

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date:	11 November 2016
Title:	Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) Annual Report
Reference:	7913
Report From:	The Director of Children's Services

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1 Summary

- 1.1 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 2016-17.

2 Recommendations

- 2.1 Select Committee note the data and results presented in the report and the progress made in addressing the priorities in the service plan.

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 a second conference ran in the Winchester and Eastleigh district this year. 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.
- 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 provisional data and Spring census information focussing on different aspects of ethnic minority achievement. A summary of provisional 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 2016) data (Appendix 1) show that 11.6% of children in Hampshire come from Black and Minority Ethnic (BME) groups. This is an increase of 0.6% from the Spring 2015 census and equates to 1400 children. 5.8% children are recorded as having English as an Additional Language (EAL) compared with 5.4% the previous year. This equates to nearly ten thousand children (Spring 2016 Census), approximately 740 children more than in 2015.
- 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 800 and 1000 children are referred to EMTAS every year for support. These children may not appear on the Spring 2016 census as it is dependent on when they arrived in Hampshire and were referred.

5. Population data: Language

- 5.1 62 languages were recorded as spoken by newly arrived children and young people in Hampshire schools (Hampshire EMTAS New Arrival data

April 2015- March 2016). However, 161 languages are recorded on School Census data (Spring 2016). 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 2016 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 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 2015-March 2016 EMTAS received 187 fewer referrals than the same time the previous year. This may be due to the improved capacity of schools to meet children's needs.
- 5.6 Polish speakers make up the largest number of new arrival referrals to EMTAS with the highest numbers in the Basingstoke District followed by Test Valley and Eastleigh. Appendix 3 illustrates the top 15 languages referred to EMTAS. However, the changing list of languages from 2015 to 2016 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 six languages.
- 5.7 Gypsy, Roma and Traveller (GRT) children are the second 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 unacceptably 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 7.3% of children from BME heritages (out of the total BME cohort) according to the Spring Census 2016 are eligible for Free School Meals (FSM). This figure represents 0.8% 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 and Traveller children in Early Years Foundation Stage

- 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 remained the same as last year at 71% (Appendix 6, Table 1) which is 4% below the Hampshire all figure of 75%. However there is a significant gender gap of 14.4 percentage points between boys and girls. This has widened by as the previous year it was 12.5% (Appendix 6, Table 2). The gap for Hampshire all is 13%. For some groups including Any Other White Background, White and Black Caribbean, Pakistani, Chinese, Black Caribbean, Black African, Any other Asian Background, Gypsy/Roma and White Irish Traveller, the gap is even wider. In most cases girls outperform boys, apart from within the White and Black African and Bangladeshi groups where there is no gap.

8. BME Educational outcomes – Summary Analysis

- 8.1 Overall, provisional data show an improving picture in relation to educational outcomes for BME children and young people across all key stages in Hampshire. Tables in Appendix 7 on pages 15-17 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.

- 8.2 At Key Stage 1 BME results increased in 2016 to close the gap 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 Asian, Indian and Chinese.
- 8.3 Gypsy/Roma and Traveller of Irish Heritage were significantly below the Hampshire All figure in all three measures. White and Black African, Pakistani, 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) Due to the change in testing for 2016 the percentage of those achieving Expected level has fallen from 2015 so any comparison to previous years is difficult.
- 8.5 Ethnic groups above that of the Hampshire All figure are White Irish, Any other White Background, White and Black African, White and Asian, Indian, Pakistani, Any other Asian, Black African, Any other Black 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, 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 grades A*-C including English and Maths and the Average Attainment and Progress 8 measure. (Appendix 10) 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

During 2015-16, a total of 47 students were supported by EMTAS Bilingual Assistants to enter heritage languages GCSEs in 9 different languages which include Arabic, Bengali, Mandarin, Portuguese, Italian, Polish, Russian, Turkish and Cantonese. Of this group, 100% of students entered were awarded an A*-C, 87.23% 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 are developing their methods of identifying impact of training on practitioners' practice through analysis of evaluations. EMTAS has developed an excellent e-learning modular resource to compliment training and it can also 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.

Running this year in modular format is the Supporting English as an Additional Language course. This is a comprehensive course for Teaching Assistants wishing to develop expertise in supporting pupils who speak more than one language.

EMTAS have also increased their sold services work through work with academies and training out of county.

- 10.2 EMTAS teachers are involved in small scale projects. One project in conjunction with two schools has MOD funding and aims to involve the community in their children's learning to produce a talking book resource. Additionally at secondary level EMTAS is developing a program to train students to use their first language across the curriculum in order for pupils involved to make more use of their first language to support learning and develop confidence.
- 10.3 The Traveller team using data supplied by DAIT have been analysing Traveller attendance in order to develop guidance for schools on the correct use of the 'T' code and also provide advice around distance learning when pupils are travelling. 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.
- 10.4 EMTAS run a number of successful events in conjunction with schools to engage ethnic minority parents. The events explain the 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 148 parents attended events across Hampshire during April 2015 and March 2016. Additionally EMTAS are developing parental workshops to support parents who may need help with bringing up children in two cultures.
- 10.5 EMTAS is also on the journey to becoming a rights respecting service that advocates for the rights of the child. An action plan has been written and through training and modelling, staff will become more confident in using the language of the convention. This will also be evident in our reports and literature showing that the United Nation Convention on the Rights of the Child is at the core of our work.

CORPORATE OR LEGAL INFORMATION:

Links to the Corporate Strategy

Hampshire safer and more secure for all:	yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	yes
Corporate Improvement plan link number (if appropriate):	

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.)

Document

Location

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. 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.

1.2. Equalities Impact Assessment:

1.3. 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:

2.1. 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) 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.
- b) This provides a model for other interventions which can be delivered remotely, using technology where possible to compliment face to face interventions.

Appendix 1

Spring Census 2016

Table showing Hampshire Black Minority Ethnic (BME) children in Hampshire schools 2016, 2015 and 2014 academic years

Ethnicity	Hampshire BME					
	2016		2015		2014	
	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire	Number of Pupils	% of All Hampshire
White British	149023	86.5%	149678	87.8%	149556	88.4%
White - Irish	259	0.2%	247	0.1%	249	0.1%
Gypsy/Roma	443	0.3%	415	0.2%	364	0.2%
Traveller of Irish Heritage	83	0.0%	63	0.0%	65	0.0%
Any Other White Background	5416	3.1%	4869	2.9%	4435	2.6%
White and Black Caribbean	1045	0.6%	993	0.6%	966	0.6%
White and Black African	760	0.4%	676	0.4%	603	0.4%
White and Asian	1742	1.0%	1629	1.0%	1528	0.9%
Any Other Mixed Background	2141	1.2%	2072	1.2%	1985	1.2%
Indian	1707	1.0%	1573	0.9%	1482	0.9%
Pakistani	412	0.2%	405	0.2%	364	0.2%
Bangladeshi	416	0.2%	422	0.2%	429	0.3%
Any Other Asian Background	2379	1.4%	2354	1.4%	2374	1.4%
Black - Caribbean	236	0.1%	231	0.1%	221	0.1%
Black - African	1119	0.6%	1020	0.6%	960	0.6%
Any Other Black Background	444	0.3%	384	0.2%	341	0.2%
Chinese	532	0.3%	524	0.3%	521	0.3%
Any Other Ethnic Group	741	0.4%	716	0.4%	693	0.4%
BME Total	19875	11.5%	18593	10.9%	17580	10.4%
Non BME – Other Total	3410	2.0%	2234	1.3%	2128	1.3%
Hampshire All	172308	100.0%	170505	100.0%	169264	100.0%

(DAIT Interactive analysis 2016 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 2016, 2015 and 2014 Spring School Censuses

Appendix 2

Spring Census 2016

Table showing top 20 languages spoken by English as an Additional Language (EAL) pupils Hampshire schools by 2016, 2015 and 2014.

Hampshire Languages			
Language description	Number of pupils		
	2016	2015	2014
Polish	1574	1310	1087
Nepali	1187	1211	1213
Malayalam	435	409	379
Chinese*	432	432	409
Bengali*	370	380	391
Filipino*	359	364	372
Spanish	325	304	238
Urdu	311	277	249
French	302	278	249
Romanian*	286	204	145
Portuguese*	284	263	269
Hindi	204	169	155
Panjabi*	195	188	171
Arabic*	194	193	189
Turkish	189	173	156
Italian	189	141	114
Russian	187	162	153
Other than English	183	223	268
Tamil	177	166	155
German	177	154	131

EMTAS Databook Table 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	2015 - 2016	2014 - 2015	2013 - 2014
Polish	171	217	171
Romanian	80	57	32
Nepali	70	144	202
Italian	30	26	9
Chinese	29	42	38
Malayalam	28	35	25
Portuguese	28	37	48
Spanish	28	56	24
Bulgarian	25	12	17
French	22	19	15
Hungarian	21	28	12
Turkish	21	30	16
Hindi	20	17	10
Urdu	20	31	15
Arabic	19	10	34
Gypsy Roma Traveller	92	109	57

Source: EMTAS New Arrivals data – top 15 language
Financial year 1 April 2015 – 31 March 2016

Appendix 4

Spring Census 2016

Breakdown of English as an Additional Language (EAL) pupils in Hampshire schools by district 2016, 2015 and 2014 academic years

	Spring Census 2016		Spring Census 2015		Spring Census 2014		Percentage change from 2015 to 2016	Percentage change from 2014 to 2015
HIAS District	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	Number of Pupils	% of All EAL	% of EAL	% of EAL
Basingstoke & Deane	2092	21.0%	1925	20.8%	1774	20.7%	8.7%	8.5%
East Hants	574	5.8%	568	6.1%	558	6.5%	1.1%	1.8%
Eastleigh	970	9.7%	910	9.8%	861	10.0%	6.6%	5.7%
Fareham	498	5.0%	403	4.4%	364	4.2%	23.6%	10.7%
Gosport	358	3.6%	354	3.8%	301	3.5%	1.1%	17.6%
Hart	741	7.4%	675	7.3%	645	7.5%	9.8%	4.7%
Havant	588	5.9%	488	5.3%	427	5.0%	20.5%	14.3%
New Forest	761	7.6%	703	7.6%	638	7.4%	8.3%	10.2%
Rushmoor	1779	17.8%	1756	19.0%	1710	19.9%	1.3%	2.7%
Test Valley	927	9.3%	811	8.8%	698	8.1%	14.3%	16.2%
Winchester	693	6.9%	648	7.0%	613	7.1%	6.9%	5.7%
EAL Total	9981	100.0%	9241	100.0%	8589	100.0%	8.0%	7.6%

Source EMTAS Data book Table SCH2

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 2016, 2015 and 2014 Spring School Censuses.

Appendix 5

Spring Census 2016

Table showing an overview of Black and Minority Ethnic (BME) pupils in Hampshire schools by district 2016, 2015 and 2014 academic years

	2016		2015		2014		Percentage change from 2015 to 2016	Percentage change from 2014 to 2015
HIAS District	No. of Pupils	% of All BME	No. of Pupils	% of All BME	No. of Pupils	% of All BME	% BME	% BME
Basingstoke & Deane	3904	19.5%	3622	19.5%	3406	19.4%	7.8%	6.3%
East Hants	1192	6.0%	1142	6.1%	1135	6.5%	4.4%	0.6%
Eastleigh	2071	10.4%	1964	10.6%	1836	10.4%	5.4%	7.0%
Fareham	1193	6.0%	1053	5.7%	976	5.6%	13.3%	7.9%
Gosport	741	3.7%	718	3.9%	656	3.7%	3.2%	9.5%
Hart	1689	8.4%	1583	8.5%	1518	8.6%	6.7%	4.3%
Havant	1328	6.6%	1186	6.4%	1066	6.1%	12.0%	11.3%
New Forest	1642	8.2%	1503	8.1%	1442	8.2%	9.2%	4.2%
Rushmoor	2799	14.0%	2682	14.4%	2567	14.6%	4.4%	4.5%
Test Valley	1761	8.8%	1551	8.3%	1455	8.3%	13.5%	6.6%
Winchester	1682	8.4%	1589	8.5%	1523	8.7%	5.9%	4.3%
All BME Pupils	20002	100.0%	18593	100.0%	17580	100.0%	7.6%	5.8%

Source EMTAS Data booklet SCH9

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 2016, 2015 and 2014 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 2016 with 2015 and 2014 comparison

Ethnicity Description	Hampshire						National		
	2016		2015		2014		2016	2015	2014
	Number of Pupils	% GLD	Number of Pupils	% GLD	Number of Pupils	% GLD	% GLD	% GLD	% GLD
White - British	13124	76.0%	12524	73.5%	12297	68.9%		69%	63%
White - Irish	19	89.5%	28	96.4%	18	55.6%		67%	63%
Gypsy / Roma	52	44.2%	30	33.3%	38	23.7%		24%	19%
Traveller of Irish Heritage	12	75.0%	11	27.3%	11	45.5%		38%	31%
Any Other White Background	577	65.0%	528	67.2%	446	62.3%		57%	50%
White and Black Caribbean	104	68.3%	67	79.1%	80	63.8%		64%	58%
White and Black African	101	68.3%	68	79.4%	65	66.2%		68%	62%
White and Asian	166	79.5%	177	75.1%	165	70.9%		71%	66%
Any Other Mixed Background	235	75.7%	218	78.9%	178	60.7%		69%	63%
Indian	219	83.1%	169	84.6%	159	70.4%		74%	67%
Pakistani	43	72.1%	41	61.0%	28	57.1%		58%	50%
Bangladeshi	35	71.4%	26	57.7%	26	57.7%		60%	55%
Any Other Asian Background	207	72.5%	183	67.8%	227	56.4%		65%	59%
Black - Caribbean	20	65.0%	21	81.0%	16	81.3%		63%	58%
Black - African	114	69.3%	96	66.7%	97	63.9%		66%	60%
Any Other Black Background	44	68.2%	49	63.3%	41	51.2%		64%	57%
Chinese	58	74.1%	61	62.3%	51	66.7%		67%	58%
Any Other Ethnic Group	56	64.3%	70	64.3%	73	53.4%		58%	51%
BME Total	2062	71.0%	1843	71.0%	1719	61.7%		61%	57%
Non BME – Other Total	645	68.2%	1017	64.9%	963	59.7%		n/a	n/a
Hampshire All	15831	75.0%	15384	72.6%	14979	67.5%		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 (COM 01 - MAT12)
- Does not include pupils who were absent for assessment or who have missing marks
- National Data sourced from DfE Statistical First Release published 21 November 2014
- Hampshire Data sourced from KeyPass flat files
- In order to protect individuals from being identified, data are masked where the number of pupils in the cohort is fewer than 5.
- EMTAS Table FSP R1

Appendix 6

Table 2 showing percentage and number of children in the Early Years achieving a Good Level of Development (GLD) in Hampshire in 2016 with 2015 and 2014 comparison by Gender

Ethnicity Description	Hampshire GLD						National					
	2016		2015		2014		2016		2015		2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
White - British	82.5%	69.8%	81.1%	66.4%	77.9%	60.2%			77%	61%	70%	53%
White - Irish	100.0%	81.8%	95.0%	100.0%	77.8%	33.3%			75%	60%	71%	56%
Gypsy / Roma	54.5%	26.3%	35.3%	30.8%	40.0%	5.6%			29%	19%	25%	14%
Traveller of Irish Heritage	85.7%	60.0%	50.0%	14.3%	50.0%	44.4%			49%	28%	34%	28%
Any Other White Background	75.1%	57.1%	72.7%	61.3%	72.8%	51.8%			65%	50%	57%	43%
White and Black Caribbean	81.0%	59.7%	85.7%	71.9%	76.9%	51.2%			74%	56%	67%	50%
White and Black African	68.6%	68.0%	77.8%	81.3%	74.3%	56.7%			77%	59%	70%	54%
White and Asian	83.1%	75.9%	87.4%	63.3%	85.7%	58.0%			79%	64%	75%	58%
Any Other Mixed Background	82.9%	69.4%	82.1%	75.9%	72.7%	48.9%			77%	61%	71%	55%
Indian	84.8%	81.7%	88.1%	81.2%	80.3%	63.4%			80%	67%	74%	60%
Pakistani	84.2%	62.5%	81.0%	40.0%	72.2%	30.0%			66%	51%	58%	43%
Bangladeshi	71.4%	71.4%	60.0%	54.5%	81.8%	40.0%			69%	52%	62%	48%
Any Other Asian Background	81.1%	63.4%	79.3%	57.3%	64.8%	49.2%			73%	58%	67%	52%
Black - Caribbean	71.4%	50.0%	100.0%	55.6%	76.9%	100.0%			72%	54%	67%	50%
Black - African	79.3%	58.9%	75.0%	60.7%	69.6%	58.8%			74%	58%	68%	52%
Any Other Black Background	75.0%	60.0%	61.9%	64.3%	52.6%	50.0%			72%	55%	66%	49%
Chinese	86.2%	62.1%	71.9%	51.7%	81.5%	50.0%			74%	60%	66%	51%
Any Other Ethnic Group	76.9%	53.3%	75.8%	54.1%	61.1%	45.9%			65%	51%	60%	44%
BME Total	78.5%	64.1%	77.8%	64.2%	72.3%	51.7%			71%	55%	64%	49%
Non BME – Other Total	75.0%	60.8%	69.8%	60.3%	67.1%	52.1%			n/a	n/a	n/a	n/a
Hampshire All	81.7%	68.7%	79.9%	65.7%	76.6%	58.7%			74%	59%	69%	52%

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 (COM 01 - MAT12)
- Does not include pupils who were absent for assessment or who have missing marks
- National Data sourced from DfE Statistical First Release published 21 November 2014
- Hampshire Data sourced from KeyPass flat files
- In order to protect individuals from being identified, data are masked where the number of pupils in the cohort is fewer than 5.
- EMTAS Table FSP R2

Appendix 7

Key Stage 1

PROVISIONAL DATA

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

Percentage of pupils working at Expected Standard or above in Reading, Writing, Maths and Reading in 2016

	2016				2015				2014			
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	80.4%	80.3%	72.5%	80.2%	80.4%	72.5%	72.5%	80.2%	80.4%	72.5 %	72.5%	80.2%
Writing	70.2%	72.9%	61.7%	70.4%	70.2%	61.7%	61.7%	70.4%	70.2%	61.7 %	61.7%	70.4%
Maths	76.7%	77.3%	67.1%	76.6%	76.7%	67.1%	67.1%	76.6%	76.7%	67.1 %	67.1%	76.6%

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	n/a	n/a	n/a	n/a	91%	91%	71%	90%	91%	88%	71%	90%
Writing	n/a	n/a	n/a	n/a	88%	88%	68%	88%	87%	85%	67%	86%
Maths	n/a	n/a	n/a	n/a	94%	91%	78%	93%	93%	89%	77%	92%

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 2014, 2015
- National Data sourced from DfE Statistical First Release SFR34-2014 Phonics screening check and key stage 1 assessments: England 2014 (December 2014)
- No national figures are available for Speaking & Listening or Reading, Writing and Maths (combined)
- EMTAS table KS1 R11

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

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

Percentage of pupils working at Expected Standard and above in 2016 **PROVISIONAL DATA**

Percentage of pupils achieving Level 4 and above in 2015 and 2014

	2016				2015				2014			
	Exp+				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	71.0%	69.6%	69.8%	70.9%	91.5%	92.0%	85.7%	91.5%	91.3%	90.8%	89.4%	91.2%
Writing	77.5%	78.5%	72.6%	77.6%	89.2%	89.6%	82.5%	89.2%	87.5%	86.2%	78.8%	87.3%
Maths	71.0%	74.7%	63.2%	71.4%	89.0%	89.5%	81.6%	89.0%	88.4%	88.8%	87.1%	88.5%
Reading/Writing/Maths	56.7%	59.4%	50.0%	57.0%	83.1%	84.0%	75.3%	83.1%	81.7%	81.0%	72.9%	81.5%

	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												
Reading	0%	0%	0%	0%	90%	86%	75%	89%	90%	86%	76%	89%
Writing	0%	0%	0%	0%	88%	85%	72%	87%	86%	83%	71%	85%
Maths	0%	0%	0%	0%	87%	87%	74%	87%	87%	83%	73%	86%
Reading/Writing/Maths	0%	0%	0%	0%	80%	81%	68%	80%	76%	76%	64%	76%

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 Key to Success and Keyphas flat files 2014, 2015
- National Data sourced from DfE Statistical First Release SFR50/2014 National curriculum assessments at key stage 2, 2014 (revised) (May 2015)
- EMTAS Table KS2 R11

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

Appendix 7 KS4 Summary Analysis – Provisional Data Hampshire 2016	Non BME (White British)	BME	Non BME (Other)	Hampshire All
Number of candidates	11759	1243	108	13110
% Achieving Ebacc	24.9%	34.2%	20.4%	25.8%
Average Attainment 8	50.74	53.31	47.7	50.96
Average Progress 8	-0.06	0.26	-0.26	-0.03
% A*-C English and Maths	66.10%	69.10%	59.30%	66.30%

	2014-2015				2013-2014			
Hampshire	Non BME (White British)	BME *	Non BME (Other)	Hampshire All	Non BME (White British)	BME *	Non BME (Other)	Hampshire All
Number of Candidates	12433	1209	209	13851	12300	1179	156	13635
% 5+ A*-C	67.7%	71.2%	52.2%	67.8%	67.1%	73.2%	65.4%	67.6%
% 5+ A*-C Inc GCSE English & Maths	59.8%	61.8%	43.5%	59.7%	58.7%	61.6%	55.1%	58.9%
% A*-C English	70.2%	70.1%	65.1%	70.1%	70.4%	73.5%	68.6%	70.7%
% A*-C Maths	71.5%	73.0%	56.0%	71.4%	69.4%	74.4%	69.2%	69.8%
% A*-C English & Maths	62.3%	62.8%	45.9%	62.1%	60.8%	63.6%	57.7%	61.0%
% 5+A*-G **	94.3%	95.5%	92.4%	94.4%	94.3%	96.1%	93.5%	94.5%

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)
- EMTAS Table KS4 R5
- Hampshire data from Key to Success and Keygas flat files 2014 and 2015,
- National Data sourced from DfE Statistical First Release SFR50/2014 published 23rd January 2014

* 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 2016

Percentage of pupils achieving Level 2 and above and Level 3 and above by Ethnic Group in 2015 and 2014

Ethnicity Description	Hampshire									National		
	2016			2015			2014			2016	2015	2014
	Number of Pupils	% Exp+	% High	Number of Pupils	% L2+	% L3+	Number of Pupils	% L2+	% L3+	% L2+	% L2+	% L2+
White - British	12706	80.4%	29.1%	12903	93.9%	42.1%	12610	93.2%	40.2%		91%	91%
White - Irish	18	77.8%	38.9%	20	90.0%	70.0%	17	88.2%	52.9%		91%	91%
Gypsy / Roma	49	53.1%	4.1%	40	67.5%	15.0%	33	78.8%	15.2%		48%	45%
Traveller of Irish Heritage	9	33.3%	0.0%	7	57.1%	0.0%	<6	50.0%	25.0%		57%	51%
Any Other White Background	520	80.0%	22.7%	464	92.0%	35.8%	439	91.3%	36.2%		85%	83%
White and Black Caribbean	92	79.3%	27.2%	96	91.7%	36.5%	88	93.2%	34.1%		90%	89%
White and Black African	82	78.0%	25.6%	84	97.6%	42.9%	76	96.1%	38.2%		91%	90%
White and Asian	184	85.3%	32.1%	156	94.2%	44.9%	157	95.5%	51.6%		93%	92%
Any Other Mixed Background	183	80.9%	31.1%	198	94.9%	46.5%	209	95.2%	49.3%		91%	91%
Indian	171	89.5%	36.8%	182	96.7%	54.9%	167	96.4%	55.7%		95%	94%
Pakistani	41	68.3%	29.3%	37	94.6%	40.5%	30	96.7%	46.7%		89%	88%
Bangladeshi	28	75.0%	21.4%	29	93.1%	17.2%	36	91.7%	27.8%		90%	90%
Any Other Asian Background	232	79.7%	31.5%	218	95.4%	37.2%	207	93.2%	38.2%		92%	92%
Black - Caribbean	22	81.8%	27.3%	12	91.7%	33.3%	11	90.9%	45.5%		90%	89%
Black - African	113	85.8%	30.1%	120	97.5%	44.2%	110	94.5%	32.7%		92%	91%
Any Other Black Background	49	79.6%	22.4%	34	79.4%	35.3%	35	91.4%	40.0%		89%	89%
Chinese	47	80.9%	42.6%	48	93.8%	41.7%	49	89.8%	55.1%		92%	92%
Any Other Ethnic Group	77	76.6%	26.0%	79	93.7%	41.8%	58	91.4%	34.5%		87%	85%
BME Total	1917	80.3%	27.9%	1824	93.3%	40.7%	1726	93.1%	41.4%		91%	88%
Non BME – Other Total	316	72.5%	22.8%	284	79.9%	28.2%	241	85.5%	27.0%		71%	71%
Hampshire All	14939	80.2%	28.8%	15011	93.5%	41.7%	14577	93.1%	40.2%		90%	90%

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 Keygas Flat Files 2014, EMTAS Table KS1 R1
- National Data sourced from DfE Statistical First Release SFR34-2014 Phonics screening check and key stage 1 assessments: England 2014 (December 2014)

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

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

Appendix 8

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 2016
Percentage of pupils achieving Level 2 and above and Level 3 and above by Ethnic Group in 2015 and 2014

Ethnicity Description	Hampshire									National		
	2016			2015			2014			2016	2015	2014
	Number of Pupils	% Exp+	% High	Number of Pupils	% L2+	% L2+	% L2+	% L2+	% L3+	% L2+	% L2+	% L2+
White - British	12706	70.2%	14.2%	12903	91.3%	88%	12610	90.4%	17.6%		87%	86%
White - Irish	18	77.8%	22.2%	20	85.0%	87%	17	88.2%	29.4%		89%	85%
Gypsy / Roma	49	30.6%	2.0%	40	72.5%	44%	33	75.8%	0.0%		40%	39%
Traveller of Irish Heritage	9	33.3%	11.1%	7	42.9%	51%	<6	50.0%	0.0%		44%	39%
Any Other White Background	520	72.9%	14.0%	464	90.5%	82%	439	89.3%	15.7%		80%	78%
White and Black Caribbean	92	73.9%	12.0%	96	88.5%	86%	88	90.9%	18.2%		84%	83%
White and Black African	82	65.9%	9.8%	84	94.0%	88%	76	92.1%	15.8%		87%	86%
White and Asian	184	80.4%	22.3%	156	92.3%	91%	157	93.6%	27.4%		90%	88%
Any Other Mixed Background	183	66.7%	16.4%	198	91.4%	88%	209	91.9%	23.0%		87%	87%
Indian	171	83.6%	24.0%	182	93.4%	93%	167	95.8%	28.1%		92%	92%
Pakistani	41	68.3%	14.6%	37	86.5%	86%	30	96.7%	23.3%		84%	83%
Bangladeshi	28	57.1%	10.7%	29	89.7%	88%	36	88.9%	8.3%		87%	86%
Any Other Asian Background	232	76.3%	17.2%	218	92.2%	89%	207	91.3%	17.9%		89%	87%
Black - Caribbean	22	77.3%	13.6%	12	91.7%	86%	11	90.9%	9.1%		85%	82%
Black - African	113	76.1%	15.0%	120	91.7%	89%	110	89.1%	17.3%		87%	86%
Any Other Black Background	49	65.3%	14.3%	34	79.4%	87%	35	91.4%	14.3%		85%	84%
Chinese	47	80.9%	34.0%	48	87.5%	91%	49	89.8%	34.7%		89%	88%
Any Other Ethnic Group	77	75.3%	15.6%	79	91.1%	84%	58	87.9%	22.4%		82%	81%
BME Total	1917	72.9%	16.4%	1824	90.4%	88%	1726	90.8%	19.8%		85%	84%
Non BME – Other Total	316	61.7%	8.5%	284	76.4%	68%	241	79.7%	12.0%		46%	61%
Hampshire All	14939	70.4%	14.4%	15011	90.9%	88%	14577	90.3%	17.8%		86%	85%

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 2014, EMTAS Table KS1 R3

• National Data sourced from DfE Statistical First Release SFR34-2014 Phonics screening check and key stage 1 assessments: England 2014 (December 2014)

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

Appendix 8

Table 3 showing a summary 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 2016
Percentage of pupils achieving Level 2 and above and Level 3 and above by Ethnic Group in 2015 and 2014

Ethnicity Description	Hampshire									National		
	2016			2015			2014			2016	2015	2014
	Number of Pupils	% Exp+	% High	Number of Pupils	% L2+	% L3+	Number of Pupils	% L2+	% L3+	% L2+	% L2+	% L2+
White - British	12706	76.7%	17.7%	12903	95.4%	31.1%	12610	94.8%	30.0%		94%	93%
White - Irish	18	72.2%	27.8%	20	90.0%	50.0%	17	88.2%	17.6%		94%	93%
Gypsy / Roma	49	49.0%	2.0%	40	85.0%	5.0%	33	81.8%	9.1%		59%	58%
Traveller of Irish Heritage	9	44.4%	0.0%	7	57.1%	0.0%	<6	50.0%	25.0%		67%	64%
Any Other White Background	520	80.2%	17.3%	464	96.6%	28.4%	439	95.7%	26.7%		91%	89%
White and Black Caribbean	92	78.3%	14.1%	96	90.6%	25.0%	88	96.6%	20.5%		92%	91%
White and Black African	82	68.3%	13.4%	84	100.0%	33.3%	76	97.4%	23.7%		93%	92%
White and Asian	184	83.2%	25.5%	156	96.2%	38.5%	157	96.2%	37.6%		95%	94%
Any Other Mixed Background	183	73.2%	18.0%	198	96.0%	35.9%	209	95.2%	34.0%		93%	93%
Indian	171	87.1%	34.5%	182	93.4%	43.4%	167	95.8%	40.7%		96%	95%
Pakistani	41	68.3%	24.4%	37	97.3%	18.9%	30	96.7%	40.0%		90%	89%
Bangladeshi	28	67.9%	10.7%	29	93.1%	17.2%	36	91.7%	25.0%		92%	91%
Any Other Asian Background	232	79.3%	20.7%	218	95.4%	28.9%	207	94.7%	31.9%		93%	93%
Black - Caribbean	22	68.2%	4.5%	12	83.3%	16.7%	11	90.9%	18.2%		91%	90%
Black - African	113	76.1%	21.2%	120	96.7%	25.8%	110	95.5%	18.2%		92%	91%
Any Other Black Background	49	61.2%	14.3%	34	88.2%	23.5%	35	91.4%	20.0%		91%	89%
Chinese	47	87.2%	38.3%	48	93.8%	37.5%	49	98.0%	63.3%		96%	96%
Any Other Ethnic Group	77	74.0%	26.0%	79	93.7%	35.4%	58	91.4%	25.9%		90%	89%
BME Total	1917	77.3%	20.3%	1824	94.9%	31.1%	1726	95.0%	30.1%		91%	89%
Non BME – Other Total	316	67.1%	13.3%	284	82.7%	19.7%	241	87.1%	17.4%		78%	77%
Hampshire All	14939	76.6%	18.0%	15011	95.1%	30.9%	14577	94.7%	29.8%		93%	92%

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
- National Data sourced from DfE Statistical First Release SFR34-2014 Phonics screening check and key stage 1 assessments: England 2014 (December 2014)
- EMTAS Table KS1 R5

* 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 **PROVISIONAL DATA**

Percentage of pupils working at Expected Standard and above and pupils working at Higher than Expected Standard by Ethnic Group in 2016 and percentage of pupils achieving Level 4 and above and Level 5 and above by Ethnic Group in 2015 and 2014

Ethnicity Description	Hampshire									National		
	2016			2015			2014			2016	2015	2014
	Number of Pupils	% Exp+	% High	Number of Pupils	% L4+	%L5+	Number of Pupils	% L4+	%L5+	% Exp+	% L4+	% L4+
White - British	12331	56.7%	6.8%	12083	83.1%	26.5%	11946	81.7%	25.2%		81%	79%
White - Irish	18	77.8%	11.1%	11	100.0%	45.5%	24	83.3%	41.7%		84%	83%
Gypsy / Roma	35	14.3%	2.9%	35	48.6%	8.6%	36	47.2%	2.8%		30%	29%
Traveller of Irish Heritage	6	16.7%	0.0%	<6	20.0%	0.0%	<6	20.0%	0.0%		44%	38%
Any Other White Background	437	61.3%	10.8%	354	82.8%	31.6%	324	81.8%	26.5%		73%	71%
White and Black Caribbean	82	50.0%	2.4%	69	78.3%	18.8%	70	80.0%	27.1%		77%	75%
White and Black African	49	65.3%	6.1%	64	76.6%	23.4%	39	87.2%	20.5%		81%	80%
White and Asian	153	60.8%	11.1%	132	93.2%	38.6%	101	86.1%	34.7%		85%	83%
Any Other Mixed Background	197	54.8%	7.1%	161	85.1%	28.6%	151	84.8%	31.1%		82%	81%
Indian	120	69.2%	13.3%	91	90.1%	47.3%	110	85.5%	39.1%		87%	86%
Pakistani	31	61.3%	9.7%	35	82.9%	22.9%	33	78.8%	12.1%		77%	75%
Bangladeshi	43	53.5%	0.0%	41	82.9%	19.5%	44	84.1%	25.0%		83%	81%
Any Other Asian Background	203	62.6%	12.8%	185	90.8%	34.1%	173	82.1%	22.0%		84%	83%
Black - Caribbean	24	58.3%	4.2%	24	70.8%	20.8%	16	87.5%	25.0%		75%	73%

Black - African	87	60.9%	9.2%	63	84.1%	31.7%	67	79.1%	23.9%	81%	78%
Any Other Black Background	42	59.5%	2.4%	38	78.9%	5.3%	20	70.0%	25.0%	76%	74%
Chinese	43	65.1%	20.9%	41	90.2%	36.6%	40	75.0%	42.5%	88%	73%
Any Other Ethnic Group	55	56.4%	3.6%	55	80.0%	20.0%	47	74.5%	23.4%	76%	73%
BME Total *	1625	59.4%	9.4%	1404	84.0%	29.9%	1300	81.0%	27.3%	78%	78%
Non BME – Other Total	106	50.0%	8.5%	97	75.3%	20.6%	85	72.9%	28.2%	65%	64%
Hampshire All	14062	57.0%	7.1%	13584	83.1%	26.8%	13331	81.5%	25.4%	80%	78%

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

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)
- National Data sourced from DfE Statistical First Release SFR50/2014 National curriculum assessments at key stage 2, 2014 (revised) (May 2015)
- EMTAS Table KS2 R9

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

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

**Reading, Writing and Maths (combined) by gender
 at Expected Standard and above and pupils working at Higher than Expected Standard by Ethnic Group
 in 2015 and 2014**

	Hampshire																	
	2016						2015						2014					
	Female			Male			Female			Male			Female			Male		
Ethnicity Description	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	5988	59.9%	7.7%	6343	53.7%	5.9%	5788	86.0%	29.5%	6295	80.4%	23.7%	5825	84.7%	28.7%	6121	78.8%	21.8%
White - Irish	8	87.5%	25.0%	10	70.0%	0.0%	7	100.0%	42.9%	<6	100.0%	50.0%	13	92.3%	61.5%	11	72.7%	18.2%
Gypsy / Roma	22	18.2%	4.5%	13	7.7%	0.0%	15	40.0%	0.0%	20	55.0%	15.0%	9	55.6%	0.0%	27	44.4%	3.7%
Traveller of Irish Heritage	<6	0.0%	0.0%	<6	25.0%	0.0%	<6	0.0%	0.0%	<6	33.3%	0.0%	<6	0.0%	0.0%	<6	50.0%	0.0%
Any Other White Background	221	65.6%	12.2%	216	56.9%	9.3%	170	84.7%	35.3%	184	81.0%	28.3%	159	86.2%	34.6%	165	77.6%	18.8%
White and Black Caribbean	42	59.5%	2.4%	40	40.0%	2.5%	43	76.7%	14.0%	26	80.8%	26.9%	33	84.8%	39.4%	37	75.7%	16.2%
White and Black African	16	81.3%	12.5%	33	57.6%	3.0%	33	87.9%	30.3%	31	64.5%	16.1%	19	89.5%	15.8%	20	85.0%	25.0%
White and Asian	73	65.8%	9.6%	80	56.3%	12.5%	63	95.2%	44.4%	69	91.3%	33.3%	48	89.6%	35.4%	53	83.0%	34.0%
Any Other Mixed Background	97	53.6%	8.2%	100	56.0%	6.0%	74	87.8%	17.6%	87	82.8%	37.9%	72	88.9%	41.7%	79	81.0%	21.5%
Indian	65	70.8%	15.4%	55	67.3%	10.9%	47	91.5%	53.2%	44	88.6%	40.9%	52	86.5%	46.2%	58	84.5%	32.8%
Pakistani	17	52.9%	5.9%	14	71.4%	14.3%	22	90.9%	31.8%	13	69.2%	7.7%	13	76.9%	7.7%	20	80.0%	15.0%
Bangladeshi	22	40.9%	0.0%	21	66.7%	0.0%	20	90.0%	15.0%	21	76.2%	23.8%	20	90.0%	40.0%	24	79.2%	12.5%
Any Other Asian Background	108	70.4%	13.0%	95	53.7%	12.6%	102	94.1%	36.3%	83	86.7%	31.3%	73	87.7%	30.1%	100	78.0%	16.0%
Black - Caribbean	12	75.0%	8.3%	12	41.7%	0.0%	6	66.7%	16.7%	18	72.2%	22.2%	9	77.8%	22.2%	7	100.0%	28.6%
Black - African	49	67.3%	10.2%	38	52.6%	7.9%	30	83.3%	43.3%	33	84.8%	21.s2%	40	72.5%	25.0%	27	88.9%	22.2%
Any Other Black Background	11	72.7%	0.0%	31	54.8%	3.2%	25	88.0%	4.0%	13	61.5%	7.7%	7	85.7%	14.3%	13	61.5%	30.8%
Chinese	19	57.9%	15.8%	24	70.8%	25.0%	23	91.3%	43.5%	18	88.9%	27.8%	17	82.4%	47.1%	23	69.6%	39.1%
Any Other Ethnic Group	28	57.1%	0.0%	27	55.6%	7.4%	19	78.9%	21.1%	36	80.6%	19.4%	24	79.2%	25.0%	23	69.6%	21.7%
BME Total	812	62.9%	10.1%	813	55.8%	8.6%	701	86.7%	31.5%	703	81.2%	28.3%	611	84.8%	34.0%	689	77.6%	21.3%
Non BME – Other Total	45	48.9%	8.9%	61	50.8%	8.2%	47	80.9%	21.3%	50	70.0%	20.0%	48	70.8%	27.1%	37	75.7%	29.7%
Hampshire All	6845	60.2%	8.0%	7217	54.0%	6.2%	6536	86.0%	29.6%	7048	80.4%	24.2%	6484	84.6%	29.2%	6847	78.6%	21.8%

Appendix 10

Key Stage 4 Attainment for the Black and Minority Ethnic (BME) cohorts in Hampshire **PROVISIONAL DATA**

Ethnicity Description	2016					2015			2014		
	Number of Pupils	% Achieving Ebacc	Average Attainment 8	Average Progress 8	% A*C English & Maths	Number of Pupils	% 5+ A*-C	% 5+ A*-C inc GCSE E&M	Number of Pupils	% 5+ A*-C	% 5+ A*-C inc GCSE E&M
	11759	24.9%	50.74	-0.06	66.1%	12433	67.7%	59.8%	12300	67.1%	58.7%
White - Irish	24	70.8%	64.00	0.31	91.7%	20	75.0%	75.0%	26	73.1%	53.9%
Gypsy / Roma	14	7.1%	34.46	-1.18	21.4%	24	12.5%	12.5%	11	27.3%	27.3%
Traveller of Irish Heritage	<6	0.0%	0.00	-2.11	0.0%	<6	0.0%	0.0%	<6	100.0%	0.0%
Any Other White Background	315	41.3%	55.24	0.41	71.7%	296	75.7%	64.9%	288	78.5%	68.1%
White and Black Caribbean	83	13.3%	44.11	-0.48	51.8%	76	60.5%	54.0%	77	53.3%	44.2%
White and Black African	29	27.6%	43.33	-0.37	48.3%	35	68.6%	57.1%	31	67.7%	54.8%
White and Asian	100	43.0%	58.85	0.22	82.0%	102	83.3%	75.5%	88	90.9%	87.5%
Any Other Mixed Background	138	31.2%	52.13	0.01	67.4%	133	69.2%	62.4%	111	72.1%	60.4%
Indian	96	54.2%	62.07	0.69	85.4%	76	93.4%	82.9%	88	93.2%	77.3%
Pakistani	24	29.2%	52.35	0.45	66.7%	28	75.0%	67.9%	23	73.9%	60.9%
Bangladeshi	31	35.5%	53.79	0.66	77.4%	40	75.0%	67.5%	38	79.0%	60.5%
Any Other Asian Background	187	26.2%	50.83	0.46	67.9%	195	63.6%	50.8%	201	62.2%	48.3%
Black – Caribbean	23	21.7%	49.74	0.05	47.8%	14	71.4%	64.3%	16	62.5%	37.5%
Black – African	66	15.2%	49.06	0.46	59.1%	64	64.1%	54.7%	61	72.1%	50.8%
Any Other Black Background	26	19.2%	43.90	0.04	38.5%	24	45.8%	25.0%	20	50.0%	45.0%
Chinese	35	54.3%	63.41	0.65	88.6%	36	86.1%	80.6%	48	83.3%	77.1%
Any Other Ethnic Group	51	27.5%	53.34	0.28	70.6%	44	75.0%	65.9%	51	66.7%	64.7%
Hampshire Non BME (WBRI)	1209	71.2%	61.8%	0.26	69.1%	1209	71.2%	61.8%	1179	73.2%	61.6%
Hampshire BME	156	65.4%	55.1%	0.26	69.1%	156	65.4%	55.1%	156	65.4%	55.1%
Hampshire Non BME (Other)	13851	67.8%	59.7%	0.26	69.1%	13851	67.8%	59.7%	13635	67.6%	58.9%
All Children	13851	67.8%	59.7%	0.26	69.1%	13851	67.8%	59.7%	13635	67.6%	58.9%

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

- Hampshire data from Key to Success and Keyphas flat files 2014, 2015
- EMTAS Table KS2 R8
- National Data sourced from DfE Statistical First Release SFR50/2014 National curriculum assessments at key stage 2, 2014 (revised) (May 2015)

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

Notes:

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

- Non BME (Other) includes Information Not Yet Obtained, Refused and Not Provided
- For data protection reasons categories with less than 5 pupils have been masked

Source:

es 2016-17 National Data sourced from DFE Statistical First Release SFR 05/2014 published 23rd January 2014 Hampshire data sourced from KEY TO SUCCESS Data 15-Oct-2015, 29-Jan-2015 and 23-Jan-2014 - Performance Table Data (EXCLUDES EDUCATION CENTRES)

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

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

