they mean for us and the future', published by Croydon Council recommends a 'scheme to mentor children and young people in schools and youth groups'.

5.16 Mentors are positive role models that young people can relate to; they provide one-to-one motivational support helping young people to identify goals, develop action plans, stick to the plans and overcome difficulties that may arise along the way.

5.17 **It is proposed that a mentoring programme targeted at BME communities in the north of the borough be commissioned** as part of a single coordinated mentoring programme which supports young people's journey from school to economic independence. This addresses issues raised during the consultation about the wider social impact of reducing funding to support young people from BME communities.

5.18 Mentoring can be preventative or intensive reactive. Preventative mentoring is most effective around the ages of 11 to 14, it is less intensive and elements can be delivered in group settings. Intensive reactive mentoring is only delivered in one-to-one settings and is an effective intervention for young people over the age of 15 who have already disengaged. The average unit cost for preventative mentoring is £35,000 for 100 beneficiaries per year and £30,000 for intensive reactive mentoring.

5.19 There are approximately five organisations within Croydon, including those funded through the community grants programme, with experience of delivering preventative mentoring and two with experience in delivering the intensive reactive intervention mentoring.

5.20 The Local Authority has identified the names of all young people of Caribbean heritage aged 16-19, who are currently NEET. Through the new single view of the child case management system the Local Authority can identify which of these young people do not currently have a Key Workers services. The remaining young people can be recipients of an intensive reactive mentoring service.

5.21   Alternatively the Local Authority is also able to undertake a statistical analysis of early indicators recorded on the single view of the child case management system and produce a list of named young people between 11 and 14 who are at highest risk of becoming NEET. These young people can receive a preventative mentoring service; a much more cost effective option.

5.22   The proposal to fund voluntary sector preventative work puts the delivery into the hands of the local community encouraging grass root solutions, creativity and leadership. It complements existing programmes which include:
- The Integrated Youth Support Service's Journeys programme, which provides young people aged 11-19 with bits sized creative experiences such as music, dance, and photography, as well as an element of 'giving back the creative results to the community.
- An intensive reactive mentoring service through the youth offending services.

6.   CONSULTATION

6.1   A full public consultation was launched in April 2012 with support from the Council's Customer Communications and Strategy Team to understand the impact of withdrawing grant funding and what support organisations might need if the proposal were to be implemented. Detailed questionnaires designed to capture information and views from the voluntary organisations providing services and individual services users included the following key areas: from community organisations, the range of other sources of funding available to support the activities, the impact of loss of funding and likely organizational response and help that could be provided by the Council; from individual service users, both young people and parents and carers, the benefits for them of attending (including parental perceptions), the extent of any fees paid and the level of additional support for learning received at school.

6.2   The consultation opened on 10 April 2012 and was scheduled to close on 27 May 2012. Following representation from the BME Forum, the consultation was extended to 8 June 2012. Details were advertised on the Council's website and all organisations in receipt of funding were informed individually by letter and email. The responses are recorded in the Equalities Impact Assessment at Appendix 3 and inform the assessment of risks and benefits in section 5 above.

6.3   Members of the voluntary and community groups consulted indicated that they were not aware of the consultation that had preceded the funding reduction as part of the Council's budget setting for 2012-13 and were therefore distrustful of the current consultation. Officers provided information on the previous consultation and also reassured those attending the public meetings that their views would be detailed in the report to Cabinet. A summary is provided in the body of the report and details are available.

6.4   Feedback on the impact of ceasing grant funding to individual organisations and the outcomes of the current three year funding programme was also sought when end of grant letters were sent to organisations in September 2011. Only 4 organisations responded to that request.

Methodology

6.5   The consultation used a range of approaches including public meetings in community venues, focus groups with parents, carers and young people and on-line questionnaires, the latter also made available in hard copy. Additional methods of consultation were offered such as one to one interviews, 'vox pop' video recordings, but no organisations have as yet taken up this offer. Public meetings were held (Thursday 25th April 12) at the BME forum and (Saturday 12th May 12) at Croydon Supplementary Education Project. One focus group with staff, parents and young people .was held at the Tamil Education and Cultural Association.

6.6   Some concern was expressed about the use of on-line questionnaires to capture detailed views of the participants. It was suggested that limited access to computers within the community was a likely barrier to completion. This has been addressed through the range of consultation methods offered and used.

Profile of participants

6.7   In total it is estimated that 410 people participated in the consultation process 26% completed either a paper or on line questionnaires, 11% attended a public meeting, 2% chose to respond via email or letter. The highest number of respondents came from the focus group (61%); however, attendees were from a single organisation. A summary of how organisations participated in the consultation process is provided in Appendix 3.

6.8   The Chair of the BME Forum and Chief Executive of Croydon Voluntary Action met with the Cabinet Member for Children, Families and Learning to express their concern about potentially cumulative impact of reductions in funding to BME groups and the disproportionate impact on one group. Representation was also received from the Chair of CACFO about the consultation methodology.

KEY MESSAGES FROM THE CONSULTATION

6.9   BME organisations, some of whom have been operating in the borough of Croydon for 30 years, perceived the potential withdrawal of funding as one of many funding cuts across the borough that directly impacts on the BME community. They were concerned that withdrawal of funding might lead to at least half of the organisations funded through these programmes closing down. There were, however, few suggestions coming from the consultation on mitigating action the Council might take to support organisations if funding were withdrawn.

6.10   Out of those organisations that completed the questionnaires 64% respondents stated that they would have to close if funding was cut or reduced. 36% said they would apply for funding elsewhere, 39% they would continue with a reduced service, and 45% said they would increase their fees and 13% said they would instigate a change to the service. No proposals have been received on the type of transition support organisations would find helpful if the funding were to cease. However, some groups expressed concern about the availability of affordable premises.

6.11   A number of organisation reported that, although the amount of funding from the Council is small, it is important in enabling them to attract additional funding to the borough to support their organisations' activities.

6.12   It is clear that there is significant support within the community for the organisations supported through this programme. As commissioning priorities shift to address changing needs, community organisations need to be guided towards new opportunities through dialogue with umbrella organisations such as the BME Forum and Croydon Voluntary Action. This will include Council commissioning opportunities, such as those highlighted below in paragraph 6.17 and through partnerships with schools (see paragraph 6.20). It is also proposed to make funding available to support transition arrangements in the current year.

6.13   Links were made at the public meeting to the civil disturbances in Croydon in August 2011 and the importance, in their view, of supplementary education in providing a purposeful activity for young people from BME communities. The key purpose of the supplementary education programme, however, is to improve educational outcomes (see paragraph 3.11). The wider social issues raised by the community are being addressed through positive activities commissioned by the newly reshaped Integrated Youth Support Service as well as new targeted personal development programmes such as Journeys. There is also a strong case for a continuation of mentoring as part of a broader coordinated approach within the borough. All these programmes offer the opportunity for community organisations to put forward proposals for funding.

6.14   Organisations recognised the improvements in ethnic minority achievements in the borough and considered that they had made a significant contribution to that. They were however concerned that, while the data that the Local Authority presented at the consultation meetings showed Croydon achieving well in comparison with the national picture, there are still achievement gaps for some groups, particularly African Caribbean pupils, and continuing disproportionality in relation to pupils excluded from school.

6.15   A detailed analysis of educational achievement is set out in section 4 of this report.   At key stage 2 black pupils achieved at the same level (70%) in Croydon as the national comparator but were below the average for all pupils in Croydon (74%). At key stage 4 the same group achieved above the national comparator (Croydon 60.3%, national 55%), slightly above the white group (60.1%) and slightly below the average for all groups (61%). The disproportionality in exclusions is a continuing challenge for schools to address and an area where partnerships with community organisations and a coordinated approach to mentoring, as recommended in this report, could have a positive impact. The inclusion teams are working closely with schools to reduce exclusions and have recently established a commissioning framework agreement to target support and spot purchase alternative education provision from the voluntary sector.

6.16   Some organisations had experience of working in partnership with schools. Where contact was established the experience was positive, but many organisations found it hard to engage with schools and would value support from the Council to achieve this. They were also receptive to support to

implement improvements in quality and standards. This will be pursued through school link advisers.

6.17 Mitigating actions to address issues raised in the consultation are identified in the Equalities Impact Assessment at Appendix 3.

7. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

7.1 Revenue and Capital consequences of report recommendations

	Current year	Medium Term Financial Strategy – 3 year forecast		
	2012/13	2013/14	2014/15	2015/16
	£'000	*£'000*	*£'000*	*£'000*
Revenue Budget available	93	93	15	15
Expenditure - April 2012 to Dec 2012	48			
Expenditure - Jan 2013 to March 2013	3.75			
Full year expenditure		15	15	15
Income				
Effect of decision from report				
Expenditure				
Income				
Remaining budget				
Capital Budget available				
Expenditure				
Effect of decision from report				
Expenditure				
Remaining budget	41.25	78	0	0

The 2012/13 revenue budget for the grant to voluntary organisations for supplementary education is £93k. This is a reduction of £30k from the 2011/12 budget of £123k. This reduction was agreed at Cabinet in February 2012 as part of the budget setting process (minute no. A16/12), With a further reduction expected in 2013/14 of an additional £30k.

The current funding arrangements have been continued until July 2012 at a cost of £33k and a further amount of £15k will be allocated to enable a further extension to December 2012. The proposed new commissioning arrangements will incur costs of £3.75k in 2012/13. Therefore the total 2012/13 cost will be £51.75k which is

within the budget available. The balance of the budget is £41.25k and will be used to fund transition arrangements where necessary

The recommended option would mean a reduction in funding from 2013/14 to £15k per annum, this option would result in a saving of £78k in 2013/14 in addition to the £30k saving that was already agreed for 2012/13 as part of the budget setting exercise in February 2012.

7.2 Risks

Risks associated with the recommended option are outlined below with mitigating actions alongside.

Risk	Mitigating action
Organisations close as a result of loss of funding	Offer transition funding to organisation most affected to enable them to plan for this
Changes in funding over the next year three period	The standard third sector funding agreement has an appropriate break clause

Risks identified will be will be recorded and closely monitored ensuring appropriate and timely mitigating action is taken in order to achieve business objectives.

7.3 Options

A single option has been recommended

7.4 Future savings/efficiencies

The budget for a mentoring programme is in place for 3 years. However, should circumstances change the risks and mitigating action are noted above.

7.5 (Approved by: *Lisa Taylor – Head of Finance CFL*)

8.   COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

8.1   The Council Solicitor comments that the Local Government Act 1999 sets out the duty of Best Value - local authorities must show that their services have been influenced by resident's views, and provide the best possible value.

8.2   Further, case law has emphasised the duty to consult properly, the key elements of which can be summarised as:
• Consult when proposals are at the formative stage;
• Reasons for proposed changes should be given;
• Options should be given
• Sufficient time should be given;
• Full information should be given, not partial.

8.3   Insofar as the service question may engage duties to those with disabilities the Council must exercise that duty 'in substance with rigour and an open mind'. This goes beyond mere reference to, or a general awareness of, the decision makers to the existence of the duty. Accordingly those with a disability who may

form part of the particular group of service users being consulted, should be consulted not only as part of the group as a whole but in a way that shows due regard to the need to take account of their disabilities, even where that may require more favourable treatment than other persons. There may also be a duty to provide more favourable treatment to disabled persons. This requirement may also be a legitimate expectation if the Councils equality scheme makes reference to consulting disabled persons on decisions affecting them.

8.4   It is important to show that the Council has fully considered the responses to the consultation and demonstrate that it had sufficient information about the effect of the recommended options so as to make a proper and hence rational decision.

6.5   In relation to the funding as it provides services and activities for those toward whom the Council has an equalities duty, while the Council is entitled to take into account the pressure on resources it is also important to ensure that these duties are fully considered and exercised with vigour and an open mind as well as taking into account guidance from the Equalities and Human Rights Commission, which officers have considered in the preparation of this Report, and the Council's own recent Equality Strategy.

8.4   A failure to do this may lead to a successful challenge to any eventual decision on that basis alone.

        (Approved by: Gabriel MacGregor, Head of Corporate Law on behalf of the Council Solicitor and Monitoring Officer).

9.   HUMAN RESOURCES IMPACT

9.1   There are no staff employed directly through this budget. However, some voluntary organisations offer payment to tutors from their grant funding.

        (Approved by: *Atia Williams, HR Business Partner,* on behalf of the Director of Workforce, Equality & Community Relations)

10.   EQUALITIES IMPACT

10.1   An Initial equalities impact assessment (EqIA) was completed before consultation commenced. This identified the potential of this provision to advance equality of opportunity and reports the responses of community groups currently receiving funding on the impact of loss of funding following the cessation of funding notification in September 2011. Subsequently a full equality impact assessment has now been completed (Appendix 3). The EqIA has been updated following the consultation and identified mitigating action to address potential impact of reducing funding for this programme as well as the potential cessation of the funding. The key equalities issues emerging from the consultation are detailed in section 6 of the report. The outcome of the equality impact assessment shows that the proposed reduction or cessation of funding to these projects may have an impact on some sections of Black and Minority Ethnic communities and mitigating action has been set out in the body of this report and the equality impact assessment. This will be reviewed annually.

11. ENVIRONMENTAL IMPACT

No environmental impact has been identified.

12. CRIME AND DISORDER REDUCTION IMPACT

The consultation responses expressed concern about a negative impact on young people's involvement in crime if organisations were to cease offering activities for young people. While the loss of any opportunities for young people will be keenly felt by those young people and their families, it should be noted that the integrated youth support service continues to both provide and commission a wide range of both diversionary and personal development opportunities for young people.

CONTACT OFFICER: *Paula Dunkley, Interim Inclusion Officer x 47087*
BACKGROUND DOCUMENTS: none

List of Appendices

Appendix 1: Summary of organisations participating in the consultation and detail of process and responses - **attached**

Appendix 2: Pupil data **- attached**

Appendix 3: Equality Impact Assessment **– printed separately**

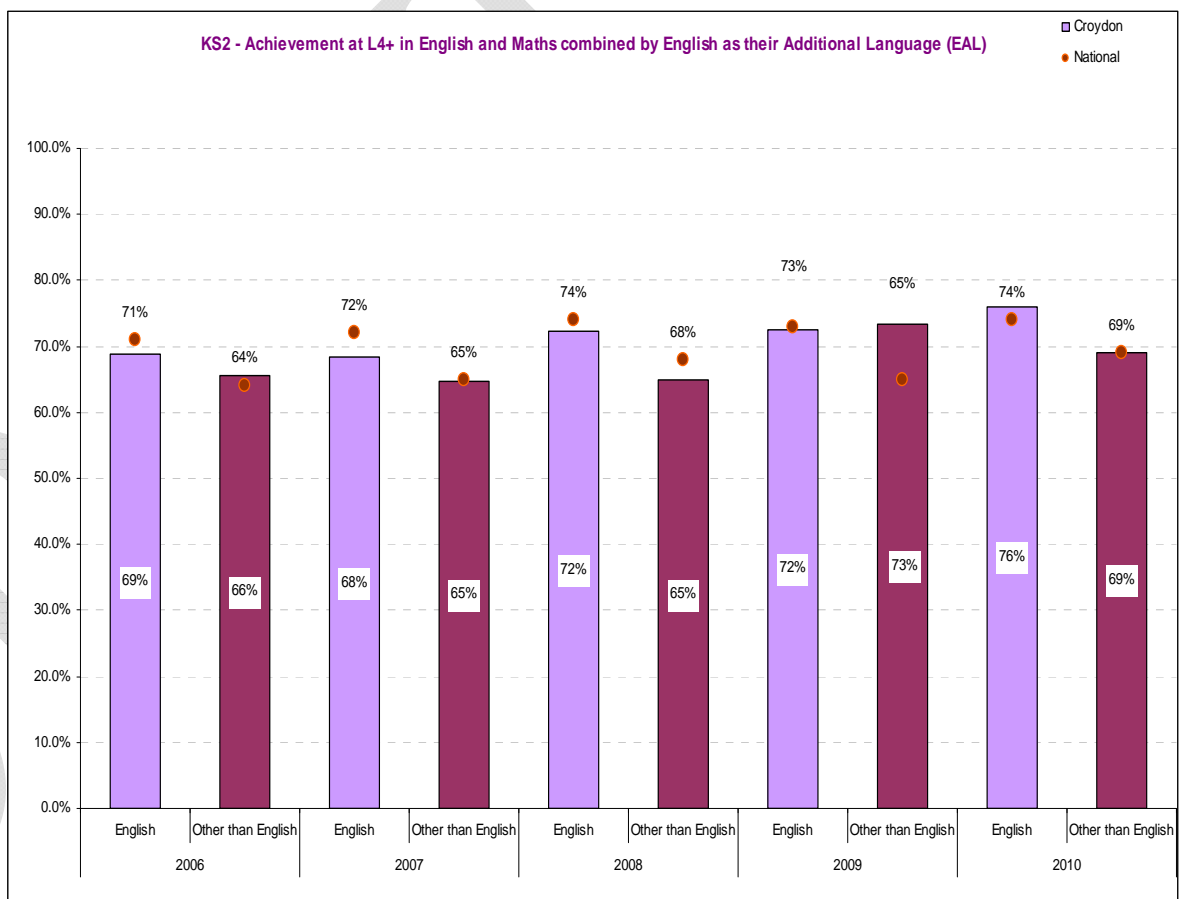**Appendix 1: Summary of organisations participating in consultation process**

Organisations	Questionnaires		meetings		Focus group	Written responses / emails	Totals
	Parents, carers, & young people	Community Organisations	25/04/12	12/05/12			
Bangladesh Welfare Association Croydon		1	1			1	3
Croydon Academy Eastern Arts		2	2			1	5
Croydon African Caribbean Family Organisation	1		3			1	5
Croydon Anatolia Supplementary School							0
Croydon Supplementary Education Project	3	1		14		1	19
Elmwood Community Education Society			2				2
Greek Community School						1	1
Horizon Care & Welfare Association							0
Impact Minority Association			1				1
OPEN GATE DR2DV8		1	9				10
Polish Community Centre		1	1				2
Premier Tuition Centre			1			1	2
Samaddoon Social Development Organisation						1	1
Sree Narayana Guru Mission	2	47	1			1	51
Tamil Education and Cultural Association	28	5	2		250		285
Turkish Youth and Community Association							0
Other unknown	3	12	3				18
Lighthouse Education Society			1				1
PJ community centre			1				1
Nanak community centre			1				1
ARCC			1				1
Interested Member of the public				1			1

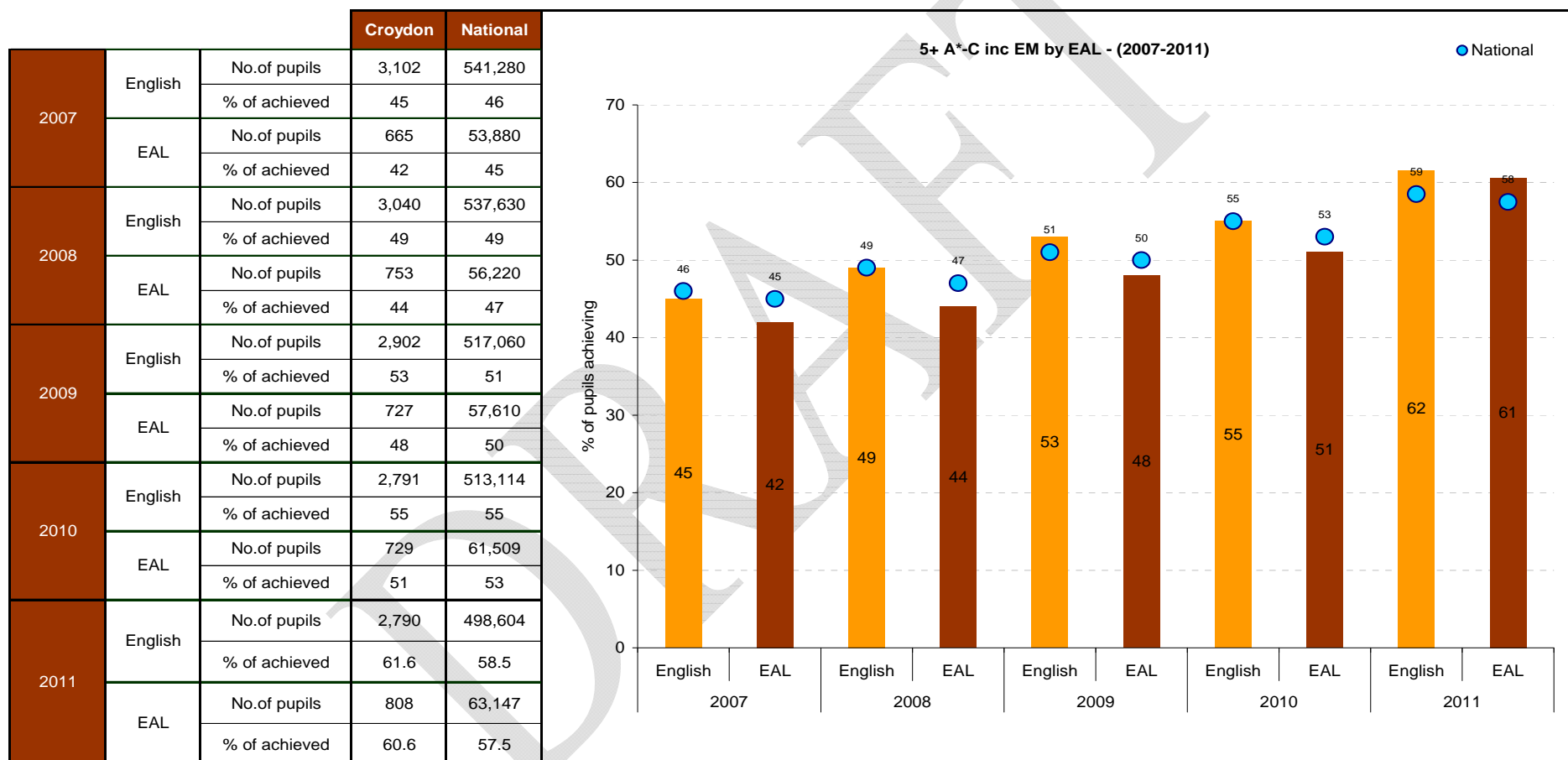| Totals				37	70	30	15	250	8	410

Appendix 2 Pupil DATA

Achievement at Key Stage 2 by English as an Additional Language (EAL) Croydon Trends 2007-2011

		Croydon		National	
		% Achieved	Total No of pupils	% Achieved	Total No of pupils
2007	English	68.44%	3,026	72.00%	499,110
	Other than English	64.81%	881	65.00%	67,090
	Gap	3.6		7	
2008	English	72.31%	3,008	74.00%	504,110
	Other than English	64.95%	933	68.00%	72,140
	Gap	7.4		6	
2009	English	72.50%	2,865	73.00%	488,130
	Other than English	73.42%	978	65.00%	76,570
	Gap	-0.9		8	
2010	English	76.00%	1,689	74.00%	349,397
	Other than English	69.00%	608	69.00%	52,301
	Gap	7		5	
2011	English	73.00%	2,773	75.00%	460,963
	Other than English	77.00%	1,076	72.00%	81,896
	Gap	4		-3	

KS2 - Achievement at L4+ in English and Maths combined by English as their Additional Language (EAL)

Achievement by pupils who have English as their Additional Language (EAL) compared with National figures at level 5+ A*-C inc English and Maths

			Croydon	National
2007	English	No.of pupils	3,102	541,280
		% of achieved	45	46
	EAL	No.of pupils	665	53,880
		% of achieved	42	45
2008	English	No.of pupils	3,040	537,630
		% of achieved	49	49
	EAL	No.of pupils	753	56,220
		% of achieved	44	47
2009	English	No.of pupils	2,902	517,060
		% of achieved	53	51
	EAL	No.of pupils	727	57,610
		% of achieved	48	50
2010	English	No.of pupils	2,791	513,114
		% of achieved	55	55
	EAL	No.of pupils	729	61,509
		% of achieved	51	53
2011	English	No.of pupils	2,790	498,604
		% of achieved	61.6	58.5
	EAL	No.of pupils	808	63,147
		% of achieved	60.6	57.5

5+ A*-C inc EM by EAL - (2007-2011)

Source for National and Croydon figures (2007-2011) : http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000900/index.shtml

Key Stage 2 – Achievements by BME group (Black African, Black Caribbean and Black other) – Croydon trends 2006-2011

		Croydon		National	
		% Achieved	Total No of pupils	% Achieved	Total No of pupils
2006	BME Groups	60.60%	939	13.53%	
	Other	70.38%	3,049	22.20%	3,049
	Gap	9.8		8.7	
2007	BME Groups	58.83%	974	12.32%	
	Other	70.54%	2,933	23.18%	2,933
	Gap	11.7		10.9	
2008	BME Groups	61.67%	1,041	10.47%	
	Other	73.76%	2,900	21.62%	2,900
	Gap	12.1		11.1	
2009	BME Groups	69.02%	1,004	14.94%	
	Other	74.04%	2,839	22.97%	2,839
	Gap	5.0		8.0	
2010	BME Groups	64.88%	635	13.54%	
	Other	76.00%	1,721	25.86%	1,721
	Gap	11.1		12.3	
2011	BME Groups	69.59%	1,026	12.38%	
	Other	74.50%	2,875	21.81%	2,875
	Gap	4.9		9.4	

KS2 - Achievement at L4+ in English and Maths combined by BAME groups
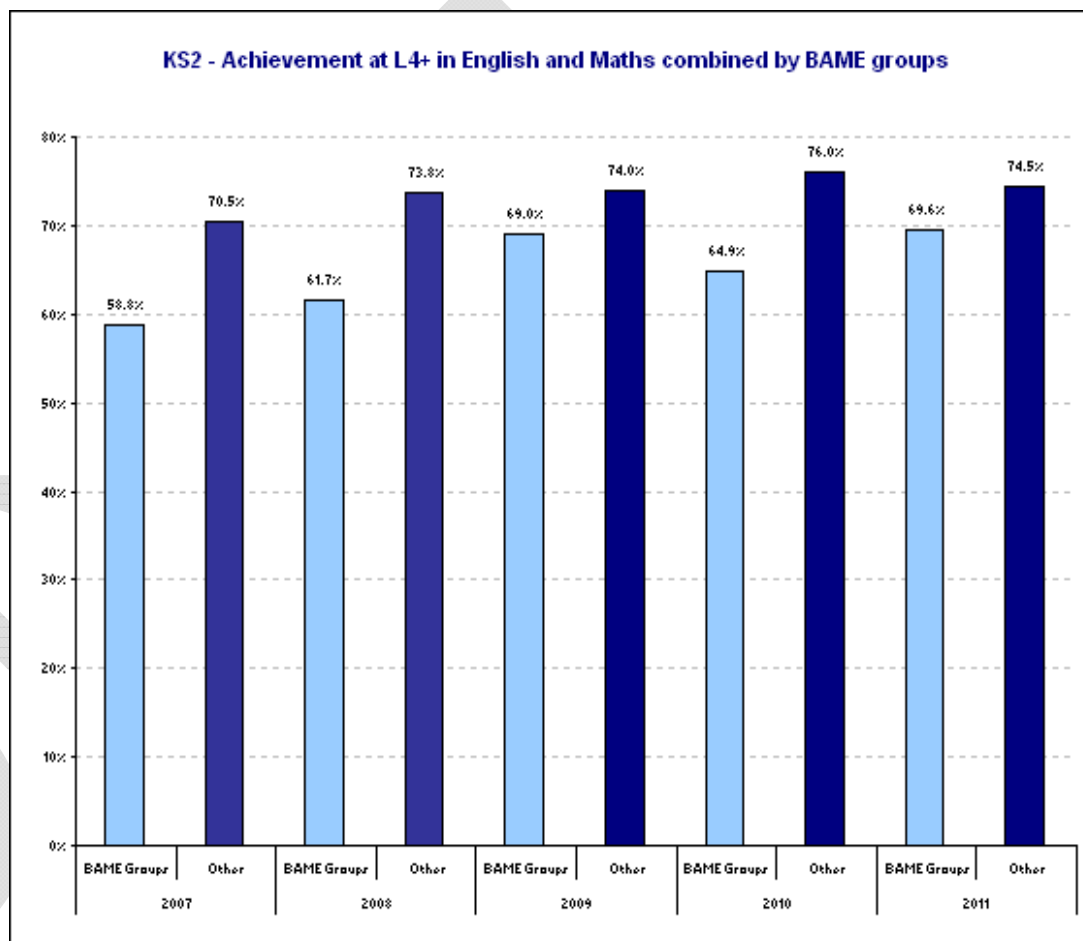
Key Stage 4 – Achievements combined with BME groups Achievement by pupils who are from BME ethnic group - 2011: Trends from 2007-2011

		Other	BAME Groups	Gap
2007	Number of pupils	2,085	896	
	% of pupils who achieved	45.4%	33.6%	11.8%
2008	Number of pupils	2,780	931	
	% of pupils who achieved	50.0%	42.4%	7.6%
2009	Number of pupils	2,489	938	
	% of pupils who achieved	53.6%	49.9%	3.8%
2010	Number of pupils	3,694	1,028	
	% of pupils who achieved	53.7%	50.7%	3.0%
2011	Number of pupils	3,719	1,064	
	% of pupils who achieved	60.1%	57.0%	3.1%

5+ A*-C inc EM by BAME - (2007-2011)

■ Other
□ BAME Groups

	Other	BAME Groups
2007	45.4%	33.6%
2008	50.0%	42.4%
2009	53.6%	49.9%
2010	53.7%	50.7%
2011	60.1%	57.0%

Equality Impact Assessment – the process for analysing the effects on equality

Full EqIA template

**Equality Impact Assessment
for
Re-commissioning Supplementary Education**

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Last updated: 21 June 2012

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EQUALITY IMPACT ASSESSMENT (EqIA)

SECTION 1: SUMMARY OF EQUALITY IMPACT ASSESSMENT (EqIA)

1.1	Details of the Policy, Strategy, Function, Project or Activity
	Title of EqIA: **Re-commissioning Supplementary Education** Date of EqIA: **21st February 2012, updated 21st June 2012** State whether EqIA is on a policy, strategy, function, project or activity or a combination: **Activity** Indicate whether it is a 'new' or an 'existing' policy, strategy, function, project or activity: ❒ New **X** Existing
1.2	**Details of the person responsible for the EqIA**
	Full Name: **Paula Dunkley** Position: **Interim Inclusion Officer** Department: **Learning and Inclusion, Children, Families and Learning** Telephone number: **0208 604 7087**

1.3	What is the aim and objective of the policy, strategy, function, project or activity?

The Education Community Grants programme is a discretionary activity for local authorities rather than a statutory entitlement. The scope for the Council to enter into future funding commitments is now constrained by the current financial realities for the public sector, and significant and sustained downward pressure on public sector budgets projected for the next few years. At a time when statutory services are being significantly restrained, budgets for discretionary services are inevitably significantly affected. As part of this, in February 2012 a reduction in the funding available for these programmes was agreed by Cabinet as part of a package of savings and efficiencies in Children, Families and Learners. The amount now available to the programme is £93,000 in 2012/13.

Therefore the aim of the proposed policy decision is to assess the impact of potentially ceasing funding for the Education Community Grants Programme.

The objective of the policy decision is to assess how that will impact the on voluntary and community groups and its users in the light of the need to realign voluntary sector expenditure and reduce overall council expenditure.

The existing Education Community Grants programme 2009-2012 was framed to address priorities in the Children and Young People's Plan at a time when the performance of Croydon schools was below the current level and outcomes for BME groups demonstrated gaps in attainment.

The original objective of the Education Community Grants programme funded at £123,000 was to work in partnership with voluntary sector community groups to deliver education activities as follows;
- Community Language teaching; enables young people to improve or access their own heritage language. Reflecting the linguistic diversity of the local community including languages spoken within refugee communities and meets the needs of 'settling communities'.
- Supplementary Education; supports the achievement of Black and Minority Ethic pupils who are shown to be underachieving by offering opportunities in core National Curriculum subjects, including English Language, Mathematics.
- Mentoring; helps to maintain disaffected pupils within mainstream education by delivering training and support for Mentors to work effectively with children, young people and their families.

SECTION 2: SCOPING THE ASSESSMENT

2.1	Who have you engaged with (staff, service users, community groups etc)?

The main stakeholder involved in the Educational Community Grants programme are
- The service users such as Children and young people, Parents and carers.
- The staff of the Voluntary and Community organisations currently funded through the grant fund and their wider community
- voluntary and community organisations representing equalities target groups such as the BME Forum

2.2	Profile of participants & stakeholders

Overall 16 organisations deliver elements of the Education Grant programme, to an average 1,693 young people in Croydon per year.

The current Education and community Grant funding supports 16 organisations, to an average of 1,693 young residents of Croydon. Community Languages is delivered by 11 organisations, Supplementary Education by 9 , Mentoring by 3 and only one organisation delivers the Summer play schemes, 1. Over half of these organisations deliver more than one programme. All but one organisation was awarded less than £10,000 per a year. However, Croydon Supplementary Education Project (CSEP) funding equated to £45,000 per year from 2009 – 2012.

The programmes are accessed predominantly by 11-16 year olds, 758, (45%), followed by 5-11 year olds, 720 (43%) and then the 16+ age bracket, 215. (13%). We also train around 50 mentors a year who mentee some 79 local residents. Some of the languages that young people access through the community Languages programmes are Polish, Somali, Arabic, Urdu, Bengali, Greek, Malayalam, Singhalese, French, Ghana - Twi, Sri Lankan, Gujarati, Hindu, Mende, Creole, Marathi, Norsk, Turkish, Tamil and Banglar.

In total it is estimated that 410 people participated in the consultation process 26% completed either a paper or on line questionnaires, 11% attended a public meeting, 2% chose to respond via email or letter. The highest number of respondents came from the focus group (61%); however, attendees were from a single organisation. A summary of how organisations participated in the consultation process is provided in Appendix 3.

Consultation respondees spanned a range of protected groups as follows, although this information is only drawn from the questionnaires

- Gender, 54% male, 46% female.
- The age range varied, between under 16 to 65+,with (36%), aged between 34-44,(18%), aged between 44-54, (16%), aged between 16-18, (10%) aged between 5-15, (7%,) aged between 25-34, 5% aged between 19-25, and aged between 55-64 (4%) and at 65+, (2%)
- Race/ethnicity; 36% Indian, 33% any other Asian background,
- Disability; Out of the 107 people who completed questionnaires; 9 people stated they had a disability; 3 stated their disability related to mobility, 1 was visually impaired, 2 hearing impaired and 3 stated they had a learning difficulty. More detailed quantitative data on disability characteristics should be collated.

2.3	Method of engagement

A public consultation was launched in April 2012 with support from the Council's Customer Communications and Strategy Team. The consultation opened on 10 April 2012 and was scheduled to close on 27 May 2012. Following representation from the BME Forum, the consultation was extended to 8 June 2012. Details were advertised on the Council's website and all organisations in receipt of funding were informed individually by letter and email.

Feedback on the impact of ceasing grant funding to individual organisations and the outcomes of the current three year funding programme was sought when end of grant letters were sent to organisations in September 2011. Only 4 organisations responded to that request

The consultation used a range of approaches including public meetings in community venues, focus groups with parents, carers and young people and on-line questionnaires, the latter also made available in hard copy. Additional methods of consultation were offered such as one to one interviews, 'vox pop' video recordings, but no organisations have as yet taken up this offer.

Public meetings were held (Thursday 25th April 12) at the BME forum and (Saturday 12th May 12) at Croydon Supplementary Education Project. One focus group was held with staff, parents and young people organisation at the Tamil Education and Cultural Association up the offer of a focus group with. Hard copies of the questionnaire were distributed at these meetings for community members, who were not able or confident to access the on line survey, to complete

2.4	Consultation Outcomes

Almost every organisation (88%) funded through the programme, participated in the consultation process, either responding via email, attending a public meeting or focus group or by completing a questionnaire (either online or in hard copy).

Out of the 107 questionnaires completed, 36 people completed hard copies and 71 people accessed the questionnaire on-line. Most of the questionnaires were completed by the Community Organisations (62%) rather than by parents and young people (38%)

However, the respondents who completed the questionnaire were predominantly from two organisations the Sree Narayana Guru Mission (50%), and Tamil Education and Cultural Association (34%), followed by CSEP (4%), Croydon Academy of Eastern Arts (2%) and Bangladeshi Welfare Association (1%), CACFO (1%), and OpenGate (1%) and therefore reflect the perspective of bilingual communities

Out of the 7 organisations that completed the questionnaire the biggest impact on withdrawal of funding would be closure of the organisation (66%), followed closely by loss of jobs/volunteers, (55%) changes to service delivery, (55%) and loss of income (45%).

Messages from the Public Meetings

The following paragraphs are a summary of the views expressed at the two public meetings. The minutes of the meetings are available

- Representatives perceived that reductions in Council funding to community organisations have disproportionately affected BME groups. Concerns were also expressed at the perceived lack of consultation on previous reductions in funding. There was no support for ceasing funding for Supplementary Education.
- Representatives believed that the wider social impact of the programme should be taken into account and the potential increase in costs on other services such as the youth offending service.
- One organisation (CSEP) who has been working in Croydon for 30 years, having restructured their provision in 2011, by reducing staffing hours and requesting contributions from parents stated that, if the proposed funding cut is upheld, the organisation would not continue to operate.
- Organisations reported that they were struggling under the current level of funding and if this was withdrawn they would have to close. These organisations believe they offer a valuable service providing additional programmes to families and young residents of Croydon.
- References were made to the civil disturbances in Croydon in 2011 and the level of deprivation within the borough. The view was expressed that there is a need for additional investment in the voluntary sector rather than a reduction.
- The view was strongly held that supplementary education programmes were set up to plug a gap in national education provision and has been effective in helping children from BME communities to achieve.
- Organisations would like the return on investment that the voluntary sector offers to be acknowledged. Citing receipt of Council funding also provides a level of validation which helps lever sponsorship or funding from other sources.
- It was suggested that the Council should celebrate the work of these groups and showcase successes to schools and other boroughs
- Organisations also expressed some concerns that schools appeared to be accessing support for BME pupils from organisations outside of the borough rather than using the expertise of local organisations.

Messages from parents, carers and young people

The following paragraphs summarise the views expressed at the focus group and completed questionnaires.

- Young people identified benefits of the Community Language and Supplementary Education programmes in practical terms, helping them increase their confidence in learning a new language, gaining a better understanding of their culture and improving their chances of achieving good GCSE and A Levels grades. The consensus was that this is due to small classroom sizes and more personalized learning style.
- Young people believe that the Supplementary Education programmes prevent them from getting into trouble, keep them off the streets and give them something to do.
- Parents also believe that the Community Languages programmes help their child/children to understand and enjoy their culture and reassure them that the younger generation will be able to maintain their cultural identity. Parents and families who considered themselves to be on low or middle incomes felt they would not be able to afford the appropriate help for their children, without these programmes.
- Parents believed that a reduction in funding of the programmes would directly impact on their children's educational attainment.
- All programmes were perceived by parents as a social activity as well as educational. Some parents expressed concerns that they would

loose the opportunity of meeting people from own communities who shared the same culture and/or language/s.

- Overall young people who completed the questionnaires rated their education programmes highly. All programmes scored excellent at varying degrees; starting with Community Language Programme (67%), followed by Supplementary programme (66%), and then Mentoring (43%). However all of the programmes received one 'poor' rating each.
- 63% of young people who completed the questionnaires stated that they have received additional language support at school and 86% also felt that their knowledge of languages was also valued at their school

As part of this equality impact assessment process an overview of the strategic context for the existing programme and changes to the education environment in the borough is also put forward to complete the assessment. as outlined in the following section.

SECTION 3: ASSEMBLING AND ANALYSING EVIDENCE

3.1	The local and national picture

Croydon is one of the largest boroughs in terms of population, and one of the most diverse in outer London. Croydon aspires to be a place noted for its safety, openness and community spirit where everyone who lives and works here has a strong sense of belonging as well as supported to fulfill their potential and deliver solutions for themselves. As a Council and in partnership with others we aim to address the needs and aspirations of local people to create a place of opportunity for all. (Croydon's vision –)

Borough profile[1]
According to population projections, there are 335,094 people in Croydon; the largest borough population in London. There are over 80,000 children and young people aged 0-19 years living in Croydon, which is the largest population of children and young people in London. However, over the next twenty years, Croydon's population will contain a greater proportion of people aged above 60 years of age.

In 2001 Croydon's Black and Minority Ethnic (BME) population was approximately 36.3%, compared with 40.2% in London and 13.0% in England. In 2007 data from the population projections indicated this figure is rising, currently at 40% and projected to be more than 50% by 2026. Croydon's changing BME population is one of the fastest growing in London, where the average is 35%.

It currently has more children and young people (approximately 89,000) than any other London borough, with 17.3% of the population aged 0 to15, compared with 19.3% for London and 18.8% for England. Whilst this makes Croydon the "youngest" borough in south London the population is also ageing – almost 60,000 people are aged 60 or above.

In 2007 a quarter of all primary school children and a fifth of secondary school children had English as an additional language. In 2008,

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[1] Source: Croydon Borough profile 2009 – http://www.croydonobservatory.org/docs/877820/877865

Croydon had a higher number of unaccompanied asylum seeking children and more young people than elsewhere in London. In 2010 of the 970 children who were looked after by the local authority, 653 were unaccompanied asylum seeking children. With the UK Border Agency located in the borough, we are a gateway site and the only asylum screening centre in the country. This may create challenges for public services.

According to Greater London Authority projections, in 2009, 40% of the population belongs to BME groups, compared to 35% in London (Croydon Profile 2009). http://www.croydonobservatory.org/docs/877820/877865

Croydon's BME profile differs significantly from London's; in particular, Croydon has greater proportions of Black, Caribbean, Black Other and Indian people:

Table 1 – White & BME Profile of Croydon and Statistically Similar Boroughs – 2009 (GLA 2008 Round Projections PLP Low)

	Croydon %	Ealing %	Enfield %	Redbridge %	London %
White	60	54	70	52	66
Black Caribbean	10	4	6	5	5
Black African	7	4	6	5	6
Black Other	4	2	3	2	3
Indian	8	16	5	17	7
Pakistani	3	4	1	9	2
Bangladeshi	1	0	2	3	3
Chinese	1	1	1	1	1
Other Asian	4	6	3	5	3
Other	3	9	3	2	4

Croydon is ranked the 15th most affluent out of 33 London Authorities. The index of multiple deprivation borough-wide figures mask real pockets of deprivation, within the borough the north of Croydon is more generally deprived than the south, being more characteristic of inner London. Fieldway and new Addington also have high level of deprivation with Fieldway being the most deprived ward in Croydon.

The Croydon Children and Young People's Plan 2012-15 sets out its priorities in terms of achieving better outcomes for children and young people in the borough. These include narrowing the gap in educational attainment for vulnerable groups of children and reduce further the levels of fixed term and permanent exclusions, raise outcomes at Key Stage 1 and Key Stage 2 to better than statistical neighbours and reduce NEET (Not in Education, Employment or Training) rates and reducing youth crime and disorder.

The needs analysis underpinning the Children and Young People's Plan identifies the following issues relevant to the proposals in this report:
- A rising proportion of pupils in Croydon schools from black and Asian ethnic groups
- 24% of the pupil population have a first language which is not English; the ten most common first language languages in descending order are: English, Urdu, Tamil, French, Gujarati, Akan, Bengali, Somali, Malayalam, Portuguese

- Levels of deprivation in the north of the borough, characteristic of inner London
- Improvements in attainment for BME groups and a strong performance in relation to national comparators
- Improvements in attendance at school and a steady reduction in permanent exclusions from school
- Continuing disproportionate representation of black Caribbean boys in exclusions, although the picture in Croydon is better for this group than the national figure

The Children and Families Partnership currently oversees a range of measures to address these issues. These include:
- School improvement service working closely with schools on strategies and targets to raise attainment and ensure inclusive practice, including delivering an engaging and accessible curriculum
- Working with schools to develop whole school strategies for accelerating the progress and achievement of BME more able pupils
- Supporting schools to conduct community language examinations
- The newly reshaped Integrated Youth Support Service has an increased focus on supporting young people from BME communities

The Council's Corporate Plan 2011-13 outlines the opportunities and challenges of the localism and Big Society agenda, and commits the Council to: encouraging greater community empowerment by giving local people and communities more power to take decisions to shape their neighbourhoods; promoting active communities by encouraging and enabling local people to get involved in the their community through a range of social action; enabling local people to have more choice and control by involving them in the design and delivery of services. It sets out a range of commitments under the Empowering Communities theme to support volunteering and community action including infrastructure projects and a small grants programme.

The Council's Equalities Strategy 2011-13 refers to and is aligned with the Children's and Young People's Plan and the Corporate Plan. Part of that duty is to monitor Schools who are now subject to the same Public Sector Equalities Duty as the authority and need to publish annual information relating to performance on protected characteristics and data on public sector objectives every 4 years.

The Pupil Premium was introduced in April 2011 and is allocated to children from low-income families who are currently known to be eligible for free School meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The Pupil Premium is in addition to main school funding, addresses the current underlying inequalities between children eligible for free school meals (FSM) and peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2012, schools will be required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

The English Baccalaureate – the EBacc – was introduced by the Department for Education (DfE) as an additional measure in the performance tables published in January 2011. Pupils who achieve a GCSE grade C or better in English, Maths, a Language, History or Geography, and two Sciences achieve the EBacc. All community languages for which examination boards offer a GCSE qualification count towards the EBacc. Although the number of NEET young people in Croydon is currently improving, overall there is a rising number of NEET young people of Black Caribbean heritage. There is significantly disproportionate representation of Black Caribbean and mixed race white and black Caribbean

groups in the unemployment figures in Croydon post 19, with just over half of all jobseekers from these groups.

6.1% of Croydon's 16 to 19 year olds are currently not in employment education or training. Within the NEET group there are three ethnic groupings that feature disproportionately:
- White British 7.1%
- Black Caribbean and white British mixed race 9.6%
- Black Caribbean 6.6%

As of March 2012, of Croydon's 10,935 jobseeker allowance claimants 5,775 were black Caribbean and mixed race white and black Caribbean.

The Education Community Grant Programme was established in the early 1900's by the authority specifically to challenge key areas of inequality, as a result , the focus of the equality impact assessment is through Community Languages, Supplementary education and Mentoring

Community Languages programme *enabled young people to improve access to their heritage language, reflecting the linguistic diversity of the local community including languages spoken within refugee communities and meeting the needs of settling communities.*
At Key Stage 2 and Key stage 4 the achievement gap has been significantly reduced, with all ethnicity groups and pupils with English as an Additional Language (EAL) in Croydon outperforming national figures. Pupils with English as an Additional Language (EAL) performed very well, with 77% attainment against 72% for the same group nationally. In 2011, in both Key Stage 2 and Key Stage 4 almost all ethnic groups performed well in relation to the national averages for the same group, with Asian or British Asian and Black or Black British groups performing particularly well, as indicated in the following paragraphs. (Appendix 1)

Supplementary Education programme *was intended to support the achievement of BME pupils by offering opportunities in core national curriculum subjects including Maths and English.* In 2011, at Key stage 2 almost all ethnic groups performed well in relation to the national averages for the same group. Asian pupils performed particularly well, with 82% attaining combined English and mathematics at Level 4+ against 75% nationally. Within that group Pakistan pupils achieved 10% higher than the national average. The ethnic groups performing below the national average for the same group was mixed, white, black African 3%, the White British pupils group, at 2% below national and Black Caribbean pupils at 1% below national.

At GCSE, student pass rates have risen in Croydon for the eighth year in a row and the borough continues to perform well. Results show that, against key performance indicators, Croydon's results have risen from below national average in 2007 to well above national average in 2011. At 61%, the percentage of students attaining 5+ A*-C grades shows an improvement of 7% on 2010. At 60.3%, the percentage of students attaining 5+ A*-C grades including English and mathematics shows an improvement of 5.9% on 2010 against an improvement nationally of 2.7%. Comparisons with statistical neighbours show that Croydon's GCSE results in 2011 are well above the averages for our statistical neighbours in 5+ A*-C grades and 5+ A*-C grades including English and mathematics.
In 2011 almost all ethnic groups attained above the national average for 5+ A*-C. The Asian group of pupils performed particularly well, with 61% attaining combined English and mathematics at Level 4+ against 57% nationally. Within that group Pakistan pupils achieved 13% higher
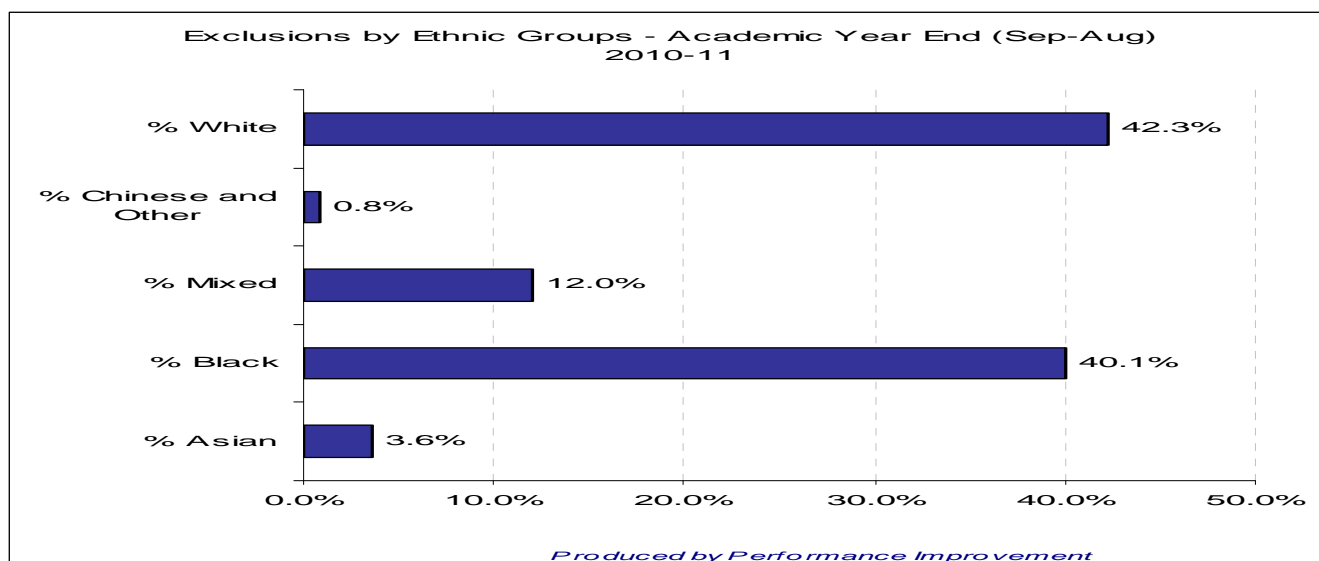
than the national average. The ethnic groups performing below the national average for the same group was Any Other Asian Background 6%, Any Other Mixed Background 2%, and Any Other Ethnic groups, 7% below national.

Mentoring:
There has been a downward trend in Croydon's exclusion rate over the last five years. However, last academic year there was a slight increase in overall permanent exclusions. Black Caribbean pupils make up just over 11% of the school population but constitute 24% of all excluded pupils. This level of disproportionality (twice the percentage in the overall population) is lower than the national average (three times the percentage in the overall population) but remains an issue for the borough to address. In the primary phase there was significant improvement. Primary permanent exclusions were reduced by nearly half in 2010-11, from 16 (in 2000-10) to 9.

Figures for permanent exclusions for 2009/10 equate to 0.15%, in other words 15 permanent exclusions in the borough for every 10,000 pupils. This year's figure (2010/11) will be 0.16%. This is worse than the London average at 0.10% and the England average 0.08%, and our statistical neighbours. Permanent exclusions of black pupils have averaged around 8 per year over the last four years. Fixed-term exclusions of black African pupils have averaged around 230 per year. Croydon's partnership with the voluntary sector BME providers continues to offer an innovative approach to prevention, early intervention and remedial work with schools, pupils and their families

Statistical data on exclusion and disengagement of BME groups who attend mainstream education

Exclusions by Ethnic Groups – Academic Year End (Sep–Aug) 2010-11

Ethnic Group	Percentage
% White	42.3%
% Chinese and Other	0.8%
% Mixed	12.0%
% Black	40.1%
% Asian	3.6%

Produced by Performance Improvement

The Local Authority has identified the names of all 97 NEET young people of Caribbean heritage who are currently NEET. Through the new single view of the child case management system the Local Authority can identify which of these young people do not currently have a Key Workers services. The remaining young people can be recipients of an intensive reactive mentoring service.

Alternatively the Local Authority is also able to undertake a statistical analysis of early indicators recorded on the single view of the child case management system and produce a list of named young people between 11 and 14 who are at highest risk of becoming NEET. These young people can receive a preventative mentoring service; a much more cost effective option.

3.2	Briefly summarise the main findings from any research you have undertaken to assist you in assessing the impact both positive and negative?

Assessing the equality impact of a reduced funding allocation on current funding services:

In light of the consultation and research the equalities impact of the proposed cessation or reductions in the Education Community Grant fund has been assessed and recorded under the individual programmes.

The positive impact of the proposed changes to the community languages programme:
- If proposal agreed the councils will make a saving of £31,108
- The responsibility of attainment trends will be put back into schools and as part of the Public Sector Equality Duty schools will have to monitor and record achievements to ensure the positive trend of these programmes are maintained.
- Although some organisations reported that they were struggling under the current level of funding and if this was withdrawn they would have to close there was no evidence that organisation would be adversely effected by the removal of this funding as they secure funding elsewhere in the council or through fees.

Negative impacts of the proposed changes to the Community Languages programme;
- Although achievements have improved this would need to be monitored as withdrawal of this funding could have a negative impact on success rates within the BME communities.
- Parents and families who considered themselves to be on low or middle incomes felt they would not be able to afford the appropriate help for their children, without these programmes
- Some parents expressed concerns that they would lose the opportunity of meeting people from own communities who shared the same culture and/or language/s.

The positive benefits of the proposed changes to the Supplementary Education programme;
- Due to changes in the educational landscape, The Public Sector Equality Duty and the introduction of the pupil premium and the drive for local accountability Schools will have to take a more active role in monitoring the achievements of all their pupils, the withdrawal of funding will reinforce that objective.
- The School improvement team will support the voluntary and community sector to work with schools more effectively.
- If proposal agreed the councils will make a saving of £59,166

Negative impacts of the proposed changes to the Supplementary Education programme;

- As above, although achievements have improved this would need to be monitored as withdrawal of this funding could have a negative impact on success rates within the BME communities.
- The view was expressed that there is a need for additional investment in the voluntary sector rather than a reduction, references were made to the civil disturbances in Croydon in 2011 and the level of deprivation within the borough

Positive benefit of the Mentoring programme
- One organisation (CSEP) who has been working in Croydon for 30 years, having restructured their provision in 2011, by reducing staffing hours and requesting contributions from parents stated that, if the proposed funding cut is upheld, the organisation would not continue to operate.
- If proposal agreed the councils will make a saving of £30,200

Negative impact of the proposed changes to the Mentoring Programme
- Although there has been a downward trend on Croydon exclusion rate, exclusion are still high in black Caribbean pupils and if funding is withdrawn this may have a detrimental impact on the exclusion rates.
- As above, although achievements have improved this would need to be monitored as withdrawal of this funding from the mentoring programme could have a negative impact on success rates within the BME communities.
- Issue of civil unrest sited repeated in the consultation and the impact that closing this provision may have on those vulnerable groups
- There are pockets of deprivation found in the north of the borough mentoring seen as a way to support that.
- Representatives believed that the wider social impact of the programme should be taken into account and the potential increase in costs on other services such as the youth offending service.

Mitigating actions to address any potential negative impacts in relation to these emerging needs, including the provision of advice and guidance on potential alternative sources of funding and support from the school improvement team to broker relationships with school. These actions are included in following sections

3.3	What are your information gaps? For example service user data, or employment data on a particular protected group.
	What steps are you/have you taken to fill them as part of this assessment?

Although 88% of the organisations participated to the consultation process there was a limited response (26%) to the questionnaire element of the consultation process which makes it difficult to extract accurate quantitative data.

The grant Programme monitoring information collected regularly at the end of each year is based on outputs and the extent to which funding is targeted at Croydon residents and pupils in Croydon schools. Since the amounts of funding were small and represented a minority contribution to the cost of running provision it would not have been appropriate to require extensive impact data as a condition of funding. However comprehensive data outcomes for young people across the borough is available and is being used to inform the recommendations.

Due to the nature of the organisations, most small voluntary sector organisations the information on individual organisation has been varied and

had an impact on specific details provided on individual organisations.

Although over 270 services users took part in the consultation process they were predominantly from one organisation and therefore this assessment does not give a true reflect on the service users viewpoints.

3.5	Keys Recommendations

Having considered the outcome of the public consultation on the impact of potentially ceasing funding for voluntary organisations for Supplementary Education programmes as detailed in the cabinet report, the requirements of the Council's public sector Equalities duty in relation to the issues detailed this Assessment
-   The continuation of a mentoring programme targeted to BME groups who are categorised as NEET and reducing Youth Crime
-   Due to the successful improvements in attainment in line with national trends and the borough focus on The cessation of funding for community language classes, supplementary education provision and the play scheme from January 2013, which will have the effect of saving £78k per year.

-   The principle of further funding, using some external grant funding for this purpose.

SECTION 4: ANALYSING YOUR EQUALITY INFORMATION

4.1	From the information you have gathered (including information gathered to fill existing gaps) and the engagement you have undertaken how are each protected group affected (positively or negatively, or not affected at all)?
	What changes could be made to the policy, strategy, function, project or activity to mitigate a negative impact?

Key protected groups have been included throughout the consultation process. They feedback principally related to the de-commissioning of funding Supplementary Education.

Age – The Croydon Children and Young People's Plan 2012-15 sets out its priorities in terms of achieving better outcomes for children and young people in the borough. These include narrowing the gap in educational attainment for vulnerable groups of children and between schools, improving NEET (Not in Education, Employment or Training) and reducing youth crime and disorder. In total 13 young people completed the questionnaire although some 200 young people were present in the focus group and interviewers recorded oral feedback from every classroom taking place that day.

Disability - Out of the 107 people who completed questionnaires; 9 people stated they had a disability; 3 stated their disability related to mobility, 1 was visually impaired, 2 hearing impaired and 3 stated they had a learning difficulty. More detailed quantitative data on disability characteristics should be collated.

Race/Ethnicity - the overall focus of the funding has been targeted at the race ethnicity characteristic to positively support specific ethnic groups and communities and there has been a positive impact as a result of this intervention. Croydon BME forum were directly consulted on the development of this process. The first public meeting was held at the BME forum and the response was led by the chair of the BME forum. A follow up meeting requested by the BME forum was held with the lead cabinet member for children and families. The BME forum did not make a formal written submission but contributed through the forums mentioned. Representatives perceived that reductions in Council funding to community organisations have disproportionately affected BME groups.

Religion/faith groups – a number of organisations are affiliated with a range of faith groups, although this proposal does not have a direct impact on this protected group.

Age

	Positive Impact	Negative Impact	None	Brief detail of impact	What changes could be made?
0–18 years		X		Ceasing or reducing funding would have a negative impact on service users, staff and some organisations, and would particularly affect BME groups .	Funding could be redirected to current priority areas. The council could broker and support relationships with schools and voluntary sector organisations to provide additional services to

	Positive Impact	Negative Impact	None	Brief detail of impact	What changes could be made?
				This might also have impact on Achievement rates and exclusion statistics within this age range.	support this group in school. This activity spans across cutting themes such as race, gender and age, would continue mentoring support
19-35			X	None specifically identified	
36-65			X	None specifically identified	
Over 65			X	None specifically identified	
Disability					
	Positive Impact	**Negative Impact**	**None**	**Brief detail of impact**	**What changes could be made?**
Learning disability		X		Ceasing or reducing funding would have a negative impact on service users, the staff and some organisations, and could particularly affect BME groups . This might also have impact on achievement rates and exclusion statistics of young people who may have a disability.	To ensure all steps are taken to allow all learners access in line with Public Sector Equalities duty
Physical disability			X	None specifically identified	
Mental health			x	None specifically identified	

Deaf or hard of hearing			X	None specifically identified	
Visually impaired			X	None specifically identified	
Other, incl carers			X	None specifically identified	

Gender/Sex					
	Positive Impact	**Negative Impact**	**None**	**Brief detail of impact**	**What changes could be made?**
Female		X		This programme is not gender specific but if funding ceases this could have an impact on this group	
Male		X		This programme is not gender specific but if funding ceases this could have an impact on this group	
Gender reassignment			X	None specifically identified	

Race/Ethnicity					
	Positive Impact	**Negative Impact**	**None**	**Brief detail of impact**	**What changes could be made?**
Asian		X		Croydon has seen a positive impact from the range of interventions in this programme such as improvements to achievement levels and a reduction in exclusion rates. if the funding for this programme ceases this could have a	Funding could be redirected to current priority areas. The council could broker and support relationships with schools and voluntary sector organisations. Some element of the provision should still be retained to target support for Any other Asian

				direct impact on these successes and in particular the achievement rates for Any other Asian background who are still below the national average.	pupils.
Black		X		Croydon has seen a positive impact from a range of interventions such as improvements to achievement levels and a reduction in exclusion if the funding for this programme ceases this could have a direct impact these successes Black Caribbean pupils disproportionately high exclusion rate.	Funding could be redirected to current priority areas. The council could broker and support relationships with schools and voluntary sector organisations. Some element of the provision should still be retained to target support for Black Caribbean pupils who still have high exclusion rates .
White		X		Croydon has seen a positive impact from a range of interventions such as improvements to achievement levels and a reduction in exclusion if the funding for this programme cease this could have a direct impact these successes . Achievement rates for Any other White background still below national average	Funding could be redirected to current priority areas. The council could broker and support relationships with schools and voluntary sector organisations. Some element of the provision should still be retained to target support for Any other White background pupils at Key Stage 4.
Mixed		X		Croydon has seen a positive impact from a range of interventions such as improvements to achievement levels and a reduction in exclusion if the funding for this programme cease this could have a direct impact these successes . Achievement rates for Any other mixed background still below national average	Funding could be redirected to current priority areas. The council could broker and support relationships with schools and voluntary sector organisations. Some element of the provision should still be retained to target support for Any other mixed background pupils at Key Stage 4.
Other, such as Travelers		X		Croydon has seen a positive impact from a range of interventions such as improvements to achievement levels and a reduction in exclusion if the funding for	Funding could be redirected to current priority areas. The council could broker and support relationships with schools and voluntary sector organisations.

| | | | | this programme cease this could have a direct impact these successes | Some element of the provision should still be retained to target support for Any other White background pupils at Key Stage 4 |

Religious/Faith Groups

	Positive Impact	Negative Impact	None	Brief detail of impact	What changes could be made?
Buddhist		X		Pupils are from a variety of religious/faith groups – and particular needs will be catered for as part of this process Ceasing or reducing funding would have a negative impact on service users, the staff and some organisations, and could particularly affect BME groups . This might also have impact on achievement rates and exclusion statistics of young people who are from a religious/faith group	Funding could be redirected to current priority areas. The council could broker and support relationships with schools and voluntary sector organisations.
Christian		X		As above	As above
Hindu		X		As above	As above
Jewish		X		As above	As above
Muslim		X		As above	As above

				None specifically identified	
Sikh			X	None specifically identified	
No religion/faith			X	None specifically identified	
Other			X	None specifically identified	

Sexual Orientation					
	Positive Impact	**Negative Impact**	**None**	**Brief detail of impact**	**What changes could be made?**
Heterosexual			X	None specifically identified	
Lesbian			X	None specifically identified	
Gay			X	None specifically identified	
Bisexual			X	None specifically identified	

Pregnancy and maternity					
Pregnancy and maternity	**Positive Impact**	**Negative Impact**	**None**	**Brief detail of impact**	**What changes could be made?**
			X	None specifically identified	

Marriage and civil partnership					
	Positive Impact	**Negative Impact**	**None**	**Brief detail of impact**	**What changes could be made?**
Marriage/civil partnership			X	None specifically identified	

4.2	**From the information you have gathered and the engagement you have undertaken describe how the policy, strategy, function, project or activity actively enables the council to meet its public duties to:**
Advance equality of opportunity between different groups of people by removing or minimizing disadvantages	• Mentoring targets residents in Croydon that are disengaged or disaffected from mainstream education • Supplementary education services targets different groups of people within the BAME community offering targeted supported to improve attainment at all Key stages in statutory education • Successful delivery of supplementary education by the voluntary sector groups will continue to promote equality of opportunity by ensuring that underachieving BAME and EAL children and young people are supported in reaching their full potential.
Advance equality of opportunity between different groups of people by taking steps to meet needs	• The service also includes mediating between educational institutions and families, creating an atmosphere of joint responsibility for student welfare and advocating on behalf of students • Successful delivery of supplementary education by the voluntary sector groups will continue to promote equality of opportunity by ensuring that underachieving BAME and EAL children and young people are supported in reaching their full potential.
Advance equality of opportunity between different groups of people by encouraging participation in public life	• Supporting children and young people to reach their full potential will equip them to take advantage of opportunities for participation in public life.

Eliminate discrimination	• The community language service complements mainstream school services, targeting pupils of statutory school age who are residents in Croydon, or who attend Croydon Schools, in particular those from communities that have language barriers, can be shown to be underachieving in mainstream education and who suffer from multiple deprivation including racial harassment
Eliminate harassment	• The community Language service complements mainstream school services, targeting pupils of statutory school age who are residents in Croydon, or who attend Croydon Schools, in particular those from communities that have language barriers, can be shown to be underachieving in mainstream education and who suffer from multiple deprivation including racial harassment • Supporting children and young people to reach their full potential will help to make them less vulnerable to harassment caused by learning difficulties /disabilities.
Eliminate victimisation	• Supporting children and young people to reach their full potential will help to make them less vulnerable to victimisation caused by learning difficulties /disabilities.
Foster good relations between different groups and communities by tackling prejudice	• All of the activities in the supplementary Schools project tackle prejudice and supports the fostering of good relationships between different groups and communities
Foster good relations between different groups and communities by promoting understanding	• The community language service complements mainstream school services, targeting pupils of statutory school age who are resident in Croydon, or who attend Croydon Schools, in particular those from communities that have language barriers, can be shown to be underachieving in mainstream education. This project directly reflects the linguistic diversity of the local community including languages spoken with refugee communities and the needs of settling communities. • A possibility because of the type of pupils who attend the supplementary schools, e.g. good relations have previously been fostered between pupils who are physically disabled and those who are not.

4.3	Having considered the potential or actual effect of the policy, strategy, function, project or activity on equality make an informed judgment about what should be done (more than one may apply)?	
Outcome	**Definition (more information is available in the guidance)**	**Judgment (Y/N)**

Outcome 1: no major change	Your assessment demonstrates that the policy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	
Outcome 2: adjust the policy	This involves taking steps to remove barriers or to better advance equality and introducing measures to mitigate the potential effect. Reflected in data analysis stated above.	Y
Outcome 3: continue the policy	This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate.	Y
Outcome 4: stop and remove the policy	If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy altogether. If a policy shows unlawful discrimination it **must** be removed or changed. Stopping funding for voluntary organisations and transfer to School improvement funding on the narrow the gap programme. Proposing consultation options to retain existing priorities supported by a reduced level of funding.	

4.5	Planning actions – please record all actions arising from the assessment, with clear targets, milestone and lines of responsibility.				
Protected group[2]	**Action (SMART)**	**Intended Outcome**	**Completion Date**	**Lead Officer**	**Lead Partner[3]**
Race/ethnicity – Black Caribbean	Closely monitor exclusion of black Caribbean boys on an annual basis Continuation and expansion of the mentoring programme. Encourage schools to utilise Pupil Premium funding to address inequalities for this group Ensure schools take responsibility for working closely with community organisations that support this group	To reduce exclusions and maintain success rates. To improve relationship between schools and the voluntary sector and utilise existing expertise with the borough	Ongoing - reviewed annually	School Improvement team	Schools
Race/ethnicity – Any other Asian Back ground	Closely monitor attainment of Other Asian background on an annual basis Encourage schools to develop stronger links with Voluntary groups with a view to supporting greater access to examination facilities Encourage Schools to raise the profile of heritage languages within the borough's modern foreign	To maintain success rates. To support the continuation of community Language provision	Ongoing - reviewed annually	School improvement team	Schools

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[2] Enter in this column which of the protected characteristics that the action encompasses: race/ethnicity (r), disability (d), age (a), sexual orientation (so), gender/sex (g), religion/belief (rb), gender reassignment (gr), marriage and civil partnerships (m), pregnancy and maternity (pm).

[3] If appropriate.

	languages offer				
Race/ethnicity – Any other ethnic group	Closely monitor attainment of Any Other ethnic group on an annual basis Encourage schools to develop stronger links with Voluntary groups with a view to supporting greater access to examination facilities Encourage Schools to raise the profile of heritage languages within the borough's modern foreign languages offer Ensure schools take responsibility for working closely with community organisations that support this group	To maintain success rates. To offer some support for the continuation of Community Language provision	Ongoing - reviewed annually	School improvement team	Schools
Social and economic exclusion	Closely monitor exclusion rates on an annual basis Continuation and expansion of the mentoring programme. Encourage schools to utilise Pupil Premium funding to address inequalities for this group Ensure schools take responsibility for working closely with community organisations that support this aim	To reduce exclusions and maintain success rates. To improve relationship between schools and the voluntary sector and utilise existing expertise with the borough.	Ongoing - reviewed annually	Lead for social inclusion	School
Age	Closely monitor vulnerable groups on an annual basis. Continuation and expansion of the	To ensure working in line with Public Sector Equality Duty To reduce exclusions and	Ongoing - reviewed annually	Lead for vulnerable pupils	Schools

	mentoring programme. Encourage schools to utilise Pupil Premium funding to address inequalities for this group Ensure schools take responsibility for working closely with community organisations that support this group	maintain success rates. To improve relationship between schools and the voluntary sector and utilise existing expertise with the borough			
Disability	More research on this category within the confines of this project	Effective data set on this protected group	December 2012	Lead for social inclusion	Voluntary Sector organisations
Gender	More research on this category within the confines of this project	Effective data set on this protected group	December 2012	Lead for social inclusion	Voluntary Sector organisations

4.6	Please indicate the risks and what will be done to address them? Risks may need to be recorded in your risk register.					
Risk/ issues identified	**Action required**	**Resource implications**	**Timescales**	**Lead Officer**	**Expected outcome**	**Progress**
Services may be discontinued if alternative sources of funding not available	Send out cessation letters. Funding extended pending re-commissioning	Budget to continue with existing levels of delivery for first quarter	until end of financial year July 2012	Paula Dunkley	Give organisations time to adapt to changes	
Slowing of progress on narrowing the gap for ethnic minority pupils	Continued monitoring through the Learning and Inclusions Board	LA Officers within School improvement	Termly	Helen Powell	Clear profile of achievements and any emerging changes in patterns during academic year	

Loss of positive relationships between community organisations	Agenda item on third sector forum providing information regularly on progress	LA officers within inclusion team	Termly	Paula Dunkley	Clear profile of achievements and outcomes and any emerging changes during academic year	
Closure of organisations	Implement transitions plans

Support organisations to acquire funding elsewhere | LA officers in workforce and community relations | | | | |

SECTION 5: MONITORING AND REVIEW

5.1	Equality impact assessment is an ongoing process that does not end once a policy, strategy, function, project or activity has been agreed or implemented.
Question	**Response**
How will you measure the effects of the policy on equality?	Annual achievement and exclusion statistics for BME groups
When will the policy be reviewed?	Annual
What type of equality information is needed for monitoring and how often will it be analysed?	- Exclusion and disengagement or disaffection from Black, African, Caribbean and other minority ethnic groups (BME) who attend mainstream education, monitored on an annual basis - Monitor Pupils of statutory school age who are recognised to have language barriers, annually, looking specifically at GCSE achievements and KS2 assessments. - Settling communities (for example asylum seekers or refugee communities) annual monitoring of EAL achievements. - Achievement data of residents or pupils who attend school from Black, African-Caribbean, other minority ethnic groups, monitored annually
How will stakeholders be engaged in the implementation, monitoring and review?	User feedback forms, survey monkey, annual reports, annual survey and data from suppliers and local authority statistics.

5.2	Before sending the EqIA to be approved by the relevant director use the following checklist to ensure the process is completed. The completed initial EqIA should also be checked.	
		Y/N
The EqIA clearly outlines the purpose of the policy, strategy, function, project or activity? (initial and full assessment template)		**Y**
The EqIA clearly outlines how the policy, strategy, function, project or activity relates to equalities and to the council's public duties? (initial and full assessment template)		**Y**
The EqIA clearly outlines the evidence available and the information gathered for the assessment? (full template only)		**Y**
The EqIA clearly outlines the community engagement undertaken for the assessment? (full template only)		**Y**
The EqIA clearly identifies the impact on each protected group based on the information available and how the policy, strategy, function, project or activity enables the council to meets its public duties? (full template only)		**Y**
Final judgment has been made based on the evidence available? (full template only)		**Y**
The EqIA identifies SMART actions and identifies risks? (full template only)		**Y**
The EqIA includes information on how the policy, strategy, function, project or activity will be monitored and reviewed? (full template only)		**Y**

SECTION 6: DECISION MAKING AND PUBLICATION

6.1	I agree with the outcome of the above EqIA and actions arising, and have integrated the outcome into the policy decision
Lead Officer	
Name	Paula Dunkley
Signature	P M Dunkley
Date	29th February 2012
Lead Director	
Name	
Signature	
Date	
Date sent to corporate equalities and cohesion team (data.equalities@croydon.gov.uk)	

THIS SECTION TO BE COMPLETED BY THE CORPORATE EQUALITIES AND COHESION TEAM	
Publication Date (summary on website)	