

Agenda Item

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Report Status

For information/note
For consultation & views
For decision

Report to Haringey Schools Forum – 2 July 2026

Report Title: Park View Year 11 EAL Integration Programme

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Purpose:

Approval is sought from Schools Forum, consistent with the previous year's decision, for the continued allocation of Growth Fund to support the Park View Year 11 EAL Integration Programme for newly arrived pupils. This funding will enable the continuation of a dedicated, high-quality provision that effectively meets the complex needs of this cohort, supports accelerated language acquisition, and secures positive educational and post-16 outcomes.

Recommendations:

1. Schools Forum is asked to acknowledge the continued high volume of in-year admissions of Year 11 pupils arriving from overseas, and the associated pressures this places on mainstream school capacity.
2. Schools Forum is requested to reaffirm its approval, as granted in the previous year, for the allocation of Growth Fund to support the Park View Year 11 EAL Integration Programme, ensuring the continuation of a specialist and effective provision for newly arrived EAL learners.

1. Introduction.

Background and current position

- 1.1. There continues to be a sustained and significant number of in-year applications from families with Year 11 pupils arriving from overseas. This trend is particularly evident beyond the Autumn Term, when schools are already focused on examination preparation and are therefore less able to accommodate pupils who arrive with little or no prior English.
- 1.2. It is widely recognised that mainstream secondary schools face inherent limitations in securing meaningful educational outcomes for pupils who arrive late in the academic year, particularly those with English as an Additional Language (EAL) at beginner levels. Without access to specialist provision, these pupils are unlikely to engage effectively with the curriculum or achieve appropriate qualifications within a compressed timeframe. In some cases, pupils arrive as late as April, only weeks before the commencement of GCSE examinations.
- 1.3. Prior to the establishment of the Park View Year 11 EAL Integration Programme, newly arrived pupils were predominantly referred to further education settings. However, this approach raised significant concerns regarding safeguarding, suitability, and educational outcomes, particularly for vulnerable learners, including those with Special Educational Needs and/or involvement with social care.
- 1.4. In response to these concerns, the Local Authority, in collaboration with school leaders, established a dedicated school-based EAL Integration Programme at Park View in January 2025. This provision was designed to deliver a structured, supportive, and age-appropriate educational pathway that better meets the needs of newly arrived learners.

2. Impact and outcomes (2025–26 cohort)

- 2.1. Since its full implementation from September 2025 for the entirety of the 2025/26 academic year (following an initial, shorter delivery period from January to July 2025), the programme has demonstrated a strong and measurable impact. A total of 26 pupils were admitted, with 23 currently remaining on roll. Of those who exited the provision, one pupil was successfully transitioned into Year 10 mainstream education, where they continue to receive targeted EAL support and are currently excelling across all subjects. Two pupils have left the roll, with one returning to their home country and the other relocating to Enfield. All pupils entered the programme with little or no English proficiency at levels A or B, and approximately 22 per cent had experienced limited or disrupted prior formal education.
- 2.2. Despite these challenges, pupil engagement has been exceptionally strong, with attendance averaging 99 per cent. This reflects the effectiveness of the provision and the positive learning culture established by staff. The programme has successfully supported accelerated language acquisition, with the majority of pupils progressing to Proficiency in English level C within one academic year. In addition to academic progress, pupils have demonstrated increased confidence, improved social integration, and greater readiness to engage in learning.
- 2.3. Assessment outcomes further demonstrate the effectiveness of the programme. A total of 96 per cent of pupils have achieved Entry Level Maths qualifications, while 57 per cent have secured ESOL Entry Level qualifications, with further resits scheduled to ensure full attainment. In addition, 61 per cent of pupils were entered for GCSE Maths and 74 per cent were entered for GCSE qualifications in their heritage languages. These outcomes indicate a level of ambition and progression that exceeds expectations for pupils starting from beginner EAL levels.
- 2.4. The programme has also demonstrated flexibility in meeting a range of learner needs, including supporting higher-attaining pupils to access GCSE pathways through a combination of integration and mainstream provision. Alongside academic learning, the

curriculum has prioritised personal development through enrichment activities, ICT, and life skills.

- 2.5. All pupils have been supported to apply to at least two post-16 destinations, with the majority progressing to combined ESOL and vocational pathways. One pupil has applied for A-level study, further evidencing the programme’s capacity to support high aspirations. Overall, the provision has been effective in promoting successful progression, wellbeing, and sustained participation in education and training.

3. Contextual data on Growth Fund allocation and in-year admissions

Legislative context

- 3.1. Under the Schools Finance (England) Regulations 2012, local authorities are permitted, with the agreement of Schools Forum, to retain Dedicated Schools Grant funding to create a Growth Fund. This fund supports schools experiencing significant in-year increases in pupil numbers and remains a critical mechanism in responding to unpredictable mobility trends.

In-year admissions (2025–26)

- 3.2. Demand for Year 11 places for newly arrived pupils remains high and consistent. Between September 2025 and May 2026, a total of 59 Year 11 applications were received, of which 37 newly arrived from overseas, including one Child in Care.
- 3.3. The distribution of cases across the academic year demonstrates that demand is sustained, including late arrivals beyond January, which further limits the capacity of mainstream schools to respond effectively.

September 2025 – May 2026

IYFAP Dates	Total number of YR 11 cases	Yr 11 new arrivals from overseas	Year 11 CIC from overseas
10/09/2025	16	11	1
24/09/2025	5	4	0
15/10/2025	7	3	0
19/11/2025	8	6	0
17/12/2025	5	4	0
14/01/2026	6	3	0
11/02/2026	3	1	0
18/03/2026	4	1	0
22/04/2026	1	0	0
20/05/2026	4	4	0
Total	59	37	1

- 3.4. This pattern demonstrates that demand remains consistent throughout the academic year, including mid- and late-phase arrivals, reinforcing the need for a flexible and specialist provision.

Comparison with previous years

- 3.5. When considered alongside previous years, demand remains consistently high. During 2024–25 there were 71 applications, of which 52 were from overseas arrivals, including 5 children in care, while in 2023–24 there were 105 applications, with 79 arriving from overseas and 2 children in care.

- 3.6. Although the overall volume fluctuates annually, the established pattern of mid-to-late arrivals remains unchanged. This continues to present a systemic challenge for mainstream school capacity and reinforces the need for a dedicated specialist provision.
- 3.7. It should be noted that not all pupils arriving from overseas require placement within the Park View EAL Integration Programme. Pupils who demonstrate sufficient proficiency in English and are able to access the mainstream curriculum are typically admitted directly to mainstream secondary schools. The Park View provision is therefore targeted specifically at those pupils whose language acquisition and educational needs would not otherwise be met effectively within a standard school setting.

4. Risks and rationale for renewal (2026-27)

- 4.1. The Park View Integration Programme provides a high-quality, cost-effective, and strategically aligned response to an ongoing and complex system pressure. Its continued delivery is critical in ensuring that newly arrived pupils receive appropriate and timely educational support.
- 4.2. In the absence of recommissioning the Park View EAL Integration Programme for the 2025/26 academic year, the Local Authority would be required to revert to a fragmented and less efficient placement model. This would involve distributing pupils across individual schools or referring them to further education providers, including college placements such as CONEL. Historically, this approach has resulted in inconsistent educational outcomes, significant administrative burden, and increased financial pressure on the High Needs Block Alternative Provision (AP) budget, driven by the high volume of referrals and the need to manage financial incentives offered to schools for accepting placements.
- 4.3. Under this incentive-based model, the Local Authority was responsible for complex coordination and oversight, including calculating funding allocations, tracking pupil destinations, and ensuring that all young people were placed in appropriate educational settings. However, the reliance on financial incentivisation presented risks: should such incentives be reduced or withdrawn, schools may be less willing to accept in-year or Year 11 referrals, particularly for pupils requiring intensive English as an Additional Language (EAL) support. This could result in vulnerable learners being left without a suitable school place, especially where schools lack flexibility to admit outside of chronological year groups. Furthermore, there are currently no dedicated EAL programmes available at CONEL, limiting the suitability of this pathway for newly arrived pupils with little or no English.
- 4.4. In addition to these systemic challenges, schools would face considerable capacity and resource pressures in attempting to meet the complex needs of pupils requiring intensive language acquisition support. Without specialist provision, there is a heightened risk of inappropriate placements, diminished educational progress, and poorer long-term outcomes. There are also notable safeguarding concerns associated with placing compulsory school-aged pupils in adult learning environments, where the infrastructure and pastoral systems are not designed to meet their needs.
- 4.5. By contrast, the Park View EAL Integration Programme provides a coherent, centralised model that addresses these challenges effectively. It delivers accelerated language acquisition through targeted and intensive support, ensures robust safeguarding within a school-based setting, and promotes more efficient use of public funding. Additionally, it supports clearer progression pathways and improved post-16 outcomes. Overall, the programme mitigates the risks associated with fragmented and incentive-driven placement systems, while providing a structured and educationally appropriate response to the needs of this cohort.

5. Updated costing proposal

- 5.1. The proposed cost for the 2026–27 financial year remains unchanged from the previous year. The total cost of the provision is £205,104.33, which includes staffing, examination entries, teaching resources, and enrichment activities. Following a 10 per cent adjustment to

reflect pre-census Age-Weighted Pupil Unit funding, the total funding requirement is £184,594.

Item	2 classes of 40 pupils
Staffing	£190,904.33
IT costs	Funded in 2024/25
Exam entries	£7,200
Teaching resources- stationery, books etc	£3,000
Enrichment	£4,000
Total	£205,104.33
Less AWPU adjustment for pre-census pupils 10%	£-20,510.43
Total funding	£184,594

5.2. This represents a cost-neutral continuation of the programme, with efficiencies already realised through the removal of one-off costs incurred in the previous year. The model therefore continues to provide strong value for money when compared to alternative approaches.

6. Recommendation

- 6.1. Schools Forum is requested to approve the renewal of Growth Fund allocation for the 2026–27 financial year, maintaining funding at the current level to support the continued delivery of the Park View Year 11 EAL Integration Programme.
- 6.2. It is proposed that the provision continues as a block commission of up to 40 places from September 2026, subject to annual review. The funding model will remain unchanged, with £20,000 to be met from the Alternative Provision Budget and £164,594 to be funded through the Growth Fund from the allocation reserved by Schools Forum for the 2026/27 financial year.

7. Conclusion

- 7.1. The Park View Year 11 EAL Integration Programme has demonstrated clear and sustained educational impact, delivering strong outcomes for a vulnerable cohort while ensuring high levels of engagement, attendance, and successful progression. The programme represents a cost-effective and strategically aligned solution that supports the Local Authority in meeting its statutory responsibilities and managing ongoing in-year admission pressures.
- 7.2. Continued investment through the Growth Fund is therefore necessary to ensure that newly arrived Year 11 pupils receive high-quality, appropriate education and are supported to achieve positive and sustained post-16 outcomes.