



Hampshire
Services

EMTAS

A study into the use of the T code by two groups of schools in Hampshire focusing on the accuracy of its use, the notice given by parents to schools about their travelling plans and if schools are setting distance learning work appropriately

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1. Abstract

- 1.1 The T code is a code used by schools to register the absence of pupils from a Gypsy, Roma or Traveller (GRT) family when they are travelling as a family group for occupational purposes and are not able to attend a school for that period of time.
- 1.2 Hampshire EMTAS regularly receives enquiries from schools about the T code and when or how it should be used. From the nature of these enquiries it has become clear that many schools do not use the T code correctly.
- 1.3 As a result of these enquires, it was decided to conduct a year long study (September 2015 - July 2016) to investigate the use of the T code within two groups of schools, one in the north of Hampshire and one in the south, with a total of seventeen schools taking part.
- 1.4 Attendance data from each selected school were scrutinised fortnightly and the schools were asked to explain any T code usage. Schools were also asked if they offered any distance learning and if any notice was provided by the parents prior to absence.
- 1.5 At the end of the academic year the results were collated and analysed. Key findings from the data indicated that the T code was used inaccurately 25.7% of the time in the north and 50.15% in the south. This suggests that many schools are not clear on when the T code should be used and would benefit from further training and advice.
- 1.6 Although not the main focus of this piece of research, it was also noted that the average attendance of ascribed pupils in the north was 86.8%, 81.8% for pupils in the south. These figures are much higher than might have been expected for pupils from GRT backgrounds as other reports show that nationally these pupils have the lowest attendance levels of any ethnic group at an average of only 71.3% (DfE, 2012; 2016).
- 1.7 This finding corresponds with that of the DfE (2012) which identifies the reasons for the underachievement of GRT pupils as complex and possibly due to a combination of factors including 'financial deprivation, low levels of parental literacy/ aspiration for their children's academic achievement, poor attendance and bullying'.
- 1.8 Finally, recommendations for changes that could usefully be made to improve the accuracy and appropriateness of the use of the T code, the amount of notice given by schools by GRT parents and the subsequent provision of distance learning work within Hampshire schools have been made.

2. What is the T code?

- 2.1 There is a statutory national system which schools must use to record pupil absence. This comprises a number of single letter codes which are used in registers. The use of these codes enables schools to record and monitor attendance and absence in a consistent way which complies with the regulations. The T code is one of these codes. It is a code used to register the absence of pupils from a Gypsy, Roma or Traveller (GRT) family when they are absent due to the family travelling for occupational purposes and are not able to attend a school for that period of time (DfE, 2016).

3. Definition of GRT families

- 3.1 For the purpose of this study, the definition of Gypsy, Roma and Traveller (GRT) families is as follows:
- I. Gypsies including, Welsh Gypsies, Scottish Gypsies/Travellers;
 - II. Irish Travellers;
 - III. Roma from Eastern and Central Europe;
 - IV. Showmen (Fairground people);
 - V. Circus people;
 - VI. Boat Travellers/Bargees;
 - VII. New Travellers
- 3.2 In addition from being from one of the above groups, the parent/carer must also be 'engaged in a trade or business of such a nature that requires them to travel from place to place' in order for the T code to be used (EMTAS - Hampshire County Council, 2016).

4 What the law says about attendance and children from Gypsy, Roma and Traveller communities

- 4.1 The Education Act (1996) requires parents to make sure their children receive full-time education suitable to their needs and whilst there is no law around attendance at school or alternative educational establishment as it is also recognised that some children are home educated, local councils and schools can use various legal powers if a child is missing school without a good reason. However, under this legislation, travelling Gypsy, Roma and Traveller families are protected from prosecution for their children's non-attendance provided it can be 'proved that the child has no fixed abode and:
- a. that he is engaged in a trade or business of such a nature as to require him to travel from place to place;
 - b. that the child has attended at a school as a registered pupil as regularly as the nature of that trade or business permits and
 - c. if the child has attained the age of six, that he has made at least 200 attendances during the period of 12 months ending with the date on which the proceedings were instituted.'

(Chapter 56 Part VI: Chapter II Section 444 6)

- 4.2 The Education (pupil registration) (England) Regulations 2006 as amended (2013) clarifies the phrase 'no fixed abode' to make it clear that this refers to a child who has a parent who is engaged in a trade or business that requires him/her to travel from place to place. The law makes no reference to a physical dwelling. So a Gypsy, Roma or Traveller family that lives in a house but travels in the course of their trade or business can have their children's absence from school recorded with the T code.

5 Good practice in relation to recording attendance for children from GRT communities

- 5.1 The DfE (2016) states that the code T should be used in the attendance registers when pupils from GRT backgrounds are not in school as a result of the family travelling for occupational purposes and the family has agreed this with the school. It emphasises that the T code should not be used for any other types of absence by children from GRT families. It also recommends that where possible it is expected that children from GRT families should attend school elsewhere and be dual registered both at that school and their main school. In these circumstances, the D code should be used in the register of the child's main school when they are absent due to attendance at another school at which they are also registered.
- 5.2 The DfE (2016) makes it clear that children from GRT communities whose families do not travel are expected to register at a school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly once registered at a school. Therefore the T code should not be used for children from GRT backgrounds whose families do not travel for occupational purposes.

6 Concerns about the attainment of children from Gypsy, Roma and Traveller communities

- 6.1 Concerns around the educational outcomes of children from GRT communities have been expressed for over four decades. The Central Advisory Council for Education (1967) identified Gypsies as suffering a cycle of educational disadvantage that would require committed teams of professionals to successfully arrest. However, two decades later, a profound failure to address the educational needs of this group was noted (DES, 1985). It was not until 2003 that the government made the decision to include categories for Gypsy/Roma and Travellers of Irish Heritage on school admission forms (DES, 2003) which enabled more rigorous analysis of the attainment of this group to take place. As noted by Foster and Cemlyn, 2012 and utilising this data the DCSF (2009) were able to confirm that pupils who were identified as belonging to these groups had very low attainment levels throughout key stage assessments, a much higher likelihood of having Special Educational Needs, higher than

average permanent exclusion rates and were less likely to remain in education until key stage 4 than pupils from other backgrounds.

7 The possible link between poor attendance and low levels of attainment for children from Gypsy, Roma and Traveller communities

- 7.1 In 2015 the government published a report (DfE, 2015) on the relationship between attendance and attainment which concluded that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of key stages 2 and 4. As it is known that pupils from GRT families generally have significantly higher levels of absence from school than pupils from other ethnic groups (DfE, 2010) and the lowest levels of attainment (DfE, 2010), it is reasonable to assume that there could be a causal link between their rates of attendance and their attainment. However, the DfE does recognise that attendance is not the only factor that is important in relation to attainment and that the underlying reasons why some children underachieve are complex (DfE, 2015).
- 7.2 In addition to its main aim of establishing whether the T code is used accurately and appropriately within the selected schools in Hampshire, this research will also consider whether or not there appears to be a link between attendance and attainment for the children from the Travelling community included within this study or if the underlying causes of the underachievement of this group in Hampshire is indeed more complex as suggested by the literature.

8. Background information regarding Hampshire and the areas selected in this study

- 8.1 Hampshire is a county on the southern coast of England in the United Kingdom. It is a predominantly rural shire county and whilst generally affluent, there are pockets of deprivation. Travelling communities can be found across the county. There are large concentrations within Hart and Rushmoor in the north and in the New Forest, Fareham and Gosport in the south. Smaller communities can be found throughout the county.
- 8.2 Travelling communities within the county are supported by Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) which is part of Childrens Services, Hampshire County Council. The organisation works alongside schools in order help improve educational outcomes for children and young people from Black, Minority Ethnic (BME) and Traveller heritages, including those learning English as an additional language (EAL). EMTAS understands the importance of fostering open and productive relationships between schools, parents, carers, children and young people to remove barriers to learning. Through their specialist resources and support, EMTAS provides expert advice, guidance and

training to help raise attainment and close the performance gap for children and young people from BME and Traveller groups.

- 8.3 Following numerous enquiries from schools, Hampshire EMTAS decided to conduct a year long project which looked at the use of the T code for pupils who ascribed to be from Gypsy, Roma or Traveller communities within Hampshire. Two areas were selected, one in the north and one in the south of the county; two secondary schools and their feeder primary schools in the north, and one secondary school and six primary schools in the south. For a full list of all schools that participated in this research, see Appendix 1. A breakdown by year group is given in Appendix 2.

9. The schools selected in the north of the county

- 9.1 The Hurst Community College in Tadley and its feeder schools (Basingstoke and Deane district) and Yateley School in Yateley and its feeder schools (Hart district) were chosen as these two secondary schools have a high number of GRT pupils within their schools and they have a good working relationship with Hampshire EMTAS.
- 9.2 The parish of Tadley lies in the north west of Hampshire and is adjacent to the border with Berkshire. This small town on the outskirts of Basingstoke has a rural character. Just outside of the town is New Stocks Farm, a privately-run Gypsy and Traveller site which currently has 39 permanent mobile home pitches as well as a transient site with 20 pitches. Although the site is located within West Berkshire, a number of children attend Tadley schools as they are geographically the closest. There is also a large population of housed Travellers within the town. According to the most recent census (Office for National Statistics, 2011) out of a total of 167,800 residents living in Basingstoke and Deane district, 163 described themselves as White Gypsy or White Irish Traveller (0.1%).
- 9.3 Yateley parish has a population of approximately 22,000 and is situated in the north east corner of Hampshire. The town includes the areas of Darby Green, Frogmore and part of Blackwater, and also the greater part of Blackbushe Airport within its boundary. There are some privately owned Traveller sites within the catchment area of Yateley School but it is not known how many as no central records are kept. However residents from Penny Hill Caravan Site which is in nearby Minley attend the school. There are a number of Traveller families within the housed community who access Yateley School. The Star Hill site is close to the perimeter of the airport, however as most pupils access schools in Hartley Witney due to this being closer, they are not part of this study. Both Penny Hill and Star Hill are occupied by Gypsies and both have 20 pitches. Within the Hart district, according to the 2011 census (Office for National Statistics, 2011), the total population was 91,030 with 273 described themselves as White Gypsy or White Irish Traveller (0.3%).

10. The schools selected in the south of the county

- 10.1 Swanmore College is a secondary school, which comes under Winchester district, although it is located closer to Fareham (7 miles away). Its pupils are drawn from villages and towns from across the area, including nearby Bishop's Waltham. Swanmore is a small rural village and civil parish situated in the Meon Valley. There is a small private Traveller site located across the road from Swanmore College called 'The Lakes'. It has 6 pitches. There are also two private Showman sites nearby; these are just off the main access road to the college. Additionally, there is a housed Traveller community in the area as the number of site spaces has declined over time.
- 10.2 Three of Swanmore College's feeder schools and three other primary schools identified as having a cohort of Traveller pupils were also selected for this study. The other three primary schools were selected as they were close to Traveller sites. Titchfield Primary in Winchester district is close to the private Tynefield Caravan Site which has 20 pitches. This site is occupied by Irish Travellers.
- 10.3 The Traveller community in the Denmead area are predominantly housed and are well-established. Denmead Infant and Junior Schools in Fareham district are close to a number of small family owned sites in the area with one or two trailers on each.
- 10.4 According to the 2011 census (Office for National Statistics, 2011) out of a total of 116,600 residents lived in Winchester district, 263 described themselves as White; Gypsy or Irish Traveller (0.2%). Within Fareham district, of the 111,581 total residents, 85 described themselves as White; Gypsy or Irish Traveller (0.08%).

11. Methodology

Once the focus areas of research had been identified and the schools had given their permission to be included in the study, the next step was to identify those pupils who were from the Travelling community that were on roll at the schools selected. This was done by obtaining the ethnic backgrounds from SIMS data from the respective schools.

- 11.1 On admission into any Hampshire School, parents are required to complete an application form. This contains important information relating to each pupil including their ethnicity, which is known as ascription. Parents have the right to decide whether or not to give this information to the school. Hampshire County Council advises schools to actively promote accurate ascription (Hampshire County Council, 2014) as it is known that that many families from the GRT community do not ascribe due to fears around prejudice and discrimination (Smith, 2016). It is thought that many parents will have chosen to opt for White British, White Irish or White European categories instead (Foster and Cemlyn, 2012). As a result of this, it is acknowledged that the data used in this research and report may be incomplete due to some families not having ascribed to being from a GRT background.

- 11.2 The attendance of every pupil in all Hampshire schools is recorded on SIMS, the schools' database system. This information is then sent to the Data and Information Team (DAIT). The DAIT team sent EMTAS the attendance records of the focus pupils on a fortnightly basis for the academic year which ran from 1st September 2015 to 31st August 2016.
- 11.3 The data were filtered and interrogated in order to gain the specific information required for this research (data for only the selected schools) and to make them easier to analyse. Individual schools were contacted regarding the absence of ascribed pupils for each period of absence. Schools were asked how much notice had been given prior to the start of any absence, reasons given for absence, what, if any, distance learning was being offered for those who were absent and if sufficient notice had been given by parents.
- 11.4 Parents should make sure they let the school know in advance when they are going to be travelling and when they expect to return so that attendance and absence are recorded accurately and to allow schools to provide work for pupils to do whilst away if appropriate (Hampshire EMTAS, 2016). If the family travel annually, it would be effective practice for a school to record the dates of the travel patterns so as to inform the pupils' teachers at the start of the year or term as appropriate. This would enable teachers to adjust their planning for the pupil if needed and may also support the school to make reasonable adjustments to calendared events, such as parents evenings, open days and transition events, to enable the family to participate (Hampshire County Council, 2014).
- 11.5 Once all the gathered data had been collated, they were analysed for T code use accuracy, and whether or not the use of the code met the criteria. How often notice was given by parents and whether or not distance learning had been offered was also recorded.
- 11.6 At the end of the academic year the attainment grades from the end of EYFS, Key Stage 1 and Key Stage 2 results were also requested from the DAIT team and recorded with the attendance data. The two sets of results were then analysed and the findings were compared to national figures. These are detailed in Appendices 3, 4, 5, 6a and 6b.

12. Results

- 12.1 Analysis of the DAIT data indicated that pupils in the north of the county had higher attendance and lower absence rates than pupils in the south, although the T code was used more for pupils in the north. The results also showed that whilst the average attendance of pupils within the study falls below the 90% expected by Hampshire, at 86.8% and 81.8% respectively, these figures are not significantly lower and do not on their own satisfactorily explain why many of these children are not achieving national benchmarks in terms of their attainment. Attendance of Gypsy/

Roma and Traveller by Irish Heritage is detailed in Appendix 7 and by District in Appendix 8.

- 12.2 In the schools in the north the T code was used 763 times throughout the academic year. 25.7% of the T code usage was inaccurate. The reasons for inaccurate use included children being absent due to a family dispute, children missing in education, children moving school to a new school and two whole classes of primary school pupils (57 children) who went on a school trip (the school was under the impression that the T in the T code stood for 'trip'). In the case of the school trip, the school was contacted and they corrected this on the school's database.
- 12.3 31.4% of pupils' families gave notice prior to travelling; however no pupils were set any distance learning work.
- 12.4 In the south the T code was used 688 times throughout the academic year. 8.43% of the T code usage was inaccurate; however there was a further 50.15% possible inaccurate usage of the T code by one school. This school stated that all of the pupils' families were travelling for work purposes when asked about the reasons why the T code had been allocated, but several of the families from this school are well-known to EMTAS and are known not to travel for work purposes. They do travel regularly from year to year but this is due to cultural and social reasons, not their occupation, and therefore the T code should not have been used (The Education Act, 1996). In this case, the school was clear about the regulations around using the T code but was either not checking carefully enough as to which families travelled and which did not, or alternatively was knowingly using the T code where instead the absence should have been recorded as unauthorised. Pressure from government and Ofsted to reduce the percentage of unauthorised absences may have influenced the school here. Reasons for inaccurate use in other schools included pupils attending a wedding, children being taken out of school to travel to learn about their Gypsy culture, moving a caravan to a new location, dual schooling (where the D code should have been used rather than the T code) and attending Wickham Fair for social purposes rather than occupational (see Appendix for information about Showman Fairs and horse fairs that GRT families may be attending).
- 12.5 47.7% of pupils' families gave notice prior to travelling and 19% (only 4 pupils) of pupils were set distance learning work.

The table below summarises the findings of this study:

North	South	Whole of County
90 pupils in study	84 pupils in study	849 GRT pupils (identified by combination of T code attendance, Traveller questionnaire and census ethnicity)

47 pupils had over 90% attendance	27 pupils had over 90% attendance	401 pupils had over 90% attendance
10 pupils had 80% or less attendance	24 pupils had 80% or less attendance	244 pupils had 80% or less attendance
T code used for 35 pupils	T code used for 43 pupils	T code used for 294 pupils
86.8% average attendance	81.8% average attendance	84.2% average attendance
13.2% average absence	18.2 % average absence	15.8% average absence
9.6% average authorised absence	10.8 % average authorised absence	11.3% average authorised absence
3.7% average unauthorised absence	7.4 % average unauthorised absence	4.5% average unauthorised absence
19.8% average T code mark absence	10.9 % average T code mark absence	13.0% average T code mark absence
T code range 1 – 78 sessions	T code range 1 – 62 sessions	T code range 0-324 sessions
T code used 763 times throughout the academic year (2.2% of possible sessions)	T code used 688 times throughout the academic year (2.2% of possible sessions per pupil)	T code used 12559 sessions in total, average 2.3% of possible sessions per pupil receiving the T code
25.7% inaccurate use of T code for other pupils in other schools	50.15% possible inaccurate use of T code by one school (8.43% inaccurate use of T code for other pupils in other schools)	-
11 (31.4%) pupils gave notice prior to travelling	21 (47.7%) pupils gave notice prior to travelling	-
no pupils were set work	4 (19%) pupils were set work (all from the same school)	-

13. Conclusions

13.1 This study has highlighted that many schools that took part in this research are using the T code inaccurately. Many of the inaccuracies are due to schools not understanding the exact criteria that need to be met for the T code to be used; specifically, the requirement that the purpose of the travel must be occupational. To a lesser degree, schools are just making errors such as confusing two codes e.g. incorrectly using T for a school trip when V should have been used, or using T instead of D when a child

was dual registered. One school also incorrectly used the T code when a child was missing from education which is perhaps the most concerning of all the errors as this could represent a safeguarding issue. Because the child concerned was incorrectly allocated the T code in the register, the correct procedures for a child missing from education were not followed and enquiries as to the whereabouts of the child were not made until this was questioned by EMTAS.

- 13.2 The schools that took part in this study were found to be rarely offering distance learning opportunities to pupils, even to those who will be travelling for long periods of time and whose parents have given the school adequate notice of their plans to travel. Between just under a third of GRT families in the north and almost a half of those in the south gave notice to their children's schools before travelling. This suggests that there is still work to be done in respect of persuading GRT families that it is in their children's best interests that they do give sufficient notice of their travelling plans to schools so that schools have time to provide distance learning work where appropriate. However, the bigger issue appears to be the fact that at present very few schools are providing such work even when they have received adequate notice from the parents. This could usefully become a focus for some additional work by EMTAS in the future.
- 13.3 The overall attendance rates of the GRT pupils tracked in this study were higher than initially expected and higher than national figures (DfE, 2012) and DfE (2016). 47 pupils had over 90% attendance whereas only 10 pupils had 80% or less attendance. However, the data gathered on the achievement of GRT pupils in Hampshire were found to be relatively low bearing in mind their attendance rates. Whilst it is acknowledged that the data gathered on the achievement of GRT pupils (see Appendix 6a and 6b) are not directly relevant to the pupils in this study and that therefore no firm conclusions can be drawn from comparing the attendance data with the attainment data, they do give an indication that there may not be a very strong link between attendance rates and attainment for pupils from the GRT community. This study therefore concurs with the comments made by the DfE (2015) regarding the reasons for underachievement of GRT pupils most likely being more complex than just being related to low attendance levels.

14 Recommendations

- 14.1 More needs to be done to ensure that schools are clear on when it is appropriate to use the T code and when it is not; clear and specific documented guidance for schools on appropriate use of the T code is needed, coupled with access to training for school staff that demonstrates and provides examples of best practice. Currently, there is training on recording pupil absence that Hampshire school staff can attend but the section on the use of the T code is brief and contained within a session that contains a large amount of information. It may be that a different training session needs to be developed with less information and more focus on just the absence codes. Specifically, it needs to be highlighted

that the T code can only be used when a GRT family are travelling for occupational purposes as this was the predominant error found in this study. This could be in the form of an E-Learning module.

- 14.2 Section 6 of the guidance for schools by Hampshire County Council (2014) should be updated to clearly state that the T code can only be used when a GRT pupil is absent because their family are travelling for work purposes. Currently, this is mentioned in the wider document, but only in a footnote in Section 6 which is a stand alone document focusing only on GRT pupils. If schools are just referring to Section 6, they could easily miss the footnote and come to the conclusion that it is permissible to use the T code every time that a GRT family informs them that they are travelling regardless of the purpose of the travel, which is incorrect. Guidance for schools on how to engage with GRT families and ascertain the purpose of travelling whilst providing them with clear and definitive information on when absence can be authorised with the T code would ensure that both the school and families are confident in using the system correctly.
- 14.3 The EMTAS Team Manager could usefully present this report to the Inclusions Manager Group and County Operational Attendance Group (COAG). These groups could then assist in implementing some of the recommendations outlined within this report.
- 14.4 EMTAS could more proactively promote its leaflet (EMTAS - Hampshire County Council, 2016) which explains the use of the T code, perhaps by including it in the pack of materials sent out to schools that have referred a GRT pupil. The section discussing pupils missing school to visit horse fairs could usefully be updated to state that for the T code to be appropriate, the pupil's family needs to be working at the horse fair, not just visiting it for other reasons. The GRT community is not always aware of when the T code can be used as there are inconsistencies between schools in different areas. EMTAS might want to consider producing a clear, concise and easily accessible leaflet for the GRT communities on when their child's absence can be authorised, which schools could share directly with their GRT families.
- 14.5 The existence of the EMTAS Traveller phone line could be more widely publicised as this could be a useful way of school staff checking on whether or not a T code is appropriate for their pupils if they are in doubt. Information about the phone line could be given out at training sessions about recording pupil absence. Again, this information could be sent out as part of the pack of information that schools receive after making a new referral of a GRT pupil. Alternatively Traveller Teaching Assistants could take this information to schools when making visits and share it with relevant staff.
- 14.6 Some schools may require additional staff training on the safeguarding aspects of children missing education. It is essential that schools do not use the T code where a pupil is actually missing from education and their whereabouts are not known. The EMTAS Team Leader could usefully discuss this with Hampshire Inspector and Advisory Service (HIAS) to see

if they could be involved in delivering this/asking questions of school staff regarding pupils whose whereabouts are not known.

- 14.7 GRT families need to be encouraged to give their children's schools adequate notice of their travelling plans so that schools have time to plan and provide distance learning work. EMTAS staff already do this with individual families but could perhaps make discussing this part of their routine discussions with all families following a new referral to EMTAS. It could also usefully form part of a discussion at coffee mornings for GRT families already being organised by EMTAS staff across the county. School staff also need to have this discussion with their GRT families. Many families have regular travelling patterns from year to year so schools may be able to predict when they are likely to be going travelling and so could proactively ask the families if they do not approach the school themselves. If all schools had a member of staff with responsibility for GRT pupils, this could be part of their role. It would be helpful if all schools had a member of staff with this responsibility. When GRT families have restricted literacy levels schools might want to consider providing parents with a template form which they can personalise with school contact details and make clear the expectations of the family (See Appendix 10 for a sample form).
- 14.8 EMTAS Traveller Teaching Assistants could helpfully include recommendations in their profiling reports that relate to schools finding out about their GRT parents' travelling plans in order to plan and provide distance learning packs.
- 14.9 EMTAS Team Leader could discuss with team members Valuing Performance/Performance Management targets relating to the recommendations within this report with a view to achieving measurable positive outcomes for GRT pupils.
- 14.10 GRT parents need to be encouraged to ask their children's schools for distance learning work when they go travelling for occupational purposes. EMTAS staff working with GRT parents do this currently as part of their role but it would be helpful to focus on trying to do this more or in different ways, particularly at the time of year that many families begin to travel. Again, this topic could be usefully discussed at the GRT coffee mornings organised by EMTAS staff.
- 14.11 More needs to be done to encourage schools to provide distance learning work when their GRT pupils are away travelling. Many schools in the study provided no distance learning work at all and so could benefit from some training on this. EMTAS currently does promote this to some schools by showing them sample packs of distance learning work suitable for different age groups from Year R to Year 11. The sample packs include practical items such as stationery that the pupil will need and stamped addressed envelopes for them to return their work via the post as well as examples of activities. Alternatively, schools could use email to send and return work electronically or another approach could be to use resources such as a talking photo album in which pupils could record their work. It may also be helpful for EMTAS to develop specific training for schools on how to successfully deliver distance learning to their GRT pupils whilst they are

away travelling. This could be delivered in several areas of the county known to have GRT communities locally.

- 14.12 Local Authorities could consider setting up 'Virtual Schools' with a Virtual Headteacher for GRT pupils as recommended and piloted in the Progress report by the ministerial working group on tackling inequalities experienced by Gypsies and Travellers (DfE, 2012). This could work in a similar way to Virtual Schools for Looked After Children where the Virtual School Headteacher would have responsibility for monitoring the welfare and progress of all GRT pupils within a Local Authority. Part of this role could be monitoring the correct use of absence codes in school registers and the provision of distance learning work by schools.
- 14.13 Finally, as this study concurs with the view that attendance is not the only factor that affects the attainment of GRT pupils and that the reasons for underachievement of GRT pupils as a group is more complex, it would also be helpful to consider ways of addressing some of the other potential causes of underachievement such as encouraging schools to have higher expectations of GRT pupils, ensuring that their cultural backgrounds are overtly valued in schools, encouraging GRT parents to take a more active role in their children's education and tackling bullying and prejudice against GRT communities. Hampshire EMTAS already works to address these areas in many different ways e.g. it is currently trialling a scheme which encourages GRT parents to come into their children's schools so that their children can read to them, but it is always possible to do more.

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Appendix 1

Schools that took part in the research in the north of the county

Bishopwood Infant

Bishopwood Junior School

Burnham Copse Primary School

Charles Kingsley's Church of England Primary School

Cranford Park Church of England Primary

Silchester Church of England Primary School

Tadley Community Primary School

The Hurst Community College

Westfields Infant

Westfields Junior School

Yateley School

Schools that took part in the research in the south of the county

Bishop's Waltham Junior School

Denmead Infant School

Denmead Junior School

St John the Baptist C E (Controlled) Primary School, Waltham Chase

Swanmore Church of England (Aided) Primary School

Swanmore College

Titchfield Primary School

Appendix 2

Breakdown of pupils by year group

North	South
Key Stage 1: 25 pupils	Key Stage 1: 30 pupils
Key Stage 2: 31 pupils	Key Stage 2: 26 pupils
Key Stage 3 & 4: 19 pupils	Key Stage 3 & 4: 28 pupils

Appendix 3

Early Years Foundation Stage Profile achievement data (DfE, 2016)*

This table shows the percentage and number of children in the Early Years achieving a Good Level of Development (GLD) in Hampshire in 2016.

Ethnicity Description	Hampshire		Nationally	
	Number of pupils	% GLD	Number of pupils	% GLD
White - British	13124	76.2%	422,359	72%
White - Irish	19	89.5%	1,598	71%
Gypsy / Roma	52	44.2%	644	26%
Traveller of Irish Heritage	12	75.0%	1,793	36%
Any Other White Background	577	65.0%	42,638	62%

Results indicate that in 2016 more GRT pupils achieved a GLD within Hampshire compared to the national results.

* National figures only; Hampshire figures have been provided by Hampshire's DAIT team.

Appendix 4

Key Stage 1 - Reading, Writing and Maths (DfE, 2016)*

This table shows a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire and nationally for 2016.

Reading

Ethnicity Description	Hampshire		Nationally	
	Number of pupils	% Exp	Number of pupils	% Exp
White British total	12706	80.40%	428,456	75%
White - Irish	18	77.80%	1,725	77%
Gypsy/Roma	49	53.10%	604	32%
Traveller of Irish Heritage	9	33.30%	2,417	26%
Any other White Background	520	80%	44,095	67%

Writing

Ethnicity Description	Hampshire		Nationally	
	Number of pupils	% Exp	Number of pupils	% Exp
White British total	12706	70.20%	428,456	65%
White - Irish	18	77.80%	1,725	68%
Gypsy/Roma	49	30.60%	604	25%
Traveller of Irish Heritage	9	33.30%	2,417	20%
Any other White Background	520	72.90%	44,095	61%

Maths

Ethnicity Description	Hampshire		Nationally	
	Number of pupils	% Exp	Number of pupils	% Exp
White British total	12706	76.70%	428,456	73%
White - Irish	18	72.20%	1,725	75%
Gypsy/Roma	49	49.00%	604	33%
Traveller of Irish Heritage	9	44.40%	2,417	29%
Any other White Background	520	80.20%	44,095	71%

* National figures only. Hampshire figures have been provided by Hampshire's DAIT team.

Appendix 5

Key Stage 2 - Reading, Writing and Maths (DfE, 2016)*

This table shows a summary of attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire and nationally for 2016.

Reading

Ethnicity Description	Hampshire			Nationally		
	Number of Pupils	% EXP	% High	Number of pupils	% EXP	% High
White - British	12333	71.0%	22.8%	441663	67%	19%
White - Irish	18	88.9%	38.9%	1701	77%	31%
Gypsy / Roma	35	34.3%	2.9%	434	28%	5%
Traveller of Irish Heritage	6	16.7%	0.0%	1993	21%	2%
Any Other White Background	437	70.7%	25.9%	31391	57%	16%

Writing

Ethnicity Description	Hampshire			Nationally		
	Number of Pupils	% EXP	% High	Number of pupils	% EXP	% High
White - British	12332	77.5%	19.4%	441253	73%	15%
White - Irish	18	88.9%	27.8%	1695	79%	21%
Gypsy / Roma	35	40.0%	5.7%	427	35%	3%
Traveller of Irish Heritage	6	16.7%	0.0%	1978	29%	1%
Any Other White Background	437	76.0%	23.3%	31330	68%	13%

Maths

Ethnicity Description	Hampshire			Nationally		
	Number of Pupils	% EXP	% High	Number of pupils	% EXP	% High
White - British	12332	71.0%	16.8%	441649	69%	16%
White - Irish	18	83.3%	22.2%	1701	75%	22%
Gypsy / Roma	35	20.0%	2.9%	432	33%	3%
Traveller of Irish Heritage	6	16.7%	0.0%	1992	26%	1%
Any Other White Background	437	76.0%	24.5%	31389	70%	18%

* National figures only. Hampshire figures have been provided by Hampshire's DAIT team.

Appendix 6a

For pupils with 90% or more attendance in schools taking part in this research:

North	South
6 out of 18 pupils within Key Stage 1 achieved EYFS GLD (33.3%)	6 out of 23 pupils within Key Stage 1 achieved EYFS GLD (26.1%)
2 out of 7 pupils in year 2 achieved the benchmark at the end of Key Stage 1 (28.6%)	0 out 8 pupils in year 2 achieved the benchmark at the end of Key Stage 1 (0.0%)
1 out of 6 pupils in year 6 achieved the benchmark at the end of Key Stage 2 (16.7%)	2 out of 6 pupils in year 6 achieved the benchmark at the end of Key Stage 2 (33.3%)
A total of three pupils sat GCSE examinations; one pupil got A-C grades in Maths, English & Science with C – E grades in other subjects. The other two achieved D – G grades in all subjects.	

Due to the very low numbers of GRT pupils who sat GCSEs in summer 2016, their results have not been compared to national results as the numbers are too low to be statistically significant.

**Appendix 6b
 Hampshire Outcomes for Traveller Pupils with Persistent Absence Indicator
 (less than 90%) 2015-2016 Academic Year**
EYFSP - Year R

Persistent Absence	Total Pupils	Achieved GLD				
		Yes		No		n/a
No	50	26	52.0%	24	48.00%	0.0%
Yes	37	8	21.1%	27	71.05%	2 7.9%
Total	87	34	38.6%	51	57.95%	2 3.4%

KS1 - Year 2

Persistent Absence	Total Pupils	Achieved EXP+					
		Reading		Writing		Maths	
		Num	%	Num	%	Num	%
No	39	26	66.7%	17	43.6%	23	59.0%
Yes	42	9	21.4%	8	19.0%	12	28.6%
Total	81	35	43.2%	25	30.9%	35	43.2%

KS2 - Year 6

Persistent Absence	Total Pupils	Achieved EXP+							
		Reading		Writing		Maths		RWM	
		Num	%	Num	%	Num	%	Num	%
No	32	12	37.5%	16	50.0%	11	34.4%	7	21.9%
Yes	37	7	18.9%	8	21.6%	3	8.1%	2	5.4%
Total	69	19	27.5%	24	34.8%	14	20.3%	9	13.0%

KS4 - Year 11

Persistent Absence	Total Pupils	GCSE Entries		English, Maths & Science A*-C		English, Maths & Science A*-C & only D-G in Other Subjects	
		Num	%	Num	%	Num	%
		No	18	15	83.3%	5	27.8%
Yes	26	15	57.7%	3	11.5%	0	0.0%
Total	44	30	68.2%	8	18.2%	0	0.0%

Note :

GRT status is based upon 2017-07-20 Travellers' Attendance that identifies pupils who were WROM/WIRT at the Spring 2016 census, have received "T" attendance marks or were ascribed Traveller Status at the Summer Travellers Questionnaire

Attendance data for Year 1 to 11 is collected via the census. Year R data uses the 2017-07-20 Travellers' Attendance

A pupil has been classified as a persistent absentee if they miss 10 per cent or more of their own possible sessions

Absence percentages are all of the total number of possible sessions.

Appendix 7

% Authorised / Unauthorised Absence by Primary School from 2015-2016

Ethnicity Description	Number of Pupils	% Authorised	% Unauthorised	% Attendance
White - British	75335	2.9%	0.6%	96.6%
Gypsy / Roma	281	8.7%	3.2%	88.1%
Traveller of Irish Heritage	52	11.5%	5.0%	83.5%

% Authorised / Unauthorised Absence by Secondary School from 2015-2016

Ethnicity Description	Number of Pupils	% Authorised	% Unauthorised	% Attendance
White - British	56791	4.0%	1.0%	95.0%
Gypsy / Roma	123	11.2%	4.9%	83.9%
Traveller of Irish Heritage	15	17.8%	8.5%	73.7%

Appendix 8

Primary School Attendance by district 2015-16

District	% Attendance White British	% Attendance Gypsy/Roma	% Attendance Traveller of Irish Heritage
Basingstoke & Deane	96.7%	88.0%	89.6%
East Hants	96.8%	87.7%	74.1%
Eastleigh	96.7%	85.8%	-
Fareham	96.7%	77.8%	78.1%
Gosport	96.0%	-	81.5%
Hart	97.1%	88.2%	71.5%
Havant	96.1%	93.9%	-
New Forest	96.3%	90.7%	94.5%
Rushmoor	96.6%	90.7%	96.0%
Test Valley	96.5%	94.3%	94.2%
Winchester	96.8%	84.4%	76.3%

Secondary School Attendance by district 2015-16

District	% Attendance White British	% Attendance Gypsy/Roma	% Attendance Traveller of Irish Heritage
Basingstoke & Deane	94.8%	85.9%	91.6%
East Hants	95.4%	88.8%	12.7%
Eastleigh	95.2%	68.9%	98.7%
Fareham	95.3%	83.4%	97.8%
Gosport	94.1%	92.9%	-
Hart	95.2%	82.1%	-
Havant	94.5%	79.3%	85.7%
New Forest	95.0%	81.3%	51.3%
Rushmoor	95.1%	89.2%	92.9%
Test Valley	94.8%	81.9%	-
Winchester	95.2%	85.0%	39.5%

Appendix 9

Showman Fairs

Showmen travel the length and breadth of the country with their fairground rides and attractions. It is impossible to list all of these; however the main Showman season runs from March to October although some now work at Christmas markets too. Showman families can be on the road for weeks at a time, staying only a few days in any one place. Many Showman families will follow the same pattern year on year, attending the same fairs and venues. This may enable schools to predict when they could be absent and give them time to plan distance learning work.

Horse Fairs

Some GRT families may be working at one or more of the fairs below. In this case their children should be coded T in the register for the dates that their families are working. If they are just visiting the fairs for social purposes, the T code should not be used. Fairs that take place during the school holidays have been omitted from this list.

Stow Fair: (May and October)

Wickham Fair (May)

Kent King of Road Horse Drive (May)

Appleby Horse Fair: (June)

Epsom Derby (June)

Barnet Fair (September)

Widecombe Fair (September)

Latter Lee: (September)

Dartmoor Drift: (late September to early October)

They may also attend regional and county agricultural shows such as Bakewell and Moorgreen, The Royal Show, Bath and West Show, The West Berkshire Show etc. all these have classes for horses of all kinds, some specifically to show the regional breeds.

Appendix 10

Draft proforma for GRT families to notify schools of absence due to the need for them to travel for work purposes

..... (Child's name) Date of birth:

..... (Child's name) Date of birth:

Will be absent from school due to their parents travelling for the purpose of work.

.....
(Parent name & relationship to child)

.....
(Parent name & relationship to child)

The first day of absence will be:

They will return to school on:

Signed: _____

Dated: _____

The above absence will be authorised for the dates shown **ONLY** if the following conditions are met:

- Child is travelling with their parent or carer.
- Parents/carers are travelling for the purpose of work in their business and NOT for pleasure.
- Parents will make contact with school once every fourteen days during term time to confirm that the child is still travelling and the return date is unchanged.
- Distance learning work will be provided for your child and it is your responsibility to ensure that the work is completed and returned to school at the appropriate time.
- If you do not return by the agreed date you **MUST** contact school and notify them of the new return date. Failure to notify the school could mean your child is listed with the Local Authority as a Child Missing Education and enquiries may be made with other agencies to locate your child.

NAME OF DESIGNATED TEACHER

SCHOOL CONTACT DETAILS INCLUDING POSTAL & EMAIL ADDRESS

LANDLINE NUMBER AND MOBILE NUMBER FOR TEXTING IF AVAILABLE.