

**Equality Assessment of MSG Roll-Over Funding Proposals 2015: Funding Stream**

**Study Support:** Proposal to extend or discontinue Main Stream Grant (MSG) beyond 31<sup>st</sup> March 2015.

**Section 1**

Service Area	Commissioning and Health, ESCW
Service Manager	Karen Badgery, Children's Commissioning Manager, ESCW
Name and role of the officer/s completing the analysis	Stephanie Ford, Programme Manager, D&R. Karen Badgery, Children's Commissioning Manager, ESCW Rob Driver, Senior Strategy Performance and Policy Officer, GLP

<p><b>Priorities/Objectives</b>  <i>State how the funding stream relates to tackling inequality (for example, advice services can help mitigate impact of deprivation; lunch clubs reduce social isolation, sports increase health and wellbeing etc);</i></p>	<p>The Study Support funding stream serves to fund organisations that provide services that meet the outcomes of Every Child Matters, Children &amp; Young People’s Plan targets and Extended Day initiatives. Organisations are supported to provide the opportunity for children to enhance their learning through access to IT facilities and quality curriculum resources. Organisations are working towards maximising the impact of Study Support in raising achievement. Projects are using a flexible approach to engage students to increase their confidence and self-esteem.</p>
<p><b>Background</b></p>	<p>The previous Equalities Assessment identified the ethnic diversity of Tower Hamlets school age population and levels of child poverty (rates for 2009 show that 29,680 children in Tower Hamlets were living in poverty which represents 53 per cent of all children). Our high levels of child poverty are also evident in the high proportion of children entitled to Free School Meals (FSM) in 2011 at 57 per cent. In fact in 2010/11, Tower Hamlets had the highest proportion of pupils eligible for FSM at the end of Key Stage 4 in London (60%), compared to an inner London figure of 36%.</p> <p>The after school study support classes in the main provide additional support to pupils with English as an additional language, many of whom are pupils receiving free school meals.</p> <p>The gap between pupils eligible for free school meals and their peers at Key Stage 4 has seen improvement, reducing from 11 percentage points in 2008/09 to 9 percentage points in 2010/11. This gap compares favourably with both the national position and that of our statistical neighbours. This is 19 percentage points lower than the gap in England and the second lowest for an inner London local authority.</p>

## Section 2

<p><b>Reasons for Change</b> <i>In brief please explain the proposal and the reasons for this change (Summary)</i></p>	<p>This equality assessment refers only to those projects not recommended for extended funding (see detail in section 6).</p>
<p><b>Impact</b></p>	
<p>Funding Stream Assessment Outcome</p>	
<p><b>Total no of Projects</b></p>	<p><b>34</b></p>

<b>funded</b>	
<b>Number of projects recommended for roll-over funding:</b>	<b>30</b>
<b>Number of projects not recommended for roll-over funding</b>	<b>2</b>
<b>Number of projects now closed – Grant Terminated</b>	<b>2</b>

### **Impact Summary**

*Summarise any overall impact of the assessment on the various groups with protected characteristics*

Decision



Red/Amber/Green

It is not expected that closure of the projects listed below (see section 6) will have an adverse equalities impact (based on the need established and equalities objectives identified within the initial equalities assessment undertaken for this theme). This is primarily due to the failure of projects to deliver, and also due to significant alternate provision available via the MSG programme. The MSG 2013-15 programme was characterised by lots of small projects, receiving small amounts of money – this has limited the equalities impact of project failure.

No adverse impact has been identified. The extended programme remains largely the same and any potential equalities impact is negligible. It is proposed that 3 out of the 33 projects do not receive further funding (one project included within the initial programme and EA declined the grant and as such has never had any impact). 2 of these projects offer a universal study support services (e.g. open to all potential services users), and one is targeted at Bengali students. None of the projects has delivered and no tangible benefit can be demonstrated to service users. Furthermore, there are other study support classes accessible within the borough.

### Section 3

#### Equality Impact Assessment

<b>Target Groups</b>  What impact will the proposal have on specific groups of service users or staff?	<b>Impact</b> ✓ - <b>Positive</b> ✗ - <b>Adverse</b> 0 = <b>Neutral</b>	<b>Reason(s)</b> <ul style="list-style-type: none"> <li>• Add a narrative to justify your claims around impacts and,</li> <li>• Describe the analysis and interpretation of evidence to support your conclusion as this will inform decision making</li> </ul>
Race	0=Neutral	<p>The previous EA highlighted the correlation between children from BME backgrounds such as Bengali, Somali, Chinese and Vietnamese pupils being more likely to have English as a second language, and being predominantly eligible for Free School Meals. The provision of support under this theme was therefore targeted at narrowing the gap. The theme initially offered study support funding to 14 organisations targeting Bengali pupils, 4 Somali, 1 Chinese and Vietnamese. There were 20 organisations across the borough proposing to run a universal service for all groups including white young children.</p> <p>It is proposed that one organisation offering support to Bengali young people (SSS – 30) will not receive extended funding. It is not anticipated that this will have an adverse effect on service users given there is alternative support offered through the MSG programme targeted both a Bengali service users and providing universal provision. It is also noted that the project has failed to deliver.</p>
Disability	0=Neutral	<p>None of the projects within the programme, or those recommended to not receive extended funding specifically target children with disabilities. Monitoring data submitted has shown 1 disabled service user has accessed provision. However, none of the projects that are not recommended to receive extended funding have provided support to any service users, including disabled users. Therefore there is no adverse impact of these projects not receiving further funding on this group.</p>

Gender	0=Neutral	All the study support groups included within this theme are accessible to students of both genders. Therefore there is no adverse impact on gender grounds. There remains sufficient and accessible provision.
Gender Reassignment	0=Neutral	N/A
Sexual Orientation	0=Neutral	N/A
Religion or Belief	0=Neutral	N/A
Age	0=Neutral	N/A
Marriage and Civil Partnerships.	0=Neutral	N/A
Pregnancy and Maternity	0=Neutral	N/A
Other Socio-economic Carers	0=Neutral	The majority of pupils to benefit from the study support classes are pupils with English as an additional language and those receiving free school meals. Therefore there is no adverse impact on socio-economic grounds. There remains sufficient and accessible provision.

#### Section 4: Equality Impact Assessment Action Plan

Please list in the table below any adverse impact identified and, where appropriate, steps that could be taken to mitigate this impact.

If you consider it likely that your proposal will have an adverse impact on a particular group (s) and you cannot identify steps which would mitigate or reduce this impact, you will need to demonstrate that you have considered at least one alternative way of delivering the change which has less of an adverse impact.

Adverse impact	Please describe the actions that will be taken to mitigate this impact
N/A – No adverse impact has been identified.	

If an adverse impact cannot be mitigated please describe an alternative option, its costs and the equality impact.

#### Section 5: Future Review and Monitoring

<p>Please explain how and when the actual equality impact of these changes will be reviewed and monitored.</p> <p>There has been no adverse impact identified.</p>
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**Section 6 – Project Information****A. Overview of all projects funded 2013-20-15 (No.34 )***(\* indicates organisation was assess as not meeting the quality criteria)*

<b>No</b>	<b>Beneficiary Target Group</b>	<b>Geographic Area/s of Delivery</b>
SSS-01	GCSE support	E1
SSS-02	Young people up to 16 years of old	E1
SSS-03	Young people between 7-11 years old	E1
SSS-04	Young people between 5-16 years old	E1
SSS-05	Bangladeshi children aged 8-16 years	E1
SSS-06	Young people aged 8-15 years	E2
SSS-07	Young people aged 7-16 years	E1
SSS-08	Chinese and Vietnamese children	E14
SSS-09	Local young people	E14
SSS-10	Bangladeshi children aged 8-16 years	E1
SSS-11	Local young people	E1
SSS-12	Bangladeshi and Somali young people	E1
SSS-13	Children at Key stage 2 and 3	E1
SSS-14	Somali young people aged 11-17 years	E3
SSS-15	Young people working towards GCSE	E1
SSS-16	Local children at Key stage 1 and 2	E14
SSS-17	Children under 8 years old	E3
SSS-18	Young people aged 5-15	E2
SSS-19	Young people	E2
SSS-20	Young people aged 6-16	E2
SSS-21	Young people aged 11-16	E2
SSS-22	Bangladeshi and Somali young people	E14
SSS-23	Local young people	E1
SSS-24	Young people working towards GCSE	E2
SSS-25	Bangladeshi and Somali young people	E14
SSS-26	Somali young people	E14
SSS-27	Bangladeshi young people	E2
SSS-28	Bangladeshi and Somali young people	E1
SSS-29	Young people aged up to 17 years	E2

SSS-30	Bangladeshi young people	E1
SSS-32	Somali young people	E1
SSS-33	Young people aged 6-16	E14
SSS-34	Bangladeshi young people	E1
SSS-35	Bangladeshi and Somali young people	E2



**B. Overall summary of projects recommended for extension (30)**

Ref	Beneficiary Target Group	Geographic Area/s of Proposed Delivery	Anticipated Output (Extension Period)
SSS-01	GCSE support	E1	Green – 5 month rollover anticipated
SSS-02	Young people up to 16 years of old	E1	Green – 5 month rollover anticipated
SSS-03	Young people between 7-11 years old	E1	Green – 5 month rollover anticipated
SSS-04	Young people between 5-16 years old	E1	Green – 5 month rollover anticipated
SSS-05	Bangladeshi children aged 8-16 years	E1	Green – 5 month rollover anticipated
SSS-06	Young people aged 8-15 years	E2	Green – 5 month rollover anticipated
SSS-07	Young people aged 7-16 years	E1	Green – 5 month rollover anticipated
SSS-08	Chinese and Vietnamese children	E14	Green – 5 month rollover anticipated
SSS-09	Local young people	E14	Green – 5 month rollover anticipated
SSS-10	Bangladeshi children aged 8-16 years	E1	Green – 5 month rollover anticipated
SSS-11	Local young people	E1	Green – 5 month rollover anticipated
SSS-12	Bangladeshi and Somali young people	E1	Green – 5 month rollover anticipated
SSS-13	Children at Key stage 2 and 3	E1	Green – 5 month rollover anticipated
SSS-14	Somali young people aged 11-17 years	E3	Amber – 3 months
SSS-15	Young people working towards GCSE	E1	Green – 5 month rollover anticipated
SSS-16	Local children at Key stage 1 and 2	E14	Green – 5 month rollover anticipated
SSS-17	Children under 8 years old	E3	Green – 5 month rollover anticipated
SSS-19	Young people	E2	Amber – 3 months
SSS-20	Young people aged 6-16	E2	Green – 5 month rollover anticipated

SSS-22	Bangladeshi and Somali young people	E14	Green – 5 month rollover anticipated
SSS-23	Local young people	E1	Green – 5 month rollover anticipated
SSS-24	Young people working towards GCSE	E2	Green – 5 month rollover anticipated
SSS-25	Bangladeshi and Somali young people	E14	Green – 5 month rollover anticipated
SSS-26	Somali young people	E14	Green – 5 month rollover anticipated
SSS-27	Bangladeshi young people	E2	Green – 5 month rollover anticipated
SSS-28	Bangladeshi and Somali young people	E1	Green – 5 month rollover anticipated
SSS-29	Young people aged up to 17 years	E2	Green – 5 month rollover anticipated
SSS-32	Somali young people	E1	Green – 5 month rollover anticipated
SSS-34	Bangladeshi young people	E1	Green – 5 month rollover anticipated
SSS-35	Bangladeshi and Somali young people	E2	Green – 5 month rollover anticipated

**Commentary:**

The extended programme is largely the same as the previous programme.

**C. Projects *not recommended* for extended funding (2)**

No	Beneficiary Target Group	Key Considerations			
		Impact ✓ - Positive ✗ - Adverse  0 = Neutral What impact will the proposal have on specific groups of service users or staff?	Performance	Geographic	Mitigation
SSS- 21	Young people aged 11-16	0 = Neutral	No Q2 and 3 monitoring reports have been received from the organisation. Officers have sent an email reminder. No response has been received.	E2	None necessary – there is no evidence that this project is delivering.  Including; <ul style="list-style-type: none"> <li>- Bijoy Youth Group</li> <li>- Da'watul Islam UK &amp; Eire</li> <li>- Ensign Youth Group</li> <li>- Golden Moon Youth Project</li> <li>- London Somali Action Forum</li> <li>- SocietyLinks</li> <li>- The Rooted Forum (TRF)</li> </ul>

No	Beneficiary Target Group	Key Considerations			
		Impact ✓ - Positive ✘ - Adverse <b>0 = Neutral</b> What impact will the proposal have on specific groups of service users or staff?	Performance	Geographic	Mitigation
					Wapping Bangladeshi Association
SSS-30	Young people aged 11-16	0 = Neutral	The project does not have premises from which to operate. Therefore, the project has been suspended. A letter dated 9/8/14 was sent to Secretary of this organisation to elicit further information as to whether this has now been resolved. No response was received.	E2	None necessary - there are other support programmes that young people can access. Including; <ul style="list-style-type: none"> <li>- Bijoy Youth Group</li> <li>- Da'watul Islam UK &amp; Eire</li> <li>- Ensign Youth Group</li> <li>- Golden Moon Youth Project</li> <li>- London Somali Action Forum</li> <li>- SocietyLinks</li> <li>- The Rooted Forum (TRF)</li> </ul>

No	Beneficiary Target Group	Key Considerations			
		Impact ✓ - Positive ✘ - Adverse 0 = Neutral What impact will the proposal have on specific groups of service users or staff?	Performance	Geographic	Mitigation
					- Wapping Bangladeshi Association
<p><b>Commentary:</b>  No adverse impact has been identified. Projects are not responding to requests for information therefore are not demonstrating a positive impact to service users. It is also very difficult to ascertain any organisational impact if the groups do not receive further funding. There are other study support sessions funded via MSG which are accessible to service users who may be affected by closure of this group, there is also mainstream support available.</p>					

**D. Projects that gave notice to terminate their Grant Agreement and are now closed (2)**

No	Beneficiary Target Group	Geographic Area/s of Proposed Delivery	
SSS-18	Young people aged 5-15	E2	<p>The project declined the funding and has therefore never delivered the service.</p> <p>There are other support services that young people can access within LAP 7, including;</p> <ul style="list-style-type: none"> <li>- Associates of Community Trust (UK)</li> <li>- Baitul Mamur Academy</li> <li>- East End Community School</li> </ul>
SSS-33	Young people aged 6-16	0 = Neutral	<p>No monitoring reports have been received for this project despite repeated requests by Officers. An unscheduled visit to the project to elicit further information. Officers found the premises closed during 2 unscheduled visits to the project.</p> <p>There is also significant local provision available within LAP 7;</p> <ul style="list-style-type: none"> <li>- Associates of Commuty Trust</li> <li>- Baitul Mamur Acedemy</li> <li>- Colloden Bangladeshi Parents Association</li> <li>- Popla Bangladeshi Community Project</li> <li>- Teviot Bangladeshi Cultural Community Group</li> <li>- Wajidar Somali Community</li> </ul>

No	Beneficiary Target Group	Geographic Area/s of Proposed Delivery	
<b>Commentary:</b>			
No adverse impact identified			

Globetown Learning Community - LAP 2 (Closed)	Hermitage Mother Tongue and Study Support Centre - LAP 4 (Closed)	Women's Education and Health - LAP 7 (Closed)
Associates of Community Trust (UK)	Bijoy Youth Group	Associates of Community Trust (UK)
Baitul Mamur Academy	Da'watul Islam UK & Eire	Baitul Mamur Academy
East End Community School	Ensign Youth Club	Culloden Bangladeshi Parents Association
	Golden Moon Youth Project	Poplar Bangladeshi Community Project
	London Somali Action Forum	Teviot Bangladeshi Cultural Community Group
	SocietyLinks	Wadajir Somali Community
	The Rooted Forum (TRF)	
	Wapping Bangladesh Association	

- Associates of Community Trust (UK)
- Baitul Mamur Academy
- East End Community School

- Bijoy Youth Group
- Da'watul Islam UK & Eire
- Ensign Youth Group
- Golden Moon Youth Project
- London Somali Action Forum
- SocietyLinks
- The Rooted Forum (TRF)
- Wapping Bangladeshi Association