

# HAMPSHIRE COUNTY COUNCIL

## Report

<b>Committee:</b>	Children and Young People Select Committee
<b>Date:</b>	6 March 2023
<b>Title:</b>	Ethnic Minority and Traveller Achievement Service Report
<b>Report From:</b>	Director of Children's Services

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### Purpose of this Report

1. The purpose of this report is to provide an update on the work of the Ethnic Minority and Traveller Achievement Service (EMTAS) during academic year 2021-22 around supporting Black and Minority Ethnic (BME) children and young people in education. The report provides an overview of the support EMTAS provides to children and families who
  - are of BME heritage
  - have English as an Additional Language (EAL)
  - are of Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) heritageFurther, the report provides an overview of the ways in which EMTAS works with schools, services and other agencies.

### Recommendation(s)

2. That the Children and Young people Select Committee note the work of EMTAS in supporting Hampshire's ethnic minority children, young people and their families and the progress made in addressing both the priorities in the service plan and the long-term sustainability of the Service.

### Executive Summary

3. This report provides an overview of the support EMTAS provided to children and families of BME heritage, those for whom English is an Additional Language (EAL) and those from Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) heritages children through the academic year 2021-22. It outlines the ways in which EMTAS has worked with schools and other HCC Services.

### Contextual information

#### The EMTAS Service

4. Hampshire EMTAS comprises a multi-ethnic, multilingual team working closely with Hampshire schools to promote the inclusion of children and young people from Black and Minority Ethnic (BME) and Traveller (GTRSB) heritages, including those at various stages of acquiring English as an Additional Language (EAL). It is a rights-respecting Service, advocating for the rights of the child with its work underpinned by the United Nations Convention on the Rights of the Child (UNCRC).
5. The goal of the Service is to impact positively on these children's engagement, progress and attainment, closing any gaps that may exist between them and the majority population.
6. EMTAS delivers bilingual support in over 30 languages for children and young people for whom English is an additional language at the point of entry into their new UK school.
7. EMTAS has developed a Study Skills programme as an alternative to in-class bilingual support. The Study Skills programme is delivered to pupils and trains them how to make use of their skills in other languages to support them to access the mainstream curriculum. The Study Skills programme can be delivered to pupils in Key Stage 2 as well as pupils in Secondary phase.
8. EMTAS staff can also provide mentoring support to children where needed, typically as part of the regular, in-class bilingual support or Study Skills models. EMTAS staff receive regular training from Hampshire and Isle of Wight Educational Psychology (HIEP) and Primary Behaviour Service (PBS) colleagues to support them to deliver mentoring support to children.
9. EMTAS provides support where it is needed to learners for whom English is an Additional Language who may experience difficulties relating to their engagement and progress with their education that persist beyond the initial new-arrival/new-to-English stages. This support may be in the form of more detailed assessment work with children who may have an underlying Special Educational Need in addition to their status as learners of EAL. For children where an EHCP is being sought, this work results in a detailed written report which can be submitted as part of the evidence. Such work is carried out by the EMTAS Specialist Teacher Advisor Team, working with Bilingual Assistants as appropriate, and is accessed by Schools via the EMTAS EAL/SEND phone line in the first instance.
10. EMTAS provides a range of services to improve the access, engagement and participation of children, young people and parents/carers from Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) heritages.
11. Children of GTRSB heritages are referred separately from children who speak English as an Additional Language and mentoring support is offered throughout primary phase. In 2021-22, the EMTAS Traveller Achievement Team worked with 217 GTRSB children in schools in Hampshire (**Appendix 7**).

12. GTRSB children are included in the annual Transition Programme, the aim of which is to support the transition from Year 6 to Year 7, a point in their education where GTRSB children are particularly vulnerable to being permanently withdrawn from school to Elective Home Education. In 2021-22, thirty-five GTRSB children who received transition support were still successfully attending school in October 2022, when the follow up work was completed.
13. For those GTRSB children in secondary phase who may benefit from it, support may continue through Key Stage 3 and into Key Stage 4 through GTRSB Student Surgeries. Should it be needed, schools can access more intensive 1:1 mentoring support for their GTRSB students through Sold Services.
14. EMTAS provides advice and training to teachers, senior leadership teams, EAL Co-ordinators, GTRSB Co-ordinators, Governors, Teaching Assistants and Office staff on all aspects of pedagogy, practice and provision for children at various stages of learning English as an additional language and their families and on Traveller Cultural Awareness. Training ranges from generic inputs on meeting the needs of children who are new-to-English to bespoke 'Pupil Conferencing' sessions with key staff in schools.
15. Schools can access EAL or GTRSB 'clinics' where teaching and support staff can discuss the children with whom they are working with an EMTAS Specialist Teacher Advisor and get advice specific to the needs identified. EMTAS Clinics can be accessed termly, a model that means staff in schools are able to ensure their practice keeps pace with the developing profile of their pupil cohorts.
16. The Young Interpreter Scheme was developed by EMTAS in collaboration with schools in Hampshire in response to the needs of the rising number of children who joined Hampshire schools with little or no English following the accession of eight Eastern European countries to the EU in 2004.
17. Nearly two decades later the Young Interpreter Scheme is run in schools across the UK, has won several national awards and is being researched by academics, including at the University of Reading, who are investigating the impact of participating in the scheme on children's language use, empathy and intercultural awareness.

### **Population Data: Ethnicity**

18. This paper includes ethnicity data from the 2022 Spring census and EMTAS referral data for the academic year 2021-22. To preserve confidentiality in line with DfE guidance (2013), a reporting threshold of six is set i.e. values of one to five inclusive are suppressed.
19. School census data for Spring 2022 (**Appendix 1**) show that 28,530 (15.6%) of children in Hampshire identify as belonging to Black and Minority Ethnic (BME) groups. This is an increase of 0.6% from the Spring 2021 census figure (26,641).

20. After White British (WBRI), the largest ethnic minority group within Hampshire is Any Other White Background (WOTH) numbering 7,903 children according to the 2022 Spring Census. This group includes children who speak a diverse spread of languages including Albanian, Arabic, Bulgarian, French, German, Hungarian, Italian, Latvian, Lithuanian, Nepali, Polish, Portuguese, Romanian, Russian, Spanish, Ukrainian and English. After WOTH, the third and fourth largest ethnic minority groups are Mixed Other (MOTH) and Asian Other (AOTH), in 2022 numbering 3,150 and 3,132 respectively.
21. School census data for Spring 2022 (**Appendix 2**) show that 13,472 (7.4%) children were recorded as having English as an Additional Language (EAL) in 2022. This represents an increase of 0.77% from the 2021 figure (12,509) whilst numbers have risen year on year for all three years shown.
22. EMTAS referral data are available by academic year. On average between 600 and 800 children are referred to EMTAS each year for support (**Appendix 4**). Note that a proportion of newly-arrived children referred to EMTAS 2021-22 will not appear in the Spring 2022 Census figures due to the point in time at which they arrived in Hampshire falling after the cut-off for the Census data return.
23. Numbers of children referred to EMTAS by schools were exceptionally high in the academic year 2021-22 at 1,131 children (**Appendix 4**). This was due to three factors: the resettlement of Afghan families from the summer of 2021, children arriving through the Hong Kong British Nationals Overseas Programme and, from March 2022, children coming due to the war in Ukraine.

### **Population data: Language**

24. Over 160 languages are recorded in School Census data (Spring 2022), which paints a picture of the county as a linguistically diverse place to live and to attend school. The accuracy of the census data is dependent on how parents, carers and young people (from secondary school age upwards) choose to record their language(s) and identify their ethnic group through a process known as 'ascription'. This can be affected by how schools explain the purpose of ascription to families and how they support children and families to provide the information.
25. The county's linguistic profile changes continuously. The language make-up of each of the districts of Hampshire may vary from the overall picture. The county's EAL population by district based on the Spring Census 2022 can be seen in **Appendix 2** whilst the top fifteen languages ranked in order of number of speakers in Hampshire is in **Appendix 3**.
26. The top languages spoken by children on roll in schools in Hampshire are Polish followed by Nepali (Spring Census data, 2022, **Appendix 2**). Whilst these two languages also feature in the EMTAS New Arrivals referral numbers, referrals for children speaking Ukrainian, English and Cantonese were more numerous in 2021-22.

27. The EMTAS team works with data on languages and ethnicity by county, district and school, publishing data booklets by district annually. These include information taken from the Spring Census as well as EMTAS data on new arrival referrals and Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) children in Hampshire schools. The demographic data booklets for 2021-22 are published on the EMTAS website [here](#).
28. EMTAS new arrival referral data record 60 different languages being spoken by children and young people newly-referred to EMTAS by their new Hampshire schools (Hampshire EMTAS New Arrival data September 2021 – July 2022).
29. New Arrival data are monitored regularly and EMTAS staffing on the Bilingual Assistant Team follows the shifts in languages. In 2021-22, this resulted in the appointment of speakers of Pashto, Dari, Farsi, Cantonese and Ukrainian.

### **EMTAS work with children and young people for whom English is an Additional Language (EAL)**

30. The vast majority of EMTAS work is with children who are new to English and is reactive, following the flow of referrals from schools.
31. The table in **Appendix 4** shows the top 18 languages referred to EMTAS in the academic year 2021-22.
32. Basingstoke and Deane was the district of Hampshire that referred the highest number of new arrivals in 2021-22, followed by Rushmoor. The district referring the lowest number was Gosport. The table in **Appendix 5** shows the total number of referrals by district over the last three academic years.
33. Year R make up the largest number of EMTAS referrals every year. In most cases, the support EMTAS provides for children in Reception Year focuses on parental engagement strategies and training for staff.
34. 'English' referrals were largely to do with UK-born children with access to other languages in the home and were weighted towards Year R.
35. In the academic year 2021-22, EMTAS received more referrals for children identified as Refugees or Asylum Seekers than ever before. Most of these referrals were for children from Ukraine speaking Ukrainian or Russian, some were for children from Afghanistan speaking Dari, Farsi, Hazaragi or Pashto, others were for small boat refugees (**Appendix 11**).
36. Speakers of Ukrainian and Russian collectively comprised the largest number of new arrival referrals to EMTAS in the academic year 2021-22. The majority of these children arrived from March 2022 onwards, coming as refugees from the war in Ukraine. Many of them had experienced trauma due to the war and/or due to the circumstances that caused them to leave their country of origin.
37. Other children who came as refugees in 2021-22 to escape conflict in country of origin include a number of Afghan nationals. These children and their families

may speak Pashto, Dari or Farsi as a first language and they may also have experienced trauma.

38. The number of referrals from schools for Cantonese speaking children was also very high in 2021-22. This was due to the political situation in Hong Kong and the Hong Kong British Nationals Overseas programme which brought many Cantonese speaking families into the county.
39. Eleven referrals in 2021-22 were for Unaccompanied Asylum-Seeking Children (UASC). These Young People spoke a variety of languages (**Appendix 11**) and most were placed with foster carers outside of Hampshire.
40. EMTAS works closely with schools and with the Virtual School to provide appropriate support to Unaccompanied Asylum-Seeking Children (UASC). This includes Profiling of each UASC referred, providing background information including information about the UASC's skills in their language(s) and in English. This information can feed into the UASC's Personal Education Plan (PEP), ensuring provision better matches need/ability/interest.
41. Schools with children for whom English is an Additional Language on roll can access the Hampshire EMTAS EAL Excellence Award. This is an online school self-evaluation framework that can support schools to develop and embed best practice and provision for these pupils.
42. EMTAS staff operate language phone lines weekly during term time. These cover various languages spoken by children and families in Hampshire and can be accessed by schools and parents/carers alike to support home-school communication. Details are on the EMTAS website.
43. EMTAS Bilingual Assistants communicate information to parents through the EMTAS language phone lines and at EMTAS-supported parental events run in conjunction with schools. In this way, there is improved communication on issues such as entitlement to Free School Meals (FSM), attendance and any other issues that may be relevant to parents and schools.

### **EMTAS work with children of GTRSB Heritage**

44. Traveller children experience the lowest outcomes of all the different ethnic groups, and EMTAS works hard to find ways of narrowing the attainment gap that exists.
45. Some Traveller children may experience relatively high levels of mobility during their school years, resulting in a fragmented education; some may lack support at home with literacy-related homework tasks including reading at home; others will be making good progress academically but may need support with issues to do with identity and/or inclusion.
46. Support for Traveller children now follows them all through Primary phase and into Secondary. This approach to working with Hampshire's Traveller communities began in 2020-21 and is part of a long-term strategy with the

impact over time on retention and attainment yet to be determined.

47. The EMTAS Traveller Achievement Team worked with 219 Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) children in the academic year 2021-22 (**Appendix 7**).
48. Traveller children are included in the EMTAS annual transition programme to support with the move from Primary into Secondary. The follow-up work when the EMTAS Traveller Achievement Team visit pupils who have been part of the transition programme takes place in the autumn term when the pupils are in Year 7. In Autumn 2022, 36 such Traveller children were revisited and found to have successfully settled into their new secondary schools.
49. Schools with Traveller children on roll can access the Hampshire EMTAS GTRSB Excellence Award. This is an online school self-evaluation framework that can support schools to develop and embed best practice and provision for their Traveller pupils.

### **Vulnerability in relation to ethnicity and language**

50. Nationally, it is the case that children from particular ethnic and language groups are at greater risk of under-attainment compared with children from other groups including the majority WBRI, English-only population.
51. Children who identify as WROM (White Gypsy/Roma) or WIRT (White Irish Traveller), the Traveller-specific ethnic groups, are at high risk of under-attainment at every Key Stage in education. This is the trend in Hampshire as well as nationally, though it should be noted that cohort sizes are small relative to the WBRI (White British) majority population, hence the confidence interval is wide.
52. It should be noted that it is not necessarily the case that a child identified as WROM or WIRT will under-attain; in 2019 – the year before Covid interrupted GCSEs – 2 WIRT children yielded a 0.16 Progress 8 score compared with 11,110 WBRI children and their -0.16 Progress 8 score.
53. In 2019 (pre-Covid), 28 WROM children yielded a -1.31 Progress 8 score so the Progress 8 score in 2022 of -0.36 (22 children) represents a significant improvement, much closer to the WBRI Progress 8 score than in previous years.
54. According to the Spring Census 2022, take-up of Free School Meals (FSM) varies by ethnic group with more take-up by children of WOTH (White Other), MWBC, MWBA and MOTH groups than other groups (**Appendix 10**).

### **BME Early Years Foundation Stage (EYFS)**

55. EMTAS is funded entirely by schools; there is no funding stream from Early Years settings. Early Years setting can access advice and training from EMTAS through sold services, whilst generic guidance and a selection of resources in translation aimed at parents of children in the Early Years are available for free

on the EMTAS website and Moodle.

56. Where a child is due to transition to Year R in the coming September and where Early Years practitioners have identified with the receiving school that extra help would be beneficial to the child and their family for this transition, the school can refer the child in the summer term, drawing down SLA-funded first language support early. This is not intended to be a universal service; it is aimed at those children and families who are most vulnerable and in greatest need of support.

### **BME Key Stages 1 and 2: educational outcomes**

57. In 2022, the Key Stage 1 outcomes for Reading, Writing and Maths (combined measure) for the White British (WBRI) majority population of 12,429 children showed that 57.6% made expected progress (**Appendix 12**). Children identified as WBRI comprised just over 81% of the total population; the remaining 19% comprised children in the different ethnic groups included in the table in **Appendix 12** (including 'Not Obtained' NOBT and 'Refused' REFU).
58. The ethnic groups that exceeded this at Key Stage 1 were Any Other White Background (WOTH), Mixed White and Black African (MWBA), Mixed White and Asian (MWAS), Mixed Other (MOTH), Asian Indian (AIND), Asian Bangladeshi (ABAN), Black Caribbean (BCRB), Black African (BAFR), Black Other (BOTH) and Chinese (CHNE) (**Appendix 12**).
59. The ethnic groups that underachieved at Key Stage 1 according to this measure were White Irish (WIRI), Gypsy Roma (WROM), White Irish Traveller (WIRT), Mixed White and Black Caribbean (MWBC), Asian Pakistani (APKN) and Asian Other (AOTH) (**Appendix 12**).
60. When making comparisons which look at attainment by ethnic group, it should be noted that the number of children in each of the different groups is much lower than for the WBRI majority population. This means the confidence interval for the ethnic groups is wide. In 2022 the next largest group after WBRI was White Other (WOTH), comprising 4.5% of the total population. In this group, 690 children took their Key Stage 1 SATs in 2022 and their overall attainment was 61.4% (**Appendix 12**).
61. In 2022, the KS2 SATs results for the White British (WBRI) majority population of 13,135 children showed 58.9% made expected progress in the Reading, Writing and Maths combined measure (**Appendix 8**). WBRI made up just under 84% of the total number of children (15,695).
62. The ethnic groups that exceeded this at Key Stage 2 were White Irish (WIRI), Any Other White Background (WOTH), Mixed White and Black African (MWBA), Mixed White and Asian (MWAS), Any Other Mixed Background (MOTH), Asian Indian (AIND), Asian Pakistani (APKN), Asian Bangladeshi (ABAN), Any Other Asian (AOTH), Black Caribbean (BCRB) and Chinese (CHNE) (**Appendix 8**).
63. The ethnic groups that underachieved in 2022 according to this measure were Any Other Ethnic Group (OOTH), Gypsy Roma (WROM), White Irish Traveller



(WIRT), Mixed White and Black Caribbean (MWBC), Black African (BAFR) and Black Other (BOTH), these latter two groups by a very small margin (**Appendix 8**).

64. When making comparisons which look at attainment by ethnic group, it should be noted that the number of children in each of the different groups is much lower than for the WBRI majority population. This means the confidence interval for the ethnic groups is wide. In 2022 the next largest group after WBRI was White Other (WOTH), comprising 4.5% of the total population. In this group, 700 children took their Key Stage 2 SATs in 2022 and their overall attainment was 65.6% (**Appendix 8**). This mirrors the picture at Key Stage 1 in 2022.

#### **BME Key Stage 4 educational outcomes: Progress 8 measure**

65. Nationally and in Hampshire the trend with children who identify as CHNE (Chinese) and AIND (Asian Indian) is for their attainment to exceed that of the WBRI (White British) majority population at the end of Key Stage 4. In 2022, the Hampshire Progress 8 measure for WBRI was -0.23 (11,158 children). The Hampshire Progress 8 measure for children identified as CHNE and AIND exceeded that of the WBRI majority population at 0.71 (32 children) and 0.85 (121 children) respectively (**Appendix 9**).
66. The groups in Hampshire whose outcomes at the end of Key Stage 4 were less favourable than the county's WBRI majority population in 2022 were WROM (-0.37, 22 children), WIRT (-2.12, 5 children) and MWBC (Mixed White and Black Caribbean; -0.47, 103 children) (**Appendix 9**).
67. Other groups in Hampshire who under-achieved according to the Progress 8 measure in 2022 were MWBA (Mixed White and Black African; -0.22, 74 children) and MOTH (Mixed Other; -0.03, 173 children), though outcomes for children in these groups were better than the outcome for the WBRI majority population (**Appendix 9**).
68. In Hampshire, the Progress 8 outcome for children identified as MOTH (Mixed Other) was equal to the outcome for England - All State Funded at -0.03, though in Hampshire this figure was yielded by just 173 children. The England - All State funded figure has not been published (**Appendix 9**),
69. All other ethnic groups had better outcomes at the end of Key Stage 4 in 2022 by the Progress 8 measure than both Hampshire's majority WBRI population and the total school population for England – All State Funded (**Appendix 9**).
70. When making comparisons which look at attainment by ethnic group, it should be noted that the number of children in each of the different groups is much lower than for the WBRI majority population. This means the confidence interval for the ethnic groups is wide. In Hampshire in 2022 the next largest group after WBRI was White Other (WOTH), comprising 4.8% of the total population. In this group, 580 children took their GCSEs in 2022 and their overall Progress 8 score was 0.44 (**Appendix 9**). This mirrors the picture at Key Stages 1 and 2 in 2022.

71. For children for whom English is an Additional Language, whilst progress over time may be good in terms of their acquisition of English, the timescales involved can mean their attainment at the end of a Key Stage is suppressed, particularly if they first entered English medium education in a UK school in Key Stage 3 or 4. This can in turn negatively affect their options post-16 (Key Stage 5). These children will not be included in the Progress 8 measure because they have no Key Stage 2 results, the baseline from which Progress 8 is calculated.

### **BME Key Stage 4 educational outcomes: Attainment 8 measure**

72. Nationally and in Hampshire the trend with children who identify as CHNE (Chinese) and AIND (Asian Indian) is for their attainment to exceed that of the WBRI (White British) majority population at the end of Key Stage 4. In 2022, the Attainment 8 measure for WBRI was 48.1 (11,472 children). The Hampshire Attainment 8 measure in 2022 for children identified as CHNE and AIND exceeded that of the WBRI majority population at 65.3 (41 children) and 63.1 (140 children) respectively (**Appendix 13**).

73. The groups in Hampshire whose outcomes at the end of Key Stage 4 were less favourable than the WBRI majority population in 2022 were WROM (Gypsy/Roma; 34.0, 24 children), WIRT (White Irish Traveller; 16.3, 6 children), MWBC (Mixed White and Black Caribbean; 41.5, 107 children) and BOTH (Black Other; 42.9, 38 children) (**Appendix 13**).

74. Other groups who under-achieved in comparison with the England – All State Funded Attainment 8 score of 48.9 in 2022 in Hampshire were MWBA (Mixed White and Black African; 48.7, 79 children) and BOTH (Black Other; 42.9, 38 children), though outcomes for children in these groups were better than the outcome for Hampshire's WBRI majority population (**Appendix 13**).

75. All other ethnic groups had better outcomes at the end of Key Stage 4 in 2022 by the Attainment 8 measure than both Hampshire's majority WBRI population and the total school population for England – All State Funded (**Appendix 13**).

76. When making comparisons which look at attainment by ethnic group, it should be noted that the number of children in each of the different groups is much lower than for the WBRI majority population. This means the confidence interval for the ethnic groups is wide. In Hampshire in 2022, the next largest group after WBRI was White Other (WOTH), comprising 4.8% of the total population. In this group, 648 children took their GCSEs in 2022 and their overall Attainment 8 score was 54.6 (**Appendix 13**). This mirrors the picture at Key Stages 1 and 2 in 2022.

### **GCSE in Heritage Languages**

77. EMTAS support for heritage language GCSEs is through sold services. A range of packages is available ranging from initial support and feedback to full exam

preparation including delivery of the speaking test.

78. Students can be entered for a heritage language GCSE earlier than Year 11 depending on how well developed their first language skills are. However, the themes of the exams may be better suited to older students (Year 9 onwards).
79. In the summer 2022 exam series, a total of 106 students were supported by EMTAS Bilingual Assistants to take their heritage language GCSEs. GCSEs were offered in 11 different languages: Arabic, Cantonese, German, Greek, Italian, Mandarin, Persian, Polish, Portuguese, Russian and Turkish. 85% (90) students achieved grades 9, 8 and 7.
80. A Heritage Language GCSE can contribute to the EBacc.

### **EMTAS work against service priorities**

81. EMTAS staffing is continuously monitored to ensure the languages covered are in line with the trends in referrals received from schools. In the academic year 2021-22, this resulted in the recruitment of two Bilingual Assistants who can cover Pashto, Dari and Farsi, a new Ukrainian speaking Bilingual Assistant and a second Cantonese-speaking Bilingual Assistant.
82. EMTAS staff have worked with schools to introduce and/or to embed the EAL and GTRSB Excellence Awards. These are whole-school self-evaluation frameworks and enable schools to plan their work with their EAL and GTRSB cohorts in a planned way and to ensure they address both operational and strategic tasks. In 2021-22, 10 Bronze, 9 Silver and 2 Gold EAL Excellence Awards and 2 Bronze, 1 Silver and 1 Gold GTRSB Excellence Awards were achieved by schools.
83. EMTAS staff continue to deliver the current all-through model of support for GTRSB children. In 2021-22, the team worked with 219 GTRSB children. In time, it is anticipated that this model will result in improved retention and outcomes for children of Traveller heritages.
84. EMTAS has added to the Service's e-learning resource a new module on Gypsy, Traveller, Roma, Showmen and Boater (GTRSB) communities in education. This module can be used to complement staff training. It is available to all Hampshire maintained schools through the SLA and to other schools and settings through sold services.
85. Support for newly-arrived pupils for whom English is an Additional Language in Secondary phase and those coming into Years 5 and 6 may be in the form of the EMTAS Study Skills programme. This programme trains pupils how to make effective use of their skills in first language to help them access the mainstream curriculum. It aims to empower children to become independent learners and is an alternative to bilingual in-class support.
86. EMTAS has carried out an analysis of the referrals for children whose first language is identified as 'English' by schools. Whilst this revealed no particular

trends, it culminated in the development of a new referral form designed to promote schools' early assessment of their learners' English using the DfE Proficiency Scale Bands (A 'new-to-English' to E 'fully proficient'). Children assessed in Bands A and B are now prioritised for EAL profiling and support whilst those in Bands C, D and E are routed through to staff training on strategies to support more advanced learners of EAL.

87. Academies, including those on the Isle of Wight, Special Schools and schools outside of Hampshire use a pay-as-you-go model to buy in services. Popular services bought in this way include Pupil Profiling, additional pupil support sessions, the EMTAS EAL Excellence Award, the Young Interpreter Scheme and consultation sessions with an EMTAS Specialist Teacher Advisor.

### **Planning further ahead**

88. The EMTAS leadership team has undertaken a review of budget against the number of referrals received from schools against staff capacity to triage the referrals in line with the SLA. This has highlighted a need to review the support offer to maximise time in schools by reducing travel and increasing efficiency in relation to Pupil Profiling activities.
89. To further streamline EMTAS so it remains a Service that gives schools good value for money, the support offer is also under review with the aim of increasing flexibility in terms of the way EMTAS staff work with children in schools.
90. The EMTAS Study Skills programme is to be further refined and improved in 2022-23 with the aim of making it suitable for even more children in schools and increasing staff confidence in terms of its delivery. With a reduced number of support sessions needed to implement the programme, this activity will contribute to the wider aim of increasing capacity.

### **Consultation and Equalities**

91. No consultation required.

### **Legal implications**

92. None

### **Financial implications**

93. None

### **Personnel implications**

94. The EMTAS Admin Team Leader collates data with support from the Data and Information Team (DAiT). The EMTAS Specialist Teacher Advisor team analyse these data and write the commentaries for the District Data Booklets which are

published on the EMTAS website [Data | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/Data/Hampshire-County-Council).

### **Learning and development implications**

95. This report Identifies key issues affecting particular ethnic minority groups which EMTAS is addressing through the Service Development Plan, through the training offer to schools and through the development of new resources.

**REQUIRED CORPORATE AND LEGAL INFORMATION:**

**Links to the Strategic Plan**

<b>Hampshire maintains strong and sustainable economic growth and prosperity:</b>	Yes
<b>People in Hampshire live safe, healthy and independent lives:</b>	Yes
<b>People in Hampshire enjoy a rich and diverse environment:</b>	Yes
<b>People in Hampshire enjoy being part of strong, inclusive communities:</b>	Yes

## **EQUALITIES IMPACT ASSESSMENT:**

### **Equality Duty**

The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by or under the Act with regard to the protected characteristics as set out in section 4 of the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Advance equality of opportunity between persons who share a relevant protected characteristic within section 149(7) of the Act (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and those who do not share it;
- Foster good relations between persons who share a relevant protected characteristic within section 149(7) of the Act (see above) and persons who do not share it.

Due regard in this context involves having due regard in particular to:

- The need to remove or minimise disadvantages suffered by persons sharing a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons sharing a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

### **Equalities Impact Assessment:**

This report will impact positively on our understanding of Hampshire's BME, EAL and GTRSB populations and of the ways in which Hampshire EMTAS is working with children, families and schools on issues relating to engagement, progress and attainment.

## Appendix 1

Table showing the number of children of Black and Minority Ethnic (BME) heritage on roll in Hampshire schools for the three census years 2022, 2021 and 2020

	Hampshire					
	2022		2021		2020	
Ethnicity Description	Number of Pupils	% of Hampshire	Number of Pupils	% of Hampshire	Number of Pupils	% of Hampshire
White British	152747	83.6%	153200	84.4%	152951	85.0%
White Irish	295	0.2%	279	0.2%	268	0.1%
Gypsy/Roma	624	0.3%	600	0.3%	626	0.3%
Traveller of Irish Heritage	131	0.1%	118	0.1%	111	0.1%
Any Other White Background	7903	4.3%	7656	4.2%	7338	4.1%
White and Black Caribbean	1439	0.8%	1348	0.7%	1277	0.7%
White and Black African	1261	0.7%	1178	0.6%	1093	0.6%
White and Asian	2518	1.4%	2400	1.3%	2294	1.3%
Any Other Mixed Background	3150	1.7%	2969	1.6%	2802	1.6%
Indian	2556	1.4%	2307	1.3%	2192	1.2%
Pakistani	585	0.3%	536	0.3%	492	0.3%
Bangladeshi	404	0.2%	407	0.2%	412	0.2%
Any Other Asian Background	3032	1.7%	2704	1.5%	2627	1.5%
Black Caribbean	298	0.2%	289	0.2%	279	0.2%
Black African	1754	1.0%	1581	0.9%	1474	0.8%
Any Other Black Background	595	0.3%	588	0.3%	569	0.3%
Chinese	840	0.5%	614	0.3%	602	0.3%
Any Other Ethnic Group	1145	0.5%	1067	0.6%	1020	0.6%
<b>BME</b>	<b>28530</b>	<b>15.6%</b>	<b>26641</b>	<b>14.7%</b>	<b>25476</b>	<b>14.2%</b>
<b>Non BME - Other</b>	<b>1440</b>	<b>0.8%</b>	<b>1569</b>	<b>0.9%</b>	<b>1584</b>	<b>0.9%</b>
<b>All Pupils</b>	<b>182717</b>	<b>100.0%</b>	<b>181410</b>	<b>100.0%</b>	<b>180011</b>	<b>100.0%</b>

Non BME - White British
BME
Non BME - Other
All Pupils

**Notes:**

BME pupils are those not in White British (WBRI), Refused (REFU) and Information Not Yet Obtained (NOBT)  
 Non BME (Other) includes Refused (REFU), Information Not Yet Obtained (NOBT) and Information Not Provided  
 Ethnic Group is defined by parents and/or pupils (if over the age of 11)  
 Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)  
 Excludes Education Centres and pupils placed out of County  
 To maintain confidentiality, values of 5 or less represented as <6  
 Hampshire data sourced from the 2020, 2021 & 2022 Spring School Censuses



## Appendix 2

### Spring Census 2022

Table showing a summary of Hampshire's EAL population trend by district

HIAS District	2022		2021		2020	
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL
Basingstoke & Deane	3094	23.0%	2809	22.5%	2323	21.6%
East Hampshire	743	5.5%	700	5.6%	593	5.5%
Eastleigh	1329	9.9%	1200	9.6%	1073	9.9%
Fareham	647	4.8%	606	4.8%	518	4.8%
Gosport	486	3.6%	446	3.6%	406	3.7%
Hart	860	6.4%	831	6.6%	739	6.8%
Havant	810	6.0%	775	6.2%	697	6.4%
New Forest	848	6.3%	811	6.5%	707	6.5%
Rushmoor	2263	16.8%	2101	16.8%	1786	16.6%
Test Valley	1393	10.3%	1312	10.5%	1082	10.0%
Winchester	999	7.4%	918	7.3%	822	7.6%
<b>EAL</b>	<b>13472</b>	<b>100.0%</b>	<b>12509</b>	<b>100.0%</b>	<b>10746</b>	<b>100.0%</b>

**Notes:**

EAL pupils are those not in English (ENG), Believed to be English (ENB), British Sign Language (BSL), Information Not Obtained (NOBT), Refused (REF) and Classification Pending (ZZZ)

Includes pupils in all Hampshire Primary, Secondary and Special schools (including Academies)

Excludes Education Centres and pupils placed out of County

Hampshire data sourced from the 2020, 2021 & 2022 Spring School Censuses

### Appendix 3

Table showing top 15 languages spoken by pupils for whom English is an Additional Language (EAL) in Hampshire schools as recorded in the Spring Census 2022, 2021 and 2020.

<b>Hampshire</b>			
<b>First Language</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>
Polish	2278	2009	1868
Nepali	1278	1031	1013
Romanian*	727	643	615
Chinese*	691	458	448
Malayalam	509	397	383
Portuguese*	465	428	399
Urdu	437	361	327
Turkish	389	295	259
Hindi	378	312	289
Spanish	372	332	331
Tamil	334	249	245
Russian	307	247	232
Bengali*	301	284	312
Arabic	283	259	228
French	281	275	290
<b>EAL Total</b>	<b>13472</b>	<b>11473</b>	<b>10746</b>

## Appendix 4

Table showing the top 18 languages spoken by children for whom English is an Additional Language referred to EMTAS 2021-22 and the total number of referrals made by schools for the three academic years shown

<b>Hampshire</b>			
<b>Language</b>	<b>2021-2022</b>	<b>2020-2021</b>	<b>2019-2020</b>
Ukrainian	191	<6	<6
English	131	61	21
Cantonese	124	33	<6
Nepali	83	77	69
Russian	68	13	8
Polish	55	59	66
Romanian	52	55	74
Malayalam	52	13	12
Dari	43	<6	
Turkish	36	37	17
Pashto	35	9	<6
Spanish	30	16	15
Portuguese	30	28	22
Arabic	26	38	17
Tamil	16	<6	<6
Hindi	13	<6	7
Urdu	12	12	<6
Bulgarian	12	13	15
<b>Grand Total</b>	<b>1131</b>	<b>629</b>	<b>502</b>

## Appendix 5

Table showing the total number of referrals to EMTAS by district

	2021-22	2020-21	2019-20
HIAS District	Number of Pupils	Number of Pupils	Number of Pupils
Basingstoke & Deane	240	142	100
East Hampshire	107	48	26
Eastleigh	47	41	20
Fareham	59	24	20
Gosport	47	16	20
Hart	70	29	28
Havant	69	46	33
New Forest	57	20	23
Rushmoor	210	140	120
Test Valley	111	87	62
Winchester	99	31	39
<b>Total</b>	<b>1116</b>	<b>624</b>	<b>491</b>

Note that EMTAS also covered referrals from schools outside of Hampshire and on the Isle of Wight; the figures above include referrals received from schools within Hampshire only

## Appendix 6

Table showing the number of pupils for whom English is an Additional Language by district

HIAS District	2022		2021		2020	
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL
Basingstoke & Deane	3094	23.0%	2809	22.5%	2323	21.6%
East Hampshire	743	5.5%	700	5.6%	593	5.5%
Eastleigh	1329	9.9%	1200	9.6%	1073	9.9%
Fareham	647	4.8%	606	4.8%	518	4.8%
Gosport	486	3.6%	446	3.6%	406	3.7%
Hart	860	6.4%	831	6.6%	739	6.8%
Havant	810	6.0%	775	6.2%	697	6.4%
New Forest	848	6.3%	811	6.5%	707	6.5%
Rushmoor	2263	16.8%	2101	16.8%	1786	16.6%
Test Valley	1393	10.3%	1312	10.5%	1082	10.0%
Winchester	999	7.4%	918	7.3%	822	7.6%
<b>EAL</b>	<b>13472</b>	<b>100.0%</b>	<b>12509</b>	<b>100.0%</b>	<b>10746</b>	<b>100.0%</b>

Data are from the Spring Censuses for the years shown

## Appendix 7

Table showing numbers of children of GTRSB heritages who have been supported in school by EMTAS in the academic years shown. The numbers do not reflect the entire GTRSB population in any of the districts. They do, however, include GTRSB children who may ascribe as WROM or WIRT of who are identified as Travellers or Showmen in the Traveller Questionnaire that is completed by schools annually.

HIAS District	2021/2022	2020/2021**
	Number of Pupils	Number of Pupils
Winchester	104	37
Hart	46	26
East Hampshire	22	17
Basingstoke & Deane	21	14
Havant	8	7
New Forest	8	5
Rushmoor	3	3
Eastleigh	2	2
Fareham	2	1
Test Valley	2	2
Gosport	1	1
<b>GTRSB</b>	<b>219</b>	<b>115</b>

Key Stage	2021/2022	2020/2021**
	Number of Pupils	Number of Pupils
EYFS	16	0
KS1	48	25
KS2	79	46
KS3	56	33
KS4	20	11
<b>GTRSB</b>	<b>219</b>	<b>115</b>

**Notes:**

EMTAS began compiling separate GTRSB data in the Spring term 2020 hence the numbers for 2020-21 reflect 2 terms' work, not a full academic year.

The GTRSB data above are based on support delivered to children in Hampshire-maintained schools and academies

## Appendix 8

2022 Key Stage 2 Outcomes by ethnic group - Reading, Writing and Maths combined measure

Ethnicity - Description	All pupils			BME		
	Cohort	Achieve	%	Cohort	Achieve	%
	2022	2022	2022	2022	2022	2022
England - All State Funded Schools	-	-	59%	-	-	np
Hampshire LA - Published	-	-	60%	-	-	np
Hampshire LA - Calculated	15695	9373	59.7%	2445	1597	65.3%
White British	13135	7731	58.9%			
White Irish	28	19	67.9%	28	19	67.9%
Gypsy/Roma	59	15	25.4%	59	15	25.4%
Traveller of Irish Heritage	6	0	0.0%	6	0	0.0%
Any Other White Background	700	459	65.6%	700	459	65.6%
White and Black Caribbean	133	72	54.1%	133	72	54.1%
White and Black African	107	71	66.4%	107	71	66.4%
White and Asian	185	140	75.7%	185	140	75.7%
Any Other Mixed Background	267	175	65.5%	267	175	65.5%
Indian	237	183	77.2%	237	183	77.2%
Pakistani	64	47	73.4%	64	47	73.4%
Bangladeshi	33	21	63.6%	33	21	63.6%
Any Other Asian Background	254	171	67.3%	254	171	67.3%
Black Caribbean	20	12	60.0%	20	12	60.0%
Black African	159	93	58.5%	159	93	58.5%
Any Other Black Background	49	28	57.1%	49	28	57.1%
Chinese	71	54	76.1%	71	54	76.1%
Any Other Ethnic Group	73	37	50.7%	73	37	50.7%

## Appendix 9

Table showing the 2022 Progress 8 outcome measure for children in Hampshire schools at the end of Key Stage 4

Ethnicity - Description	All pupils	
	Cohort	P8
	2022	2022
England - All State Funded	-	-0.03
England - All Schools	-	np
Hampshire LA - Published	-	-0.16
Hampshire LA - Calculated - Exc Ed Centres	12933	-0.16
White British WBRI	11158	-0.23
White Irish WIRI	18	0.30
Gypsy/Roma WROM	22	-0.37
Traveller of Irish Heritage WIRT	5	-2.12
Any Other White Background WOTH	580	0.44
White and Black Caribbean MWBC	103	-0.47
White and Black African MWBA	74	-0.22
White and Asian MWAS	168	0.40
Any Other Mixed Background MOTH	173	-0.03
Indian AIND	121	0.85
Pakistani APKN	28	0.57
Bangladeshi ABAN	28	0.55
Any Other Asian Background AOTH	169	0.51
Black Caribbean BCRB	24	0.14
Black African BAFR	85	0.31
Any Other Black Background BOTH	34	0.00
Chinese CHNE	32	0.71
Any Other Ethnic Group OOTH	45	0.33
Information Not Yet Obtained NOBT	21	-1.48
Refused REFU	45	-0.08



## Appendix 10

Table showing take-up of Free School Meals (FSM) by ethnic group

Ethnic Group	Hampshire					
	2022		2021		2020	
	Number of Pupils	% of Total FSM & BME	Number of Pupils	% of Total FSM & BME	Number of Pupils	% of Total FSM & BME
WIRI	38	0.9%	29	0.9%	23	0.9%
WROM	319	8.1%	293	8.8%	263	10.3%
WIRT	74	1.9%	64	1.9%	50	2.0%
WOTH	747	19.1%	613	18.4%	417	16.4%
MWBC	435	11.1%	372	11.1%	299	11.8%
MWBA	407	10.4%	350	10.5%	258	10.1%
MWAS	264	6.7%	229	6.9%	171	6.7%
MOTH	561	14.3%	487	14.6%	374	14.7%
AIND	67	1.7%	60	1.8%	43	1.7%
APKN	75	1.9%	69	2.1%	35	1.4%
ABAN	58	1.5%	50	1.5%	43	1.7%
AOTH	253	6.5%	206	6.2%	152	6.0%
BCRB	49	1.3%	46	1.4%	39	1.5%
BAFR	263	6.7%	206	6.2%	163	6.4%
BOTH	100	2.6%	103	3.1%	81	3.2%
CHNE	35	0.9%	31	0.9%	28	1.1%
OOTH	175	4.5%	131	3.9%	103	4.1%
<b>Total</b>	<b>3920</b>	<b>100.0%</b>	<b>3339</b>	<b>100.0%</b>	<b>2542</b>	<b>100.0%</b>

Data are from the School Censuses for the years shown above

Note that these data reflect take-up, not eligibility

## Appendix 11

EMTAS Referral data for children identified as refugees or Unaccompanied Asylum Seeking Children (UASC) for the academic year 2021-22

### Refugee Referrals by language

Language	Number of refugee children referred
Arabic	4
Dari	41
English	5
Farsi	3
Hazaragi	1
Kurdish	2
Kurdish Sorani	2
Pashto	28
Russian	46
Sinhala	1
Spanish	17
Tamil	1
Tigrinya	1
Ukrainian	177
Urdu	1
<b>Total</b>	<b>330</b>

### Unaccompanied Asylum Seeking Children (UASC) referrals by language

Language	Number of UASC referred
Arabic	1
Arabic (Sudanese)	1
Kurdish	1
Kurdish Sorani	4
Pashto	3
Tigrinya	1
<b>Total</b>	<b>11</b>

## Appendix 12

2022 Key Stage 1 Outcomes by ethnic group - Reading, Writing and Maths  
(combined measure)

Ethnicity - Description	All pupils		
	Cohort	Achieve	%
	2022	2022	2022
England - All State Funded Schools	-	-	np
England - NEXUS Estimated National	-	-	53.0%
Hampshire LA - Published	-	-	58.0%
Hampshire LA - Calculated	15293	8833	57.8%
White British	12429	7160	57.6%
White Irish	24	13	54.2%
Gypsy/Roma	76	16	21.1%
Traveller of Irish Heritage	12	1	8.3%
Any Other White Background	690	424	61.4%
White and Black Caribbean	117	63	53.8%
White and Black African	122	72	59.0%
White and Asian	196	137	69.9%
Any Other Mixed Background	314	197	62.7%
Indian	246	177	72.0%
Pakistani	53	28	52.8%
Bangladeshi	27	17	63.0%
Any Other Asian Background	278	149	53.6%
Black Caribbean	25	17	68.0%
Black African	169	103	60.9%
Any Other Black Background	55	33	60.0%
Chinese	74	57	77.0%
Any Other Ethnic Group	90	53	58.9%
Information Not Yet Obtained	206	73	35.4%
Refused	90	43	47.8%

## Appendix 13

Table showing the 2022 Attainment 8 outcome measure for children at the end of Key Stage 4 in Hampshire schools

Ethnicity - Description	All pupils		BME	
	Cohort	A8	Cohort	A8
	2022	2022	2022	2022
England - All State Funded	-	48.9	-	np
England - All Schools	-	np	-	np
Hampshire LA - Published	-	48.9	-	np
Hampshire LA - Calculated - Exc Ed Centres	13480	48.9	1930	53.7
White British WBRI	11472	48.1		
White Irish WIRI	21	51.6	21	51.6
Gypsy/Roma WROM	24	34.0	24	34.0
Traveller of Irish Heritage WIRT	6	16.3	6	16.3
Any Other White Background WOTH	648	54.6	648	54.6
White and Black Caribbean MWBC	107	41.5	107	41.5
White and Black African MWBA	79	48.7	79	48.7
White and Asian MWAS	182	58.0	182	58.0
Any Other Mixed Background MOTH	184	50.8	184	50.8
Indian AIND	140	63.1	140	63.1
Pakistani APKN	35	51.2	35	51.2
Bangladeshi ABAN	30	54.7	30	54.7
Any Other Asian Background AOTH	196	57.2	196	57.2
Black Caribbean BCRB	27	51.6	27	51.6
Black African BAFR	105	51.6	105	51.6
Any Other Black Background BOTH	38	42.9	38	42.9
Chinese CHNE	41	65.3	41	65.3
Any Other Ethnic Group OOTH	67	51.5	67	51.5
Information Not Yet Obtained NOBT	29	40.2		
Refused REFU	49	50.6		