

GRANT APPLICATION 2018/19 – ASSESSMENT AND RECOMMENDATION

Priority Corporate Outcomes	To ensure that children and young people receive a great start in life and identify and address any issues that may impede a successful childhood To help disadvantaged children and young people who are at risk of not achieving their potential to close the gap with their peers and make a positive transition into adulthood	
Organisation	AFGHAN ASSOCIATION PAIWAND	ref 308/E/CTY
Address	Ground Floor, 11 High Street, Edgware	

Corporate policy, aims and objectives

The Corporate Plan, 2015-20, and the Children and Young People’s Plan, 2016-20, reflect a focus on improving outcomes for Barnet’s younger population, creating the conditions for children and young people to be kept safe, active and healthy and to develop skills and acquire knowledge to achieve their full potential and lead successful adult lives. The council is committed to continuing to raise educational standards and to close the achievement gap between pupils and their peers. Local communities and voluntary groups can play a part in promoting and complementing the school curriculum, particularly in supporting children from socially excluded and educationally deprived groups and pupils who are under-achieving.

Supplementary schools are largely parent and community-led educational programmes which offer a personalised and informal learning environment that complements mainstream education. They help to address some of the needs that the education system struggles to meet as its population becomes more diverse, building confidence, well-being and other characteristics important to a child’s education, not only amongst migrant and minority ethnic communities but increasingly amongst socioeconomically disadvantaged pupils generally.

Activities / proposal

Afghan Association Paiwand (AAP) is a registered charity and company limited by guarantee formed in 2002, originally to help Afghan refugees integrate into the UK, both practically and emotionally. It now supports refugees, asylum seekers and vulnerable migrants from all backgrounds across north-west London, embracing over 2,000 client contacts each year, drawing on the support of 150 volunteers. 61% of 269 adult beneficiaries living in Barnet in 2017 had Afghani, Iranian or Somali nationality or were black Caribbean or from the Indian sub-continent. Its focus and skills are in bridging the gap between clients’ home cultures, systems and language and those in the UK. Clients are helped to find work or housing; to access benefits; and to reduce isolation, improving their mental health and quality of life.

The service includes:

- * advice and advocacy about social, welfare and physical health issues, rights and entitlements, including assistance with immigration (to Office of the Immigration Services Commissioner level 2) and counselling;
- * mental health information and advocacy aimed at reducing the trauma caused by forced migration; experiences of violence in home countries; and the immigration process;
- * supplementary education and mother tongue language schools; classes in English as a second language; and a mentoring project for vulnerable young people;
- * supported accommodation (in Harrow) for, and life skills support to, unaccompanied minors;
- * social activities, such as drama and sport, and summer holiday activities for children.

This application relates to the organization's supplementary education provision, the Barnet & Harrow Saturday School Partnership, operating at two primary schools in each borough and providing learning in national curriculum-related English and mathematics and enrichment activities including music, drama and sports. Delivered in Barnet at Childs Hill and Edgware Primary Schools, each Saturday school has capacity for 130 children aged seven to eleven (foundation stage to key stage 4) from refugee and migrant families who are eligible for free school meals and pupil premium and identified as falling behind their peers academically. 90 places at each of the two Saturday schools in Barnet are reserved for children referred by seven feeder primary schools, including the two host schools. Each Saturday school has six UK-trained and qualified community teachers, supported by volunteer assistants.

The provision seeks to address the number of students in Barnet and Harrow schools from refugee and migrant communities who have lower performance levels and achieve lower grades than their native English-speaking counterparts. The financial pressures under which mainstream schools operate place constraints on the specialist skills and resources needed to deal with the complex emotional and cultural needs of such children.

Help is requested to appoint a part-time education service manager to quality assure the four Saturday schools by working strategically and more collaboratively with feeder primary schools and overseeing and supervising the teaching.

The Education & Skills Service endorses the concept of supplementary education as a way forward for schools and teachers facing the multiple pressures associated with increased diversity, and with competing demands within the education system. The opportunities that supplementary schools provide of building stronger relationships with students' families is regarded as a key factor in raising students' attainment and academic performance. AAP's Saturday schools have been endorsed as good practice by the Institute for Public Policy Research, which recommends greater complementarity and coordination between the mainstream education system and supplementary schools. They have also been awarded special distinction by the National Resource Centre for Supplementary Education (NRCSE).

80% of 473 children who graduated from their year at the Saturday schools in 2016/17 averaged four points of progress on an acknowledged scale in English and mathematics. 88% of students surveyed signified that they felt more confident at their mainstream school and less socially isolated. 97% of parents reported seeing a positive change in their child.

Collaboration with primary schools is a critical factor in achieving greater control over alignment with the mainstream curriculum and it is in this context that the proposal is recommended for support.

The post-holder's responsibilities will include raising the level of liaison with mainstream partner schools and the Education & Skills Service and establishing protocols for the sharing of information about attainment and progress; the implementation of a NRCSE quality framework; the adoption of new tracking systems to monitor students' progress; and the development of a framework for improving how children's families connect to the UK education system.

Cost and financial need

In 2016/17, AAP incurred expenditure of £759,380 on delivery of its services, primarily in Barnet and Harrow, of which £631,269 were staffing and premises core costs. It is largely reliant on mainly fixed-term funding from the Big Lottery and charitable trusts, income from which amounted to £468,115 in 2016/17. The supported accommodation service is funded on a spot purchase basis mainly by Harrow LBC, income (£223,838) that met 30% of turnover. At

31/3/2017, net current assets were £154,216, of which £35,816 were restricted funds, leaving an uncommitted balance of £118,400 (20% of estimated expenditure in 2017/18), a minimum working contingency for an organization of this size.

AAP is in the process of reapplying for core funding from the Big Lottery (latterly amounting to £155,710 pa), which expired last autumn.

The Saturday schools are being supported up to 2019 with grants from the John Lyon's Charity and the British & Foreign School Society (BFSS), collectively amounting to £90,120 a year. Fees are levied on places reserved by feeder schools and parents, except in the case of host schools which are each allocated 30 places free of charge in return for providing the premises and learning equipment at no cost.

The cost of the part-time education service manager post is shown as £22,714 pa, including on-costs, towards which sum BFSS has agreed to contribute £7,000. A grant of £5,000 is sought towards the shortfall, which AAP states will be made up from reserves and donations.

The award acknowledges that Barnet will derive 50% of the benefit of the post, to sustain which bids are to be made to one or more charitable trusts that have expressed in the proposal once some positive outcomes can be demonstrated.

Grant recommendation, type and conditions

£5,000 (from Edward Harvist Charity)

Start-up grant

One-off grant

Special conditions:

Payment of the award should be made subject to (a) agreement of targets and milestones for monitoring purposes; (b) the submission of an updated sustainability strategy; and (c) the receipt of quarterly progress reports and an undertaking to provide an evaluation of the outcomes achieved after twelve months.

Target grant outcomes

(a) To raise academic standards up to key stage 4; (b) to reduce the gap in educational achievement between underperforming children from refugee and migrant communities and their peers; and (c) to improve engagement with families of students from refugee and migrant communities.

Date: April 2018