

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	12 July 2018
Title:	Ethnic Minority and Traveller Achievement Service (EMTAS) Annual Report
Report From:	Director of Children's Services

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1 Recommendations

That the Children and Young People Select Committee:

- 1.1 Note the data and results presented in the report and the progress made in addressing the priorities in the service plan.
- 1.2 Are presented with the report earlier in the year as although attainment results will be provisional at this time the data will not be as dated. Currently the Spring census and result data are presented for the same cohort hence it has not been updated with the 2018 Census.

2 Summary

- 2.1 This report brings together a range of data and information relating to educational outcomes of children and young people from Black, Minority Ethnic (BME) and Traveller heritages in Hampshire schools. It highlights key issues affecting the progress and attainment of children from different ethnic groups and the ways in which EMTAS is working in partnership with schools, services and other agencies to address these. The report also sets out EMTAS service priorities and direction for 2017-18.

3 The EMTAS Service

- 3.1 Hampshire EMTAS is a dedicated multi-ethnic, multilingual team working closely with Hampshire schools to help raise attainment and close the performance gap for children and young people from BME and Traveller groups.
- 3.2 EMTAS offers bilingual support in over 25 different languages for children and young people for whom English is an

additional language. Additionally EMTAS provides a full range of services to improve access, engagement and participation of children, young people and parents/carers from Gypsy, Roma and Traveller (GRT) heritages.

- 3.3 EMTAS provides advice and training for teachers, senior leadership teams, EAL Co-ordinators, GRT 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.
- 3.4 The Young Interpreter Scheme continues to be developed and has now been digitalised and there will be a subscription element for new developments. The New Arrival Ambassador scheme with a particular focus on Travellers, Children in Care and Service children has been taken up in a number of schools. A mini conference for New Arrival Ambassadors in the Tadley area took place in September 2017 and will look to be replicated in other areas.
- 3.5 Language phone lines run in Arabic, Bulgarian, Nepali, Polish, Portuguese, Romanian, Chinese, Spanish, and Turkish. Details are on the EMTAS website and can be accessed by schools and parents.
- 3.6 EMTAS is developing as a rights respecting service advocating for the rights of the child; our work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

4 Population Data: Ethnicity

- 4.1 This paper combines attainment data and Spring census information focussing on different aspects of ethnic minority achievement. A summary of results is provided (Appendix 7), together with a section outlining progress towards EMTAS Service priorities (Appendix 11). To preserve confidentiality in line with DfE guidance 2013 a threshold of 6 is set so that values of 1 to 5 inclusive are suppressed.
- 4.2 School census (Spring 2017) data (Appendix 1) show that 12.3% of children in Hampshire come from Black and Minority Ethnic (BME) groups. This is an increase of 0.7% from the Spring 2016 census and equates to 1500 children. 6.1% children are recorded as having English as an Additional Language (EAL) compared with 5.8% the previous year. This equates to approximately 10,600 (Spring 2017 Census), approximately 700 children more than in 2016.
- 4.3 The largest minority group within Hampshire is Any Other White Background, within this group the linguistic diversity includes many European languages such as Polish, French, Russian, Romanian, Spanish, Portuguese, Bulgarian, Slovak, Swedish, Finnish, Hungarian, German, Belgian,

Dutch/Flemish, Italian, Czech, Latvian, Lithuanian as well as English and Afrikaans.

- 4.4 Between 750 and 900 children are referred to EMTAS every year for support. These children may not appear on the Spring 2017 census as it is dependent on when they arrived in Hampshire and were referred.

5 Population data: Language

- 5.1 56 languages were recorded as spoken by newly arrived children and young people in Hampshire schools (Hampshire EMTAS New Arrival data April 2016- March 2017). However, 167 languages are recorded on School Census data (Spring 2017). The accuracy of the census data is dependent on how parents, carers and young people (from secondary school age upwards) choose to see themselves and describe their ethnic group (a process known as 'ascription')
- 5.2 The county's linguistic profile changes year on year and the diversity within individual Hampshire districts varies enormously. A comparison based on the Spring Census 2017 can be seen in Appendix 2 which shows the top twenty languages (ranked in order of number of speakers) in Hampshire.
- 5.3 Hampshire EMTAS as a service needs to be flexible enough to respond quickly to new languages as well as to the transient and mobile nature of many BME and Traveller families. A further feature is the isolated nature of many ethnic minority families with very few sharing a common language, cultural background and ethnicity. Apart from in north Hampshire and Basingstoke where there are established Nepali and Polish communities, in most of Hampshire, the likelihood is that even where numbers are higher, several different rather than one dominant language will be spoken. EMTAS can support children who speak a language different to their own and we are training our Bilingual Assistant team through a carefully structured induction programme and the Supporting English as an Additional (SEAL) language course in order enhance their practice in schools.
- 5.4 The EMTAS team does not keep any specific data on migration patterns; however we are able to provide a breakdown of languages and ethnicity by county, district and school from the Spring Census. (Appendices 4 and 5)
- 5.5 The vast majority of EMTAS' new arrivals work is with children who are new to English, however in the case of Traveller children they may be new to the school or have a fragmented education. Although numbers of EAL are increasing in Hampshire, from April 2016 -March 2017 EMTAS received 142 fewer referrals than the same time the previous year. This may be due to the improved capacity of schools to meet children's

needs and the smaller increase on the Spring Census of children speaking EAL.

- 5.6 Polish speakers make up the largest number of new arrival referrals to EMTAS followed by Romanian with the highest number of referrals in the Rushmoor District followed by Basingstoke and Winchester. Appendix 3 illustrates the top 15 languages referred to EMTAS. However, the changing list of languages from 2016 to 2017 reflects the transient nature of BME communities in Hampshire, EMTAS have produced a leaflet giving information about home/first language which is available on the parents section of the website and is complimented by our 'Bringing up your Child Bilingually' leaflet which has been translated into thirteen languages.
- 5.7 Gypsy, Roma and Traveller (GRT) children are the third most referred group. These are not necessarily new arrivals but are referred to EMTAS due to a fragmented education, transition concerns or where relationships may have deteriorated between home and school. EMTAS sometimes acts as a conduit to remove barriers to participation and ensures every effort is made to support the child and family to remain in education.

6 Vulnerability in relation to ethnicity and language

- 6.1 Many children and young people from minority ethnic backgrounds achieve at the highest level, but for some groups, the gaps remain wide. For many vulnerable groups, gaps in attainment are apparent from an early age for example, Gypsy, Roma and Traveller ethnicities. However, this is not necessarily the case for all ethnic minority groups for example Black Caribbean pupils do well at KS1 and 2 but less well at KS4. Results can fluctuate year on year, due to the low numbers of pupils in groups.
- 6.2 6.8% of children from BME heritages (out of the total BME cohort) according to the Spring Census 2017 are eligible for Free School Meals (FSM). This figure represents 10% of the Hampshire All figure. BME parents are less likely to claim FSM.
- 6.3 In response EMTAS Bilingual Assistants have compiled a Frequently Asked Questions document for parents which is on the EMTAS website. This is communicated to parents through EMTAS phone lines and parental events run in conjunction with the school in order to support schools with clear communication around Free School Meals entitlement and the link with Pupil Premium.

7 BME Early Years Foundation Stage - Educational Outcomes

- 7.1 EMTAS is funded entirely by schools. There is no specific funding from Early Years settings; however through sold

service work EMTAS provides advice, training and guidance for practitioners plus bilingual support for the most vulnerable children who are referred to the service before they enter school.

- 7.2 The overall achievement of children from Black and Minority Ethnic (BME) and Traveller groups in Early Years and the Foundation Stage has increased by 1.7% to 72.7% (Appendix 6, Table 1) which is 3% below the Hampshire all figure of 75.7%. However there is a significant gender gap of 13 percentage points between boys and girls. This has decreased slightly by 1.4% as the previous year it was 14.4% (Appendix 6, Table 2). The gap for Hampshire all is 13.3%. For some groups including Any Other White Background, White and Black Caribbean, White and Asian, Any Other Mixed background, Black African, Any other Black Background and Any other Asian Background, the gap is even wider. In most cases girls outperform boys, apart from within the Black Caribbean and Chinese groups where boys out perform girls.

8 BME Key Stages 1, 2 and 4 Educational outcomes – Summary Analysis

- 8.1 Overall, data shows an improving picture in relation to educational outcomes for BME children and young people across all key stages in Hampshire and the IOW. Tables in Appendix 7 show the broad comparison between BME and 'Hampshire All' for key stages 1, 2 and 4. However it should be noted that not all ethnic groups achieve as well as each other and some are below that of the Hampshire All figure. IOW summary data is presented separately in Appendix 11 and not broken down into separate ethnicities for this report as numbers are very small and it would be difficult to draw any conclusions.
- 8.2 At Key Stage 1 BME results increased in 2017 and are in line with Hampshire All for reading and slightly above Hampshire All for maths and writing. (Appendix 8) Ethnic groups that are above Hampshire All for all three measure in reading, writing and maths are White and Black African, White and Asian, Any Other Mixed Background, Indian and Asian other.
- 8.3 Gypsy/Roma and Traveller of Irish Heritage were significantly below the Hampshire All figure in all three measures. White and Black Caribbean, Bangladeshi, Any Other Black and Any Other Ethnic Group were also below this figure.
- 8.4 At Key Stage 2, overall BME children achieve better than Hampshire All cohorts in the percentage of children achieving expected level and above for reading, writing and maths combined (Appendix 9). On the Isle of Wight, the percentage of children from BME and Traveller groups achieving Expected and above in reading, writing and mathematics combined was above the Isle of Wight All figure.

- 8.5 Ethnic groups above that of the Hampshire All figure are Any Other White Background, White and Asian, Any other Mixed Background, Indian, Pakistani, Any other Asian Background, Black Caribbean, Black African and Chinese.
- 8.6 Gypsy/Roma and Traveller of Irish Heritage were again significantly below that of the Hampshire All figure. White and Black Caribbean, White and Black African, Bangladeshi and Any Other Ethnic group were also below;
- 8.7 At Key Stage 4 BME students overall are above Hampshire All for the percentage achieving the Ebacc, GCSEs at Grade 9-4 (A*-C) including English and Maths and the Average Attainment and Progress 8 measure (Appendix 10). However, outcomes for BME have fallen from 2016 in Average Attainment, Progress 8 and percentage achieving the Ebacc. The majority of ethnic groups achieve above the Hampshire All figure for all measures except Gypsy/Roma, Traveller of Irish Heritage and White and Black Caribbean.

9 GCSE in Heritage Languages

- 9.1 During 2016-17, a total of 48 students were supported by EMTAS Bilingual Assistants to enter heritage languages GCSEs in 9 different languages which include Arabic, Mandarin, Greek, Portuguese, Italian, Polish, Russian, Turkish and Cantonese. Of this group, 97.7% of students entered were awarded an A*-C, 83.33% achieved A*-A. 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 are sometimes better suited to older students (Year 9 onwards). Heritage Language GCSEs also contribute to the EBacc.

10 EMTAS work against service priorities

- 10.1 EMTAS has developed a highly valued e-learning modular resource to compliment training and it can also to be used for staff CPD. This is available to all Hampshire maintained schools as part of the SLA and has been sold to two universities to support initial teacher training and London Grid for Learning (LGfL) which also includes the digitalised Young Interpreter scheme.
- 10.2 EMTAS have also increased their sold services work through work with academies and training out of county.
- 10.3 As a result of analysing data EMTAS teachers are involved in small scale research projects. One project focused on White Other pupils looking into the experiences of Polish-speaking children and their families in Basingstoke schools to identify support strategies that have worked well (teaching and learning; home-school liaison/communication etc.) Analysing data by language within this category is particularly important

so as to not overlook performance of speakers of certain languages, especially when overall performance of the white other group is driven largely by English speakers. The key findings have been disseminated through the local network group and are on our website.

- 10.4 Another project in conjunction with schools and MOD funding is developing resources, pedagogies and videos using Persona Dolls to support schools working with children who experience mobility. Secondary students have developed the personas for the dolls which has been a positive experience looking at the variation in diversity.
- 10.5 The recommendations on the 'T' code report are being implemented by the Traveller team to ensure improvements in outcomes for Gypsy, Roma and Traveller children which are still significantly below the Hampshire All figure for all key stages. The team continue to provide support around transition between Year 6 and 7 which is a particularly vulnerable time for children and their families who may choose to electively home educate at this time.
- 10.6 EMTAS run a number of successful events in conjunction with schools to engage ethnic minority parents. The events explain how parents can support their child's learning, provide information about attendance expectations and answer any questions parents may have in a safe and secure environment. Approximately 137 parents attended events across Hampshire during April 2016 and March 2017. Additionally EMTAS are developing parental workshops to support parents who may need help with bringing up children in two cultures.
- 10.7 Outcome data suggests that White and Black Caribbean and African groups are still underachieving; as a result EMTAS are producing an audit tool that can be used to identify needs of Black children in school in order to improve educational outcomes and advise schools how to support Black children achievement and transition.
- 10.8 Although results for Key Stage 4 were above Hampshire All they have fallen from 2016; EMTAS have recently developed a new form of bilingual support for secondary students, available as an alternative to the traditional in-class bilingual support. This support programme is designed to support students in using skills in their first language to help them to independently access the curriculum.
- 10.9 To support schools to continue to develop good practice when supporting EAL learners, EMTAS have developed an EAL accreditation which encompasses self evaluation criteria. This will support schools develop their pedagogy and practice and ultimately improve outcomes.
- 10.10 The appointment of an EMTAS Advisory group consisting of Head Teachers will ensure that EMTAS priorities focus on measures to secure continued improvement in the quality and

consistency of services delivered to schools. This will involve further developing our relationships with schools, ensuring we are listening and responsive to changing needs and priorities, offering creative and innovative solutions.

- 10.11 Through sold service work EMTAS are developing their offer to schools on the Isle of Wight and have produced a brochure of available services. The amount of referrals from the island have increased.

11 Next Steps

- 11.1 EMTAS have adopted the new EAL Assessment Framework developed by the Bell Foundation; staff have been trained and will be using this with schools fully as part of assessment from September. The assessment will involve greater collaboration with school staff.
- 11.2 EMTAS will be proactively targeting work with schools to discuss EMTAS support and promote the service. There will be particular emphasis on the new EAL Excellence Award which will engage the team with schools and ultimately improve classroom practice working with EAL children and subsequently improve outcomes.
- 11.3 EMTAS will be reviewing support to Year R particularly around transition and develop work with Hampshire Services for Young Children team to identify how EMTAS can work with pre schools in order to support children, parents and colleagues in advance of the child starting school.
- 11.4 Following on from the Traveller transition work, EMTAS will be using pupil/student role models and case study examples to raise the aspirations of schools and the Traveller communities to improve education outcomes for Gypsy, Roma and Traveller Children and Young People.

12 Consultation

- 12.1 None

13 Legal implications

- 13.1 None

14 Financial implications

- 14.1 None

15 Personnel implications

- 15.1 None

16 Learning and development implications

- 16.1 This report identifies key issues affecting the progress and attainment of ethnic minority groups which EMTAS are addressing through the Service Development Plan

17 Impact assessment

- 17.1 This report is likely to impact positively on children and young people from Black, Minority Ethnic and Gypsy, Roma and Traveller groups which is detailed at Integral Appendix B.

Appendix 1

Spring Census 2017

Table showing Hampshire Black Minority Ethnic (BME) children in Hampshire schools 2017, 2016 and 2015 academic years

Ethnicity	Hampshire BME					
	2017		2016		2015	
	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire
White British	151604	86.8%	150219	87.2%	149678	87.8%
White - Irish	268	0.2%	260	0.2%	247	0.1%
Gypsy/Roma	507	0.3%	475	0.3%	415	0.2%
Traveller of Irish Heritage	93	0.1%	83	0.0%	63	0.0%
Any Other White Background	6025	3.4%	5445	3.2%	4869	2.9%
White and Black Caribbean	1099	0.6%	1052	0.6%	993	0.6%
White and Black African	854	0.5%	765	0.4%	676	0.4%
White and Asian	1915	1.1%	1754	1.0%	1629	1.0%
Any Other Mixed Background	2368	1.4%	2173	1.3%	2072	1.2%
Indian	1826	1.0%	1723	1.0%	1573	0.9%
Pakistani	409	0.2%	421	0.2%	405	0.2%
Bangladeshi	435	0.2%	421	0.2%	422	0.2%
Any Other Asian Background	2416	1.4%	2381	1.4%	2354	1.4%
Black - Caribbean	256	0.1%	237	0.1%	231	0.1%
Black - African	1215	0.7%	1122	0.7%	1020	0.6%
Any Other Black Background	482	0.3%	445	0.3%	384	0.2%
Chinese	550	0.3%	532	0.3%	524	0.3%
Any Other Ethnic Group	830	0.5%	745	0.4%	716	0.4%
BME Total	21548	12.3%	20034	11.6%	18593	10.9%
Non BME – Other Total	1562	0.9%	2037	1.2%	2234	1.3%
Hampshire All	174714	100.0%	172290	100.0%	170505	100.0%

(DAIT Interactive analysis 2017 SCH8)

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 are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data sourced from the 2017, 2016 and 2015 Spring School Censuses

Appendix 2

Spring Census 2017

Table showing top 20 languages spoken by English as an Additional Language (EAL) pupils Hampshire schools by 2017, 2016 and 2015.

Language Description	2017		2016		2015	
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL
Polish	1795	16.8%	1573	15.8%	1310	14.2%
Nepali	1182	11.1%	1187	11.9%	1211	13.1%
Chinese*	464	4.3%	434	4.3%	432	4.7%
Malayalam	437	4.1%	435	4.4%	409	4.4%
Bengali*	378	3.5%	371	3.7%	380	4.1%
Romanian*	362	3.4%	286	2.9%	204	2.2%
Filipino*	352	3.3%	362	3.6%	364	3.9%
Spanish	349	3.3%	326	3.3%	304	3.3%
Portugese*	341	3.2%	283	2.8%	263	2.8%
French	320	3.0%	302	3.0%	278	3.0%
Urdu	306	2.9%	311	3.1%	277	3.0%
Italian	232	2.2%	189	1.9%	141	1.5%
Arabic*	232	2.2%	194	1.9%	193	2.1%
Hindi	215	2.0%	204	2.0%	169	1.8%
Panjabi*	209	2.0%	195	2.0%	188	2.0%
Turkish	208	1.9%	189	1.9%	173	1.9%
Tamil	206	1.9%	178	1.8%	166	1.8%
Russian	192	1.8%	186	1.9%	162	1.8%
Hungarian	179	1.7%	146	1.5%	120	1.3%
Other than English	167	1.6%	183	1.8%	223	2.4%

EMTAS databook 2017 SCH4

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)
- Ethnic Group and language(s) spoken are defined by parents and/or pupils (if over the age of 11)
- Note there is some subgrouping of languages which may affect the accuracy of the data
- 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 2016, 2015, 2014 and 2013 Spring School Censuses.

Those Language groups with a star (*) have been combined as detailed below:

Tagalog / Filipino includes:

Tagalog / Filipino
Tagalog
Filipino

Romanian includes:

Romanian
Romany / English Romanes
Romanian (Romania)

Chinese includes:

Chinese
Chinese (Mandarin / Putonghua)
Chinese (Cantonese)
Chinese (Any Other)

Panjabi includes:

Panjabi (Pothwari)
Panjabi (Mirpuri)
Panjabi (Gurmukhi)
Panjabi (Any Other)
Panjabi

Bengali includes:

Bengali
Bengali (Sylheti)
Bengali (Any Other)

Arabic includes:

Arabic
Arabic (Morocco)
Arabic (Iraq)
Arabic (Any Other)
Arabic (Algeria)

Portuguese includes:

Portuguese
Portuguese (Any Other)
Portuguese (Brazil)

Appendix 3

EMTAS new arrival data, top 15 languages referred

Hampshire				
	Number of pupils			
Language Description	2016-2017	2015 - 2016	2014 - 2015	2013 - 2014
Polish	108	171	217	171
Romanian	77	80	57	32
Nepali	70	70	144	202
Portuguese	50	28	37	48
Arabic	38	19	10	34
Chinese	20	29	42	38
French	23	22	19	15
Spanish	19	28	56	24
Bulgarian	18	25	12	17
Hungarian	16	21	28	12
Tagalog	16	6	18	24
Urdu	16	20	31	15
Italian	15	30	26	9
Turkish	15	21	30	16
Bengali	15	14	11	11
Gypsy Roma Traveller	70	92	109	57

Source: EMTAS New Arrivals data – top 15 language
Financial year 1 April 2016 – 31 March 2017

Appendix 4

Spring Census 2017

Breakdown of English as an Additional Language (EAL) pupils in Hampshire schools by district 2017, 2016 and 2015 academic years

HIAS District	Spring Census 2017		Spring Census 2016		Spring Census 2015		Percentage change from 2016 to 2017	Percentage change from 2015 to 2016
	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	% of EAL	% of EAL
Basingstoke & Deane	2299	21.5%	2092	21.0%	1925	20.8%	9.9%	8.7%
East Hants	617	5.8%	574	5.8%	568	6.1%	7.5%	1.1%
Eastleigh	1037	9.7%	970	9.7%	910	9.8%	6.9%	6.6%
Fareham	524	4.9%	498	5.0%	403	4.4%	5.2%	23.6%
Gosport	404	3.8%	358	3.6%	354	3.8%	12.8%	1.1%
Hart	776	7.3%	741	7.4%	675	7.3%	4.7%	9.8%
Havant	630	5.9%	588	5.9%	488	5.3%	7.1%	20.5%
New Forest	742	7.0%	761	7.6%	703	7.6%	-2.5%	8.3%
Rushmoor	1804	16.9%	1779	17.8%	1756	19.0%	1.4%	1.3%
Test Valley	970	9.1%	927	9.3%	811	8.8%	4.6%	14.3%
Winchester	872	8.2%	693	6.9%	648	7.0%	25.8%	6.9%
EAL Total	10675	100.0%	9981	100.0%	9241	100.0%	7.0%	8.0%

Source EMTAS Data book Table SCH2 Last updated May 2017

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 2017, 2016 and 2015 Spring School Censuses.

Appendix 5

Spring Census 2017

Table showing an overview of Black and Minority Ethnic (BME) pupils in Hampshire schools by district 2017, 2016 and 2015 academic years

HIAS District	2017		2016		2015		Percentage change from 2016 to 2017	Percentage change from 2015 to 2016
	No. of Pupils	% of All BME	No. of Pupils	% of All BME	No. of Pupils	% of All BME	% BME	% BME
Basingstoke & Deane	4285	19.9%	3914	19.5%	3622	19.5%	9.5%	8.1%
East Hants	1291	6.0%	1196	6.0%	1142	6.1%	7.9%	4.7%
Eastleigh	2197	10.2%	2074	10.4%	1964	10.6%	5.9%	5.6%
Fareham	1300	6.0%	1194	6.0%	1053	5.7%	8.9%	13.4%
Gosport	832	3.9%	742	3.7%	718	3.9%	12.1%	3.3%
Hart	1820	8.4%	1691	8.4%	1583	8.5%	7.6%	6.8%
Havant	1446	6.7%	1329	6.6%	1186	6.4%	8.8%	12.1%
New Forest	1712	7.9%	1644	8.2%	1503	8.1%	4.1%	9.4%
Rushmoor	2878	13.4%	2800	14.0%	2682	14.4%	2.8%	4.4%
Test Valley	1933	9.0%	1762	8.8%	1551	8.3%	9.7%	13.6%
Winchester	1854	8.6%	1688	8.4%	1589	8.5%	9.8%	6.2%
All BME Pupils	21548	100.0%	20034	100.0%	18593	100.0%	7.6%	7.8%

Source EMTAS Data booklet SCH9 Last updated May 2017

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 are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data sourced from the 2017, 2016 and 2016 Spring School Censuses.

Appendix 6

Table 1 showing percentage and number of children in the Early Years achieving a Good Level of Development (GLD) in Hampshire in 2017 with 2016 and 2015 comparison

Ethnicity Description	Hampshire						National		
	2017		2016		2015		2017	2016	2015
	Number of Pupils	% GLD	Number of Pupils	% GLD	Number of Pupils	% GLD	% GLD	% GLD	% GLD
White - British	13345	76.7%	13124	76.2%	12524	73.5%	73%	72%	69%
White - Irish	28	85.7%	19	89.5%	28	96.4%	76%	71%	67%
Gypsy / Roma	35	37.1%	52	44.2%	30	33.3%	31%	26%	24%
Traveller of Irish Heritage	16	56.3%	12	75.0%	11	27.3%	39%	36%	38%
Any Other White Background	637	71.7%	577	65.0%	528	67.2%	64%	62%	57%
White and Black Caribbean	95	70.5%	104	68.3%	67	79.1%	68%	67%	64%
White and Black African	84	77.4%	101	68.3%	68	79.4%	72%	71%	68%
White and Asian	198	81.3%	166	79.5%	177	75.1%	77%	75%	71%
Any Other Mixed Background	255	77.3%	235	75.7%	218	78.9%	73%	71%	69%
Indian	197	79.2%	219	83.1%	169	84.6%	77%	76%	74%
Pakistani	33	57.6%	43	72.1%	41	61.0%	64%	62%	58%
Bangladeshi	34	61.8%	35	71.4%	26	57.7%	67%	65%	60%
Any Other Asian Background	207	69.6%	207	72.5%	183	67.8%	70%	69%	65%
Black - Caribbean	25	80.0%	20	65.0%	21	81.0%	68%	67%	63%
Black - African	129	71.3%	114	69.3%	96	66.7%	70%	69%	66%
Any Other Black Background	48	62.5%	44	68.2%	49	63.3%	68%	67%	64%
Chinese	54	74.1%	58	74.1%	61	62.3%	74%	69%	67%
Any Other Ethnic Group	88	65.9%	56	64.3%	70	64.3%	63%	61%	58%
BME Total	2163	72.7%	2062	71.0%	1843	71.0%	68%	66%	63%
Non BME – Other Total	453	61.4%	645	68.2%	1017	64.9%	55%	62%	61%
Hampshire All	15961	75.7%	15831	75.2%	15384	72.6%	71%	66%	60%

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

* The BME figure is calculated by DaIT from nationally published data

** Data is collected for all pupils aged 5 and over as at the previous 31st August.

Notes:

Children are counted as having achieved a GLD if they have achieved a score of 2 or more in each of the 12 Early Learning Goals (COM01-MAT12)

Does not include pupils who were absent for assessment or who have missing marks

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, Special and Independent schools (including Academies)

Excludes Education Centres and pupils placed out of County

Data is collected for all pupils aged 5 and over as at the previous 31st August.

To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)

Hampshire data from Keyphas Flat Files

National Data sourced from DfE Statistical First Release SFR50/2016 Early years foundation stage profile (EYFSP) results by pupil characteristics: 2016 Table1 (November 2016)

* The national BME figure is calculated by DaIT from published data

Appendix 6

Table 2 showing percentage and number of children in the Early Years achieving a Good Level of Development (GLD) in Hampshire in 2017 with 2016 and 2015 comparison by Gender

Ethnicity Description	Hampshire GLD						National					
	2017		2016		2015		2017		2016		2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
White - British	83.5%	70.1%	82.6%	70.0%	81.1%	66.4%	80%	66%	79%	64%	77%	61%
White - Irish	86.7%	84.6%	100.0%	81.8%	95.0%	100.0%	82%	69%	77%	66%	75%	60%
Gypsy / Roma	41.7%	34.8%	54.5%	26.3%	35.3%	30.8%	37%	25%	32%	20%	29%	19%
Traveller of Irish Heritage	57.1%	55.6%	85.7%	60.0%	50.0%	14.3%	46%	31%	45%	28%	49%	28%
Any Other White Background	77.4%	66.6%	75.1%	57.1%	72.7%	61.3%	71%	57%	69%	54%	65%	50%
White and Black Caribbean	82.9%	61.1%	81.0%	59.7%	85.7%	71.9%	76%	61%	75%	59%	74%	56%
White and Black African	81.8%	72.5%	68.6%	68.0%	77.8%	81.3%	79%	65%	78%	63%	77%	59%
White and Asian	92.1%	72.5%	83.1%	75.9%	87.4%	63.3%	83%	71%	82%	69%	79%	64%
Any Other Mixed Background	85.6%	70.8%	82.9%	69.4%	82.1%	75.9%	80%	67%	78%	64%	77%	61%
Indian	80.0%	78.4%	84.8%	81.7%	88.1%	81.2%	84%	71%	83%	70%	80%	67%
Pakistani	58.8%	56.3%	84.2%	62.5%	81.0%	40.0%	72%	57%	70%	55%	66%	51%
Bangladeshi	73.7%	46.7%	71.4%	71.4%	60.0%	54.5%	75%	60%	73%	58%	69%	52%
Any Other Asian Background	80.2%	60.4%	81.1%	63.4%	79.3%	57.3%	77%	64%	75%	62%	73%	58%
Black - Caribbean	77.8%	81.3%	71.4%	50.0%	100.0%	55.6%	77%	59%	75%	59%	72%	54%
Black - African	83.6%	60.3%	79.3%	58.9%	75.0%	60.7%	78%	63%	77%	62%	74%	58%
Any Other Black Background	78.3%	48.0%	75.0%	60.0%	61.9%	64.3%	75%	61%	75%	59%	72%	55%
Chinese	65.0%	79.4%	86.2%	62.1%	71.9%	51.7%	80%	69%	77%	63%	74%	60%
Any Other Ethnic Group	72.7%	59.1%	76.9%	53.3%	75.8%	54.1%	71%	57%	68%	55%	65%	51%
BME Total	79.7%	66.7%	78.5%	64.1%	77.8%	64.2%	76%	61%	74%	59%	71%	55%
Non BME – Other Total	65.6%	57.8%	75.0%	60.8%	69.8%	60.3%	81%	48%	69%	56%	68%	53%
Hampshire All	82.6%	69.3%	81.7%	68.9%	79.9%	65.7%	79%	64%	77%	62%	74%	59%

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

* The BME figure is calculated by DaIT from nationally published data

** Data is collected for all pupils aged 5 and over as at the previous 31st August.

Notes:

- Children are counted as having achieved a GLD if they have achieved a score of 2 or more in each of the 12 Early Learning Goals (COM01-MAT12)
- Does not include pupils who were absent for assessment or who have missing marks
- 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, Special and Independent schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- Data is collected for all pupils aged 5 and over as at the previous 31st August.
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas Flat Files
- National Data sourced from DfE Statistical First Release SFR50/2016 Early years foundation stage profile (EYFSP) results by pupil characteristics: 2016 Table1 (November 2016)
EMTAS Table FSP R2

Appendix 7 Key Stage 1

Table showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire Hampshire and National Outcomes - Key Stage 1 Reading, Writing, Maths and Reading, Writing and Maths (combined) - BME/Non-BME Pupils - number and % achieving Expected Standard and Greater Depth than Expected Standard*

Last updated November 2017

Hampshire	2017				2016				2015			
	Non BME (White British)	BME	Non BME (Other)	Hampshire All	Non BME (White British)	BME	Non BME (Other)	Hampshire All	Non BME (White British)	BME	Non BME (Other)	Hampshire All
Reading	82.4%	82.4%	74.7%	82.3%	80.4%	80.3%	72.5%	80.2%	93.9%	93.3%	79.9%	93.5%
Writing	73.8%	76.7%	59.1%	73.9%	70.2%	72.9%	61.7%	70.4%	91.3%	90.4%	76.4%	90.9%
Maths	79.2%	80.2%	64.2%	79.1%	76.7%	77.3%	67.1%	76.6%	95.4%	94.9%	82.7%	95.1%

National	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All
	Reading	76%	77%	57%	76%	75%	73%	55%	74%	91%	91%	71%
Writing	68%	70%	50%	68%	66%	65%	47%	66%	88%	88%	68%	88%
Maths	76%	74%	58%	75%	73%	74%	55%	73%	94%	91%	78%	93%

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 and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are masked in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Based upon Teacher Assessment data
- Hampshire data from Keyphas Flat Files
- National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)
- 2016 & 2017 data is not comparable with previous years' data due to the new assessments in 2015-16

* from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above with Level 3 or above being greater than expected

** The National BME figure is calculated by DaIT from published data. There is no national published data for Reading, Writing and Maths combined

Non BME (White British)
BME
Non BME (Other)
All Children

Appendix 7 Key Stage 2

Table showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire
Hampshire and National Outcomes - Key Stage 2 Reading, Writing, Maths and Reading, Writing and Maths (combined) - BME/Non-BME
Pupils - number and % achieving Expected Standard and Higher Standard*

Produced by the Vulnerable Children's Team Last updated December 2017

	2017				2016				2015			
	Exp+		L4+		Exp+		L4+		L4+		L4+	
Hampshire	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All
Reading	76.2%	76.8%	72%	76.2%	71.4%	70.6%	70.5%	71.3%	91.5%	92.0%	85.7%	91.5%
Writing	80.2%	82.6%	80.5%	80.5%	79.7%	81.9%	75.2%	79.9%	89.2%	89.6%	82.5%	89.2%
Maths	76.5%	81.0%	72%	77%	71.1%	75.5%	63.8%	71.5%	89.0%	89.5%	81.6%	89.0%
Reading/Writing/Maths	65.2%	68.7%	59.8%	65.6%	58.6%	62.2%	50.5%	59.0%	83.1%	84.0%	75.3%	83.1%

National	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All
Reading	73%	68%	60%	72%	68%	62%	36%	66%	90%	86%	75%	89%
Writing	77%	76%	62%	76%	74%	74%	40%	74%	88%	85%	72%	87%
Maths	75%	76%	63%	75%	69%	71%	41%	70%	87%	87%	74%	87%
Reading/Writing/Maths	62%	60%	50%	61%	72%	74%	41%	72%	80%	81%	68%	80%

Non BME (White British)
BME
Non BME (Other)
All Children

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 and Special schools (including Academies)

Excludes Education Centres and pupils placed out of County

To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)

Hampshire data from Keyphas flat files

National Data sourced from DfE Statistical First Release SFR69/2017 National curriculum assessments at key stage 2, 2017 Table N8a (revised)(December 2017)

2016 Data: Figures are not comparable with previous years' data due to the new assessments in 2015-16

* 2015 expected standard was Level 4 or above with Level 5 or above being greater than expected. 2016 onwards Expected (Exp+) is a scaled score of 100 or higher in tested subject or Higher than Expected (HIGH) is a scaled score at or above the higher threshold in tested subjects (defined as "Greater Depth" in Writing TA)

** The National BME figure is calculated by DaIT from published data

Hampshire and National Outcomes - KS4 - BME/Non-BME Pupils - % achieving Key Stage 4 benchmarks Summary by Academic Year

Produced by the Vulnerable Children's Team Last updated January 2018

	2017				2016				2015			
	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All
Hampshire												
Number of Pupils	11371	1245	124	12740	11758	1235	108	13101	12433	1209	209	13851
Attainment 8	46.65	50.73	44.58	46.99	50.87	53.59	47.91	51.10				
Progress 8	-0.17	0.22	-0.41	-0.14	-0.06	0.26	-0.25	-0.03				
% Achieved EBacc	24.1%	32.7%	35.8%	24.9%	25.1%	34.6%	20.4%	25.9%	25.0%	33.3%	14.4%	25.6%
% A*-C English & Maths	67.8%	72.6%	65.3%	68.3%	66.4%	69.7%	59.3%	66.7%	62.3%	62.8%	45.9%	62.1%
% A*-C English	73.7%	77.9%	73.4%	74.1%	77.2%	79.8%	75.0%	77.4%	70.2%	70.1%	65.1%	70.1%
% A*-C Maths	73.5%	77.0%	74.4%	73.8%	72.0%	75.6%	65.7%	72.3%	71.5%	73.0%	56.0%	71.4%
% 5+ A*-C Inc GCSE English & Maths									59.8%	61.8%	43.5%	59.7%

	2017				2016				2015			
	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All	Non BME (White British)	BME *	Non BME (Other)	National All
National												
Attainment 8	45.90	47.30	39.90	46.30	49.70	50.50	44.00	49.90	48.20	n/a	46.30	48.40
Progress 8	-0.14	0.01	-0.41	-0.03	-0.11	0.24	-0.32	-0.03	-0.11	n/a	-0.16	-0.03
% Achieved EBacc	22.1%	28.3%	18.8%	23.7%	23.4%	28.4%	20.7%	24.7%	23.4%	27.2%	22.3%	24.3%
% A*-C English & Maths	63.9%	64.3%	52.6%	63.9%	63.1%	62.8%	52.5%	63.0%	65.9%	67.5%	60.7%	66.2%
% 5+ A*-C Inc GCSE English & Maths	np	np	np	np	57.7%	56.3%	47.1%	57.4%	57.1%	57.0%	52.2%	57.1%

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 and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files.
- National Data sourced from DfE Statistical First Releases (England, state-funded schools including academies and CTCs)

* The BME figure is calculated by DaIT from nationally published data

Appendix 8

**Table 1 showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS1 Reading
Percentage of pupils working at Expected Standard or above and working at Greater Depth than Expected Standard in 2017 and 2016
Percentage of pupils achieving Level 2 and above and Level 3 and above by Ethnic Group in 2015**

EMTAS Table KS1 R1 Last updated November 2017

Ethnicity Description	Hampshire									National		
	2017			2016			2015			2017	2016	2015
	Number of Pupils	% Exp+	% GDS	Number of Pupils	% Exp+	% GDS	Number of Pupils	% L2+	% L3+	% Exp+	% L2+	% L2+
White - British	12977	82.4%	33.5%	12706	80.4%	29.1%	12903	93.9%	42.1%	76%	91%	91%
White - Irish	26	88.5%	38.5%	18	77.8%	38.9%	20	90.0%	70.0%	77%	91%	91%
Gypsy / Roma	49	44.9%	4.1%	49	53.1%	4.1%	40	67.5%	15.0%	27%	48%	45%
Traveller of Irish Heritage	13	23.1%	7.7%	9	33.3%	0.0%	7	57.1%	0.0%	33%	57%	51%
Any Other White Background	623	79.5%	30.2%	520	80.0%	22.7%	464	92.0%	35.8%	70%	85%	83%
White and Black Caribbean	89	78.7%	31.5%	92	79.3%	27.2%	96	91.7%	36.5%	73%	90%	89%
White and Black African	75	90.7%	45.3%	82	78.0%	25.6%	84	97.6%	42.9%	77%	91%	90%
White and Asian	195	90.3%	47.2%	184	85.3%	32.1%	156	94.2%	44.9%	81%	93%	92%
Any Other Mixed Background	243	89.3%	39.1%	183	80.9%	31.1%	198	94.9%	46.5%	79%	91%	91%
Indian	186	88.2%	46.8%	171	89.5%	36.8%	182	96.7%	54.9%	83%	95%	94%
Pakistani	44	86.4%	38.6%	41	68.3%	29.3%	37	94.6%	40.5%	72%	89%	88%
Bangladeshi	30	73.3%	20.0%	28	75.0%	21.4%	29	93.1%	17.2%	75%	90%	90%
Any Other Asian Background	200	83.5%	35.0%	232	79.7%	31.5%	218	95.4%	37.2%	78%	92%	92%
Black - Caribbean	29	86.2%	48.3%	22	81.8%	27.3%	12	91.7%	33.3%	74%	90%	89%
Black - African	114	80.7%	36.8%	113	85.8%	30.1%	120	97.5%	44.2%	78%	92%	91%
Any Other Black Background	54	81.5%	22.2%	49	79.6%	22.4%	34	79.4%	35.3%	74%	89%	89%
Chinese	60	81.7%	53.3%	47	80.9%	42.6%	48	93.8%	41.7%	84%	92%	92%
Any Other Ethnic Group	86	80.2%	25.6%	77	76.6%	26.0%	79	93.7%	41.8%	68%	87%	85%
BME Total	2116	82.4%	35.5%	1917	80.3%	27.9%	1824	93.3%	40.7%	77%	91%	88%
Non BME – Other Total	257	74.7%	21.8%	316	72.5%	22.8%	284	79.9%	28.2%	57%	71%	71%
Hampshire All	15350	82.3%	33.6%	14939	80.2%	28.8%	15011	93.5%	41.7%	76%	90%	90%

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

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 and Special schools (including Academies)
- Education Centres and pupils placed out of County

Appendix 8

To maintain confidentiality, values of 5 or less are masked in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)

Based upon Teacher Assessment data

Hampshire data from Keynote Flat Files

National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)

Table 2 showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS1 Writing

Percentage of pupils working at Expected Standard or above and working at Greater Depth than Expected Standard in 2017 and 2016

Percentage of pupils achieving Level 2 and above and level 3 and above by Ethnic Group in 2015

EMTAS Table KS1 R3 Last updated November 2017

* from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above with Level 3 or above being greater than expected

** The National BME figure is calculated by DaIT from published data

Ethnicity Description	Hampshire									National		
	2017			2016			2015			2017	2016	2015
	Number of Pupils	% EXP	% GDS	Number of Pupils	% EXP	% GDS	Number of Pupils	% L2+	% L3+	% Exp+	% L2+	% L2+
White - British	12977	73.8%	19.7%	12706	70.2%	14.2%	12903	91.3%	18.5%	68%	66%	88%
White - Irish	26	80.8%	15.4%	18	77.8%	22.2%	20	85.0%	35.0%	68%	68%	87%
Gypsy / Roma	49	34.7%	0.0%	49	30.6%	2.0%	40	72.5%	2.5%	22%	20%	44%
Traveller of Irish Heritage	13	23.1%	0.0%	9	33.3%	11.1%	7	42.9%	0.0%	26%	25%	51%
Any Other White Background	623	74.5%	21.0%	520	72.9%	14.0%	464	90.5%	16.2%	64%	61%	82%
White and Black Caribbean	89	69.7%	16.9%	92	73.9%	12.0%	96	88.5%	18.8%	64%	61%	86%
White and Black African	75	86.7%	26.7%	82	65.9%	9.8%	84	94.0%	21.4%	71%	69%	88%
White and Asian	195	84.1%	30.3%	184	80.4%	22.3%	156	92.3%	26.3%	75%	73%	91%
Any Other Mixed Background	243	79.8%	24.3%	183	66.7%	16.4%	198	91.4%	27.3%	71%	69%	88%
Indian	186	87.1%	33.3%	171	83.6%	24.0%	182	93.4%	29.1%	79%	77%	93%
Pakistani	44	72.7%	34.1%	41	68.3%	14.6%	37	86.5%	10.8%	66%	63%	86%
Bangladeshi	30	73.3%	13.3%	28	57.1%	10.7%	29	89.7%	13.8%	70%	69%	88%
Any Other Asian Background	200	79.5%	26.0%	232	76.3%	17.2%	218	92.2%	20.2%	74%	72%	89%
Black - Caribbean	29	82.8%	20.7%	22	77.3%	13.6%	12	91.7%	16.7%	66%	64%	86%
Black - African	114	76.3%	23.7%	113	76.1%	15.0%	120	91.7%	24.2%	72%	71%	89%
Any Other Black Background	54	74.1%	16.7%	49	65.3%	14.3%	34	79.4%	14.7%	68%	66%	87%
Chinese	60	78.3%	38.3%	47	80.9%	34.0%	48	87.5%	35.4%	82%	77%	91%
Any Other Ethnic Group	86	70.9%	18.6%	77	75.3%	15.6%	79	91.1%	17.7%	64%	61%	84%
BME Total	2116	76.7%	23.7%	1917	72.9%	16.4%	1824	90.4%	21.2%	70%	65%	88%
Non BME – Other Total	257	59.1%	13.6%	316	61.7%	8.5%	284	76.4%	12.3%	50%	47%	68%

Hampshire All	15350	73.9%	20.2%	14939	70.4%	14.4%	15011	90.9%	18.7%	68%	66%	88%
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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 and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are masked in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Percentage of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS1 Maths

Percentage of pupils working at Expected Standard or Above and working at Greater Depth than Expected Standard in 2017 and 2016

Percentage of pupils achieving Level 2 and above and Level 3 and above by Ethnic Group in 2015

* National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)
 2016 & 2017 data is not comparable with previous years' data due to the new assessments in 2015-16
 * from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above
 ** The National BME figure is calculated by DaIT from published data

Ethnicity Description	2017			2016			2015			National		
	Number of Pupils	% EXP	% GDS	Number of Pupils	% EXP	% Exp+	% L2+	% L2+	% L3+	% Exp+	% L2+	% L2+
White - British	12977	79.2%	24.4%	12706	76.7%	73%	94%	95.4%	31.1%	76%	94%	93%
White - Irish	26	80.8%	15.4%	18	72.2%	75%	94%	90.0%	50.0%	75%	94%	93%
Gypsy / Roma	49	36.7%	0.0%	49	49.0%	29%	59%	85.0%	5.0%	30%	59%	58%
Traveller of Irish Heritage	13	23.1%	0.0%	9	44.4%	33%	67%	57.1%	0.0%	35%	67%	64%
Any Other White Background	623	80.3%	27.0%	520	80.2%	71%	91%	96.6%	28.4%	75%	91%	89%
White and Black Caribbean	89	74.2%	18.0%	92	78.3%	67%	92%	90.6%	25.0%	70%	92%	91%
White and Black African	75	86.7%	24.0%	82	68.3%	74%	93%	100.0%	33.3%	75%	93%	92%
White and Asian	195	87.7%	35.9%	184	83.2%	79%	95%	96.2%	38.5%	80%	95%	94%
Any Other Mixed Background	243	83.1%	30.0%	183	73.2%	75%	93%	96.0%	35.9%	77%	93%	93%
Indian	186	86.0%	44.1%	171	87.1%	82%	96%	93.4%	43.4%	85%	96%	95%
Pakistani	44	86.4%	31.8%	41	68.3%	69%	90%	97.3%	18.9%	72%	90%	89%
Bangladeshi	30	73.3%	23.3%	28	67.9%	73%	92%	93.1%	17.2%	76%	92%	91%
Any Other Asian Background	200	83.5%	29.0%	232	79.3%	78%	93%	95.4%	28.9%	79%	93%	93%
Black - Caribbean	29	75.9%	34.5%	22	68.2%	66%	91%	83.3%	16.7%	68%	91%	90%
Black - African	114	77.2%	25.4%	113	76.1%	74%	92%	96.7%	25.8%	75%	92%	91%
Any Other Black Background	54	70.4%	13.0%	49	61.2%	68%	91%	88.2%	23.5%	70%	91%	89%
Chinese	60	86.7%	55.0%	47	87.2%	88%	96%	93.8%	37.5%	91%	96%	96%
Any Other Ethnic Group	86	75.6%	24.4%	77	74.0%	70%	90%	93.7%	35.4%	72%	90%	89%
BME Total	2116	80.2%	28.8%	1917	77.3%	74%	91%	94.9%	31.1%	74%	91%	89%
Non BME – Other Total	257	64.2%	15.6%	316	67.1%	55%	78%	82.7%	19.7%	58%	78%	77%
Hampshire All	15350	79.1%	24.8%	14939	76.6%	73%	93%	95.1%	30.9%	75%	93%	92%

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

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 and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are masked in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Based upon Teacher Assessment data
- Hampshire data from Keypas Flat Files
- National Data sourced from DfE Statistical First Release SFR49-2017 Phonics screening check and key stage 1 assessments: England 2017 (October 2017)
- 2016 & 2017 data is not comparable with previous years' data due to the new assessments in 2015-16
- * from 2016 the measure is Expected (EXP) or Greater Depth than Expected Standard (GDS) 2015 expected standard was Level 2 or above with Level 3 or above being greater than expected
- ** The National BME figure is calculated by DaIT from published data

Appendix 9

Table 1 showing a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire in KS2 for Reading, Writing and Maths combined.

Percentage of pupils working at Expected Standard and above and pupils working at Higher than Expected Standard by Ethnic Group in 2017 and 2016 and percentage of pupils achieving Level 4 and above and Level 5 and above by Ethnic Group in 2015

EMTAS table KS2 R9 Last updated December 2017	Hampshire									National		
	2017			2016			2015			2017	2016	2015
Ethnicity Description	Number of Pupils	% Exp+	% High	Number of Pupils	% Exp+	% Exp+	% L4+	% L4+	% L5+	% Exp+	% L4+	% L4+
White - British	12258	65.2%	10.8%	12329	58.6%	54%	81%	83.1%	26.5%	62%	81%	79%
White - Irish	13	61.5%	23.1%	18	83.3%	62%	84%	100.0%	45.5%	69%	84%	83%
Gypsy / Roma	50	20.0%	0.0%	35	17.1%	13%	30%	48.6%	8.6%	16%	30%	29%
Traveller of Irish Heritage	7	14.3%	0.0%	6	16.7%	19%	44%	20.0%	0.0%	20%	44%	38%
Any Other White Background	424	66.7%	12.5%	429	64.3%	48%	73%	82.8%	31.6%	56%	73%	71%
White and Black Caribbean	94	57.4%	5.3%	82	53.7%	48%	77%	78.3%	18.8%	55%	77%	75%
White and Black African	73	58.9%	12.3%	49	65.3%	54%	81%	76.6%	23.4%	62%	81%	80%
White and Asian	143	72.0%	15.4%	153	64.1%	63%	85%	93.2%	38.6%	70%	85%	83%
Any Other Mixed Background	203	73.9%	15.8%	197	58.4%	57%	82%	85.1%	28.6%	64%	82%	81%
Indian	143	79.0%	24.5%	120	73.3%	65%	87%	90.1%	47.3%	71%	87%	86%
Pakistani	36	80.6%	2.8%	31	61.3%	47%	77%	82.9%	22.9%	56%	77%	75%
Bangladeshi	29	62.1%	10.3%	42	54.8%	56%	83%	82.9%	19.5%	65%	83%	81%
Any Other Asian Background	211	78.2%	16.6%	200	65.5%	61%	84%	90.8%	34.1%	68%	84%	83%
Black - Caribbean	16	81.3%	12.5%	24	58.3%	43%	75%	70.8%	20.8%	54%	75%	73%
Black - African	101	74.3%	12.9%	86	62.8%	54%	81%	84.1%	31.7%	62%	81%	78%
Any Other Black Background	50	56.0%	4.0%	42	59.5%	48%	76%	78.9%	5.3%	57%	76%	74%
Chinese	39	82.1%	38.5%	43	67.4%	71%	88%	90.2%	36.6%	77%	88%	73%
Any Other Ethnic Group	66	63.6%	7.6%	52	59.6%	50%	76%	80.0%	20.0%	57%	76%	73%
BME Total *	1698	68.7%	13.8%	1609	62.2%	53%	78%	84.0%	29.9%	60%		
Non BME – Other Total	82	59.8%	9.8%	105	50.5%	8.6%	97	75.3%	20.6%	50%	25%	65%
Hampshire All	14038	65.6%	11.2%	14043	59.0%	7.4%	13584	83.1%	26.8%	61%	53%	80%

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 and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files
- National Data sourced from DfE Statistical First Release SFR69/2017 National curriculum assessments at key stage 2, 2017 Table N8a (revised)(December 2017)
- 2016 Data: Figures are not comparable with previous years' data due to the new assessments in 2015-16
- * 2015 expected standard was Level 4 or above with Level 5 or above being greater than expected . 2016 onwards Expected (Exp+) is scaled score of 100 or higher in tested subject or Higher than Expected (HIGH) is a scaled score at or above the higher threshold in tested subjects (defined as "Greater Depth" in Writing TA)

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Appendix 9 Key Stage 2 - Reading, Writing and Maths (combined) by gender
Table 2 Summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire
Percentage of pupils working at Expected Standard and above and pupils working at Higher than Expected Standard by Ethnic Group
in 2017 and 2016. Percentage of pupils achieving Level 4 and above and Level 5 and above by Ethnic Group in 2015

Ethnicity Description	Hampshire																	
	2017						2016						2015					
	Female			Male			Female			Male			Female			Male		
	Number of Pupils	% Exp+	% High	Number of Pupils	% Exp+	% High	No. of Pupils	% L4+	% L5+	No. of Pupils	% L4+	% L5+	No. of Pupils	% L4+	% L5+	No. of Pupils	% L4+	% L5+
White - British	5997	69.6%	12.3%	6261	61.0%	9.4%	5985	61.8%	8.1%	6344	55.5%	6.1%	5788	86.0%	29.5%	6295	80.4%	23.7%
White - Irish	9	66.7%	22.2%	<6	50.0%	25.0%	8	87.5%	25.0%	10	80.0%	0.0%	7	100.0%	42.9%	<6	100.0%	50.0%
Gypsy / Roma	25	12.0%	0.0%	25	28.0%	0.0%	22	18.2%	4.5%	13	15.4%	0.0%	15	40.0%	0.0%	20	55.0%	15.0%
Traveller of Irish Heritage	6	16.7%	0.0%	<6	0.0%	0.0%	<6	0.0%	0.0%	<6	25.0%	0.0%	<6	0.0%	0.0%	<6	33.3%	0.0%
Any Other White Background	188	68.1%	14.9%	236	65.7%	10.6%	218	68.8%	12.8%	211	59.7%	10.0%	170	84.7%	35.3%	184	81.0%	28.3%
White and Black Caribbean	41	58.5%	4.9%	53	56.6%	5.7%	42	66.7%	2.4%	40	40.0%	2.5%	43	76.7%	14.0%	26	80.8%	26.9%
White and Black African	29	69.0%	13.8%	44	52.3%	11.4%	16	81.3%	12.5%	33	57.6%	3.0%	33	87.9%	30.3%	31	64.5%	16.1%
White and Asian	70	74.3%	21.4%	73	69.9%	9.6%	73	68.5%	11.0%	80	60.0%	12.5%	63	95.2%	44.4%	69	91.3%	33.3%
Any Other Mixed Background	104	76.9%	15.4%	99	70.7%	16.2%	97	55.7%	8.2%	100	61.0%	7.0%	74	87.8%	17.6%	87	82.8%	37.9%
Indian	71	83.1%	32.4%	72	75.0%	16.7%	65	75.4%	16.9%	55	70.9%	10.9%	47	91.5%	53.2%	44	88.6%	40.9%
Pakistani	17	70.6%	0.0%	19	89.5%	5.3%	17	52.9%	5.9%	14	71.4%	14.3%	22	90.9%	31.8%	13	69.2%	7.7%
Bangladeshi	19	57.9%	10.5%	10	70.0%	10.0%	22	40.9%	0.0%	20	70.0%	0.0%	20	90.0%	15.0%	21	76.2%	23.8%
Any Other Asian Background	109	74.3%	22.0%	102	82.4%	10.8%	107	73.8%	13.1%	93	55.9%	12.9%	102	94.1%	36.3%	83	86.7%	31.3%
Black - Caribbean	9	66.7%	11.1%	7	100.0%	14.3%	12	75.0%	8.3%	12	41.7%	0.0%	6	66.7%	16.7%	18	72.2%	22.2%
Black - African	53	79.2%	9.4%	48	68.8%	16.7%	49	67.3%	10.2%	37	56.8%	8.1%	30	83.3%	43.3%	33	84.8%	21.2%
Any Other Black Background	22	59.1%	4.5%	28	53.6%	3.6%	11	72.7%	0.0%	31	54.8%	3.2%	25	88.0%	4.0%	13	61.5%	7.7%
Chinese	19	84.2%	42.1%	20	80.0%	35.0%	19	63.2%	15.8%	24	70.8%	25.0%	23	91.3%	43.5%	18	88.9%	27.8%
Any Other Ethnic Group	29	89.7%	10.3%	37	43.2%	5.4%	26	61.5%	0.0%	26	57.7%	7.7%	19	78.9%	21.1%	36	80.6%	19.4%
BME Total	820	70.7%	16.3%	878	66.9%	11.5%	806	65.8%	10.5%	803	58.7%	9.0%	701	86.7%	31.5%	703	81.2%	28.3%
Non BME – Other Total	37	59.5%	16.2%	45	60.0%	4.4%	45	48.9%	8.9%	60	51.7%	8.3%	47	80.9%	21.3%	50	70.0%	20.0%
Hampshire All	6854	69.6%	12.8%	7184	61.7%	9.6%	6836	62.2%	8.4%	7207	55.9%	6.4%	6536	86.0%	29.6%	7048	80.4%	24.2%

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 and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files
- National Data sourced from DfE Statistical First Release SFR69/2017 National curriculum assessments at key stage 2, 2017 Table N8a (revised)(December 2017)
- EMTAS TableKS2 R10

* The National BME figure is calculated by DaIT from published data

Appendix 10

Hampshire and National Outcomes - KS4 - BME/Non-BME Pupils - % achieving Key Stage 4 benchmarks

Ethnicity Description	Hampshire													
	2017					2016					2015			
	Number of Pupils	Progress 8	Attainment 8	% Achieving Ebacc	% Grade 9-4 (A*-C) English & Maths	Number of Pupils	Progress 8	Attainment 8	% Achieving Ebacc	% Grade 9-4 (A*-C) English & Maths	Number of Pupils	% Achieving Ebacc	% Grade 9-4 (A*-C) English & Maths	% 5+ A*-C Inc GCSE E&M
White - British	11371	-0.17	46.65	24.1%	67.8%	11758	-0.06	50.87	25.1%	66.4%	12433	25.0%	62.3%	59.8%
White - Irish	21	0.02	55.44	57.1%	85.7%	24	0.31	64.13	79.2%	91.7%	20	45.0%	80.0%	75.0%
Gypsy / Roma	10	-0.99	27.68	10.0%	20.0%	14	-1.19	34.46	7.1%	21.4%	24	0.0%	12.5%	12.5%
Traveller of Irish Heritage	2	-1.55	37.00	0.0%	50.0%	1	-2.13	0.00	0.0%	0.0%	<6	0.0%	0.0%	0.0%
Any Other White Background	345	0.28	52.73	32.8%	73.9%	313	0.41	55.50	41.5%	72.5%	296	35.5%	65.5%	64.9%
White and Black Caribbean	80	-0.59	39.73	13.8%	61.3%	83	-0.48	44.23	13.3%	51.8%	76	19.7%	55.3%	54.0%
White and Black African	41	0.02	48.78	26.8%	73.2%	29	-0.38	43.40	27.6%	48.3%	35	22.9%	57.1%	57.1%
White and Asian	109	0.02	50.91	34.9%	74.3%	100	0.21	58.92	43.0%	82.0%	102	40.2%	75.5%	75.5%
Any Other Mixed Background	133	0.09	51.20	32.3%	72.2%	138	0.01	52.24	31.2%	67.4%	133	37.6%	63.9%	62.4%
Indian	93	0.60	60.90	55.9%	89.2%	96	0.69	62.15	54.2%	85.4%	76	50.0%	82.9%	82.9%
Pakistani	31	0.92	55.97	54.8%	80.6%	24	0.46	52.60	29.2%	66.7%	28	35.7%	67.9%	67.9%
Bangladeshi	26	0.14	48.29	30.8%	69.2%	31	0.66	53.92	35.5%	77.4%	40	25.0%	70.0%	67.5%
Any Other Asian Background	182	0.46	50.55	26.9%	69.8%	182	0.45	51.53	26.9%	69.8%	195	26.2%	52.3%	50.8%
Black - Caribbean	12	-0.16	40.09	8.3%	41.7%	23	0.05	49.87	21.7%	47.8%	14	35.7%	64.3%	64.3%
Black - African	61	0.20	47.16	26.2%	60.7%	66	0.44	49.11	15.2%	59.1%	64	32.8%	56.3%	54.7%
Any Other Black Background	16	0.06	41.38	25.0%	56.3%	26	0.06	44.13	19.2%	42.3%	24	12.5%	25.0%	25.0%
Chinese	36	0.80	55.85	55.6%	91.7%	35	0.64	63.46	54.3%	88.6%	36	61.1%	80.6%	80.6%
Any Other Ethnic Group	47	0.59	49.34	23.4%	74.5%	50	0.28	54.51	28.0%	72.0%	44	31.8%	68.2%	65.9%
BME Total	1245	0.22	50.73	32.7%	72.6%	1235	0.26	53.59	34.6%	69.7%	1209	33.3%	62.8%	61.8%
Non BME – Other Total	124	-0.41	44.58	25.8%	65.3%	108	-0.25	47.91	20.4%	59.3%	209	14.4%	45.9%	43.5%
Hampshire All	12740	-0.14	46.99	24.9%	68.3%	13101	-0.03	51.10	25.9%	66.7%	13851	25.6%	62.1%	59.7%

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 and Special schools (including Academies)
- Excludes Education Centres and pupils placed out of County
- To maintain confidentiality, values of 5 or less are represented as <6 in accordance with DfE Statistical Policy Statement on Confidentiality (April 2013)
- Hampshire data from Keyphas flat files
- National Data sourced from DfE Statistical First Releases (England, state-funded schools including academies and CTCs)
- The National BME figure is calculated by DaIT from published data
- EMTAS Table KS4 R1

Hampshire Non BME (WBRI)
Hampshire BME
Hampshire Non BME (Other)
All Children

Appendix 11

EMTAS Service Priorities 2017-18

Priority no.	Priority description	Which corporate and departmental priorities does this link to? (e.g. CYPP1 - see priorities list below)
1	<p>Support schools to further, improve educational outcomes of children and young people from underachieving BME and Traveller groups at EYFS, KS1, KS2, KS3, KS4 (See additional Appendix Material for detail on groups for whom targets are set)</p> <p><i>(National Indicators 107a (WROM and WIRT), 107c (BCRB), 107d (MWBC), 107e (BAFR and MWBA), 107f (BOTH), 107n (AOTH). Key Stage 2)</i></p> <p><i>(National Indicators 108a (WROM and WIRT), 108c (BCRB), 108d (MWBC), 108e (BAFR and MWBA), 108n (AOTH) Key Stage 4)</i></p> <p>Underachieving groups for whom targets are not set are included in this plan</p>	<p>HCC1-3</p> <p>SH 1-4</p> <p>CYPP 1,2, 3</p>
2	<p>Support schools to secure and promote the health and wellbeing of children and young people from BME and Traveller groups</p>	<p>HCC1-3</p> <p>SH 1,3,4</p> <p>CYPP 2,3,4,5</p>
3	<p>Increase involvement and engagement of parents and carers from BME and Traveller groups in their child's education</p>	<p>HCC1-3</p> <p>SH 1-4</p> <p>CYPP 1,2,3,4</p>
4	<p>Secure funding and sustain a high quality, responsive and professional EMTAS service for Hampshire schools in line with our SLA</p>	<p>HCC1-3</p> <p>SH 1-4</p> <p>CYPP 1-5</p>

CORPORATE OR LEGAL INFORMATION:**Links to the Strategic Plan**

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

Other Significant Links

Links to previous Member decisions:	
<u>Title</u>	<u>Date</u>
Direct links to specific legislation or Government Directives	
<u>Title</u>	<u>Date</u>

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equality Duty

- a) 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 under the Act;
 - Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;
 - Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

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

b) Equalities Impact Assessment:

This report is likely to impact positively on children and young people from ethnic minority and Traveller groups by raising awareness of current issues affecting their educational outcomes. The report also highlights the expertise and contribution of staff from Black, Minority Ethnic and Traveller groups in engaging with children, parents, carers and communities in order to secure good educational outcomes.

2. Impact on Crime and Disorder:

- a) Securing good educational outcomes has a positive impact on the life chances and opportunities of children and young people, therefore reducing the likelihood of entry into the Criminal Justice System.

3. Climate Change:

- a) How does what is being proposed impact on our carbon footprint / energy consumption?
- b) How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

Hampshire EMTAS focusses on interventions such as the Young interpreter Scheme which are replicable in different contexts and contain all resources schools need to deliver the programme independently. This reduces the need for staff travel to support implementation.

This provides a model for other interventions which can be delivered remotely, using technology where possible to compliment face to face interventions.