

HAMPSHIRE COUNTY COUNCIL**Report**

Committee:	Children and Young People Select Committee
Date:	14 October 2015
Title:	Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) Spring Report
Reference:	6982
Report From:	The Director of Children's Services

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1. Purpose of Report

- 1.1. This report brings together a comprehensive range of data and information relating to educational outcomes of children and young people from Black, Minority Ethnic 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.

2. Contextual Information

- 2.1. Hampshire EMTAS is part of the Education and Inclusion branch of Children's Services. Its specific remit is to support schools to improve educational outcomes of children and young people from ethnic minority and Traveller groups. Since 2011 the service has been entirely funded by schools.
- 2.2. This paper is the second in a series of three reports focussing on different aspects of ethnic minority achievement. This reporting schedule makes the information more meaningful and reduces the level of detail and complexity within previous annual reports. A summary of validated results is provided (Appendix 1). 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.
- 2.3. School census (Spring 2015) data show that 10.9% of Hampshire children now come from Black and Minority Ethnic (BME) groups. (DAIT Interactive analysis 2015 L14) This is an increase of just 0.5% from the Spring 2014 census, however this equates to 1000 children. This is consistent with the average annual increase in the number of children from BME backgrounds in Hampshire schools. 5.4% are recorded as having English as an

Additional Language (EAL) compared with 5.1% the previous year. This equates to some nine thousand children (Spring 2015 Census), approximately 700 children more than in 2014. Additionally, between 900 and 1100 children are referred to Hampshire's Ethnic Minority and Traveller Achievement Service (EMTAS) every year for support. The vast majority of these are new to English however in the case of Traveller children they may be new to the school or have a fragmented education. From April 2014-March 2015 EMTAS received 103 more referrals than the same time the previous year. Whilst this may largely be due to the improved profile for EMTAS in schools, the increase is still significant, with an overall increase of 10.6%, 1078 in 2014-15 from 975 in 2013-14. Hampshire EMTAS continues to absorb these increases without any increases in budget. The service generates additional income through traded services.

3.0 Language and ethnicity

- 3.1. 63 languages were recorded as spoken by newly arrived children and young people in Hampshire schools (Hampshire EMTAS New Arrival data April 2014 - March 2015). However, over 160 languages are recorded on School Census data (Spring 2015). The county's linguistic profile changes year on year and the diversity within individual Hampshire districts varies enormously. 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. The term 'isolated bilingual learner' was first coined in Hampshire, reflecting the experience of children in schools where fewer than 3% of pupils come from ethnic minority backgrounds. Apart from in north Hampshire where there are established Nepalese 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.
- 3.2. 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. This can be compared with data from previous years. Its accuracy 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') and language. A comparison between 2013 and 2014 may be seen in Appendix 2. This table shows the top ten languages (ranked in order of number of speakers) taken from the Spring 2015 Census, and also from the referrals made to EMTAS for new arrivals during the academic years 2013-14 and 2014-15. The number of Polish speakers has gradually increased and for the first time in 2015 is above Nepali making Polish the top language spoken as recorded on the Spring Census 2015. Polish speakers also make up the largest number of new arrival referrals to EMTAS. Although the number of Nepali speakers in Hampshire remains constant (Spring Census 2015) the number of referrals has fallen slightly. Additionally someone of Romanian origin for example can record their language as Romanian, Romanian (Romania) and Romanian (Moldova) on the Census. Although it gives

more detailed breakdown of language it means Romanian may not appear in the top twenty languages in the Spring Census 2015 unless all the figures are combined, however since the first appearance of Romanian in 2012 it is now the third highest language referred to EMTAS in 2014-15.

- 3.3. Very broadly speaking, languages captured within the School Census provide an indication of settled communities whereas the languages spoken by children referred to Hampshire EMTAS indicate those who are newly arrived and largely new to English. It is important to note that for some of these languages numbers are small. However, the changing list of languages from 2014 to 2015 reflects the transient nature of BME communities in Hampshire.
- 3.4. Anecdotal evidence suggests that there are many different reasons why families from BME groups choose to settle in Hampshire. Local factors such as employment, the presence of the Armed Forces, the current redundancy and resettlement programme within the Army in particular, and links with established communities all affect diversity in Hampshire. For example, the proximity of hospitals to schools may result in families from the Philippines or southern India (particularly Kerala) settling in to the district due to recruitment of skilled staff into the Health Service. The presence of the Army in the north of the county and Winchester has resulted in families from Nepal settling into the area. During 2013-14 there were a number of Portuguese speakers in the Test Valley district because of parents' work commitments. This has led to a short term increase in Portuguese speakers in Andover schools; the number has remained constant this year. The economic situation in some European countries such as Spain has resulted in families arriving in Hampshire to find work, particularly where one parent is British or there are family connections with the area so that help is more easily available. In the New Forest, families have arrived where one or both parents work in the Hospitality of Care industries. Interestingly this year Spanish has moved from being ranked 10 in 2014 to number 5 (Spring census 2015). Also the number of referrals for Spanish children has doubled. (EMTAS New Arrival data, Appendix 3) Polish remains the top language with over 200 more children recorded as speaking Polish in 2015. Staff at EMTAS have observed that approximately half of the Polish children referred to our service this year were UK born and there have been a smaller number of parents very new to the English educational system. In most cases at least one parent/carer spoke good English.
- 3.5. Romanian appeared in the top ten EMTAS New Arrival list of languages for the very first time in 2012, numbers are still relatively small however are increasing; this year it is the third highest referred language to our service (Appendix 2). Romania and Bulgaria have been members of the EU since 2007 however in January 2014, employment restrictions were lifted. There has been concern from some quarters that this may lead to significant increases in numbers of Romanian and Bulgarian nationals migrating to the UK. However current statistics show that the main driver for migration from these countries is the labour market and therefore the preference at the moment is to settle in countries such as Germany and Spain rather than

the UK. Hampshire has not seen a huge rise of Romanian and Bulgarian speakers as numbers of children recorded as speaking these languages on the Spring 2015 school Census is still relatively low although has increased (94 Bulgarian speakers compared with 74 in 2014 and 147 Romanian speakers compared with 107 in 2013).

- 3.6. Table 1, Appendix 3 shows the number of children from BME heritages by district in 2015 compared with 2014 and 2013. Although in all districts the number of BME have risen slightly, the districts of East Hants, Hart, New Forest, Rushmoor and Winchester have all seen a percentage decrease over three years. However, increases in percentage of BME for the last three years although small are recorded in the districts of Basingstoke, Eastleigh, Fareham, Gosport, Havant and Test Valley. The largest percentage change is in Havant and Gosport. Anecdotally, it has been suggested that the availability of shift work in factories in the Havant area is one reason why newly arrived families choose to settle there, which may have contributed to the current increase.
- 3.7. Table 2, Appendix 3 indicates the number of children recorded as having EAL by district in 2015 compared with 2014. Overall in Hampshire, 9241 children are recorded as speaking English as an Additional Language in 2015 compared with 8589 in 2014. This represents an overall increase of 7.6% (Spring Census 2015).
- 3.8. Here we see the sharpest percentage increase compared to the previous year in Test Valley followed by Gosport and Havant with slight increases in the New Forest, Basingstoke, Fareham. Referrals to EMTAS continue to be high from Rushmoor schools although the percentage across the district has fallen. This may be due to increased involvement and raised profile of the service rather than substantial increases in numbers of new arrivals in the district. However, referrals from Test Valley have increased and it is likely due to the number of Portuguese and Polish speakers in the Andover area, that have migrated for work purposes and working in local businesses. Portuguese have for many years been associated with Vitacress in St Mary Bourne. The increase in referrals to EMTAS is reflected in the percentage increase in EAL learners recorded on the Census.
- 3.9. A Hampshire data booklet and individual district data booklets will be produced by EMTAS and be available during the summer term 2015. An IOW data booklet will be produced following the same format.

4.0 Vulnerability in relation to ethnicity and language

- 4.1. "Being from a minority group should not, but sometimes does, signify potential disadvantage"
Hampshire's Children and Young People's Plan 2012-15 p.9
- 4.2. Many children and young people from minority ethnic backgrounds achieve at the highest level, but for some groups, the gaps remain unacceptably

wide. There is a mixed picture in terms of vulnerability and ethnicity which is recognised in the Children and Young People's Plan.

- 4.3. For many vulnerable groups, gaps in attainment are apparent from an early age. However, this is not necessarily the case for all ethnic minority groups with the exception of children from Gypsy, Roma and Traveller ethnicities. For example, outcomes for Black Caribbean pupils are significantly below national expectations at Key Stage 4 but this group achieves well at Key Stages 1 and 2. Due to the low numbers of pupils in groups such as this, there is a risk that underachievement can go unnoticed.
- 4.4. 7.96% of children from BME heritages (out of the total BME cohort) according to the Spring Census 2015 are eligible for Free School Meals (FSM). This figure represents 0.9% of the Hampshire All figure. 10.2% of the Hampshire All cohort are recorded as eligible for FSM. We should bear in mind that poverty within BME families can be hidden from conventional data collection for a variety of reasons. Newly arrived families from overseas may not be eligible immediately to claim the benefits which are trigger eligibility for Free School Meals. The Universal Infant Free School Meal may also mask those families who potentially could still apply for FSM and therefore trigger Pupil Premium for schools, due to a lack of understanding as they automatically receive meals in KS1. Anecdotal evidence suggests that some ethnic minority families may view FSM as a form of charity whilst others, particularly from Traveller communities, may mistrust systems around keeping their personal data safe and therefore will not apply.
- 4.5. In response EMTAS Bilingual Assistants have compiled a Frequently Asked Questions document for parents which is on the EMTAS website. This will be translated into a variety of languages during 2015 to support schools with clear communication around Free School Meals entitlement and the link with Pupil Premium.
- 4.6. It is interesting that some research shows that whilst poverty is a key factor affecting attainment for many children, the impact is less for those for BME backgrounds or learning English as an Additional Language (Institute for public policy research: A Long Division, September 2012). This could reflect the high level of resilience required to settle successfully in a new country or the aspirational nature of many BME families, and the value placed on education. Having said this, particular combinations of pupil characteristics can indicate that a child is especially vulnerable. For example, nationally, pupils from a black background are the lowest performing group, although black pupils have an expected level of progress above the national average. However, Black Caribbean FSM boys are below the national average with only 30.9% achieving at least 5 A*-C including English and mathematics. This group remains 32.7 percentage points below the national average (56.6%) Gypsy/Roma pupils are the lowest performers only 8.2% achieved at least 5 A*-C GCSEs including English and Maths. Almost a third achieved the expected progress in English (30.9%) but fewer achieved expected progress in Maths (15.1%)

(Department for Education: GCSE and Equivalent attainment by pupil characteristics in England 2013/14).

- 4.7. During 2014-15, Hampshire EMTAS will look more closely at the impacts of multiple vulnerabilities on children from BME and GRT groups. Whole team training took place in September on this issue to ensure that the work of EMTAS is linked in with that of other services around vulnerable groups.

5.0 Educational outcomes

- 5.1 Overall, the data for 2013-14 show an improving picture in relation to educational outcomes for BME children and young people across all key stages. We are hoping this trend will continue and be evident in the 2014-15 results.
- 5.2 A full analysis of attainment is provided in the CSDMT EMTAS Autumn 2014 Report, 17th November 2014. Changes in Validated data (DAIT interactive April 2015) have not made a significant difference to that previously reported. Black African and White/Black Africa and Other Asian background were the only groups whose percentage of children achieving 5 or more A*-C GCSE passes including English and Mathematics decreased very slightly. However, percentages for Black African and White/Black Africa and Other Asian background at KS2 of children achieving Level 4 and above in Reading, Writing and Mathematics increased slightly.

6.0 Conclusions

- 6.1. The future priorities for Hampshire Ethnic Minority and Traveller Achievement Service are twofold. Through our programme of interventions and projects, we aim to secure continued improvement in educational outcomes for all ethnic minority and Traveller children in Hampshire schools. We also aim to provide a consistently excellent, responsive service which adds value and meets the needs of Hampshire schools.
- 6.2. Finally, Hampshire EMTAS prides itself on being an innovative service which contributes to the reputation of the County Council as a high achieving and forward thinking organisation. As a measure of this, in 2013 EMTAS was the overall and grassroots winner of the Guardian's national Public Service Awards for its pioneering 'Hampshire Young Interpreter Scheme.' Following on from this success EMTAS was the winner of the Arts and Culture category of the Children and Young People Now national awards in 2014 for 'Justice for Johnny Drama Scheme of Work'. Additionally, the contribution of the service was recognised in the April 2014 OFSTED Inspection of Children's Services and described as "exemplary provision."

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.)

DocumentLocation

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

Table 1: KS1 SUMMARY ANALYSIS Reading/Writing/Maths

		ExamYear					
		2014			2013		
	Ethnicity Descr	No. of Candidates	% L2+	% L3+	No. of Candidates	% L2+	% L3+
Non BME	White - British	12610	89.1%	14.5%	12406	88.0%	13.5%
BME	White - Irish	16	93.8%	12.5%	15	80.0%	6.7%
	Gypsy / Roma	33	75.8%	0.0%	37	59.5%	0.0%
	Traveller of Irish Heritage	<6	50.0%	0.0%	<6	100.0%	0.0%
	Any Other White Background	438	87.2%	11.9%	345	85.5%	11.3%
	White and Black Caribbean	88	90.9%	12.5%	88	84.1%	11.4%
	White and Black African	76	90.8%	10.5%	58	94.8%	15.5%
	White and Asian	157	93.6%	22.9%	143	89.5%	22.4%
	Any Other Mixed Background	209	90.0%	17.7%	181	89.5%	20.4%
	Indian	167	95.8%	22.8%	149	96.6%	28.2%
	Pakistani	30	96.7%	23.3%	32	100.0%	9.4%
	Bangladeshi	36	88.9%	2.8%	28	89.3%	7.1%
	Any Other Asian Background	207	91.3%	15.0%	191	90.1%	16.2%
	Black - Caribbean	11	90.9%	0.0%	15	86.7%	20.0%
	Black - African	110	89.1%	12.7%	94	90.4%	12.8%
	Any Other Black Background	35	88.6%	5.7%	32	87.5%	3.1%
	Chinese	49	89.8%	34.7%	41	90.2%	24.4%
Any Other Ethnic Group	58	87.9%	15.5%	58	86.2%	6.9%	
BME Total		1724	90.0%	15.4%	1510	88.5%	15.6%
Non BME - Other	Information Not Yet Obtained	29	89.7%	10.3%	54	64.8%	13.0%
	Refused	71	81.7%	14.1%	83	88.0%	7.2%
	Unknown*	143	73.4%	8.4%	106	81.1%	1.9%
Non BME - Other Total		243	77.8%	10.3%	243	79.8%	6.2%
Hampshire All Total		14577	89.0%	14.5%	14159	87.9%	13.6%

Hampshire Non BME (WBRI)

Hampshire BME

Hampshire Non BME (Other)

Hampshire All

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)
- Based upon Teacher Assessment data

Hampshire data sourced from the Interactive Spreadsheet using DfE published data (or data derived from DfE publications by the DaIT last updated March 2015, EMTAS Table B21)

Table 2: Key Stage 2 attainment by individual ethnic group, showing a 2 year trend

			Year		National	National
	Ethnicity_Description	Data	2014	2013	2014	2013
Non BME	White - British	Number of Candidates % L4+ RWM	11946 81.7%	11723 77.6%	79.0%	76.0%
BME	White - Irish	Number of Candidates % L4+ RWM	24 83.3%	27 96.3%	84.0%	82.0%
	Gypsy / Roma	Number of Candidates % L4+ RWM	36 47.2%	28 28.6%	29.0%	23.0%
	Traveller of Irish Heritage	Number of Candidates % L4+ RWM	<6 20.0%	<6 50.0%	38.0%	35.0%
	Any Other White Background	Number of Candidates % L4+ RWM	324 81.8%	325 80.0%	71.0%	68.0%
	White and Black Caribbean	Number of Candidates % L4+ RWM	70 80.0%	66 66.7%	75.0%	72.0%
	White and Black African	Number of Candidates % L4+ RWM	39 87.2%	30 80.0%	81.0%	75.0%
	White and Asian	Number of Candidates % L4+ RWM	101 86.1%	88 80.7%	83.0%	80.0%
	Any Other Mixed Background	Number of Candidates % L4+ RWM	151 84.8%	118 83.9%	81.0%	79.0%
	Indian	Number of Candidates % L4+ RWM	110 85.5%	108 84.3%	86.0%	83.0%
	Pakistani	Number of Candidates % L4+ RWM	33 78.8%	18 94.4%	75.0%	71.0%
	Bangladeshi	Number of Candidates % L4+ RWM	44 84.1%	37 62.2%	81.0%	76.0%
	Any Other Asian Background	Number of Candidates % L4+ RWM	173 82.1%	177 74.0%	83.0%	78.0%
	Black - Caribbean	Number of Candidates % L4+ RWM	16 87.5%	20 70.0%	73.0%	70.0%
	Black - African	Number of Candidates % L4+ RWM	67 79.1%	59 78.0%	78.0%	75.0%
	Any Other Black Background	Number of Candidates % L4+ RWM	20 70.0%	26 65.4%	74.0%	70.0%
	Chinese	Number of Candidates % L4+ RWM	40 75.0%	34 85.3%	88.0%	85.0%
	Any Other Ethnic Group	Number of Candidates % L4+ RWM	47 74.5%	43 72.1%	73.0%	70.0%
BME Number of Candidates			1300	1206		
BME % L4+ RWM			81.0%	77.3%	77.0%	73.0%
Non BME (Other) Number of Candidates			85	73		
Non BME (Other) % L4+ RWM			72.9%	80.8%		
Total Number of Candidates			13331	13002		
Total % L4+ RWM			81.5%	77.5%	79.0%	75.0%

Notes:

- Hampshire DAIT interactive spreadsheet and SFR50-2014 (EMTAS Table F7) last updated March 2015
- 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)
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Table 3: KS4 Summary - % A*- C GCSE in English AND Maths

Ethnicity Description	Hampshire				National	
	2014		2013		2014	2013
	Number of Candidates	% GCSE English & Maths A*-C	Number of Candidates	% GCSE English & Maths A*-C	GCSE English & Maths A*-C	GCSE English & Maths A*-C
Non BME (White British) Total	12300	60.8%	12742	60.6%	58.9%	61.3%
White - Irish	26	61.5%	19	84.2%	68.0%	69.9%
Gypsy / Roma	11	27.3%	13	23.1%	8.8%	14.4%
Traveller of Irish Heritage	<6	0.0%	<6	0.0%	14.7%	19.0%
Any Other White Background	288	70.8%	243	67.5%	54.7%	56.2%
White and Black Caribbean	77	50.7%	64	68.8%	51.4%	55.8%
White and Black African	31	58.1%	24	54.2%	58.9%	64.2%
White and Asian	88	88.6%	90	71.1%	68.7%	70.4%
Any Other Mixed Background	111	63.1%	111	64.9%	62.4%	66.4%
Indian	88	77.3%	71	78.9%	74.2%	76.2%
Pakistani	23	60.9%	15	80.0%	53.4%	56.1%
Bangladeshi	38	60.5%	26	69.2%	63.4%	64.7%
Any Other Asian Background	201	49.8%	196	45.9%	63.8%	64.9%
Black - Caribbean	16	37.5%	12	41.7%	49.7%	54.3%
Black - African	61	52.5%	57	54.4%	58.9%	61.9%
Any Other Black Background	20	45.0%	17	70.6%	51.0%	55.2%
Chinese	48	77.1%	36	86.1%	75.2%	78.4%
Any Other Ethnic Group	51	64.7%	43	65.1%	58.3%	59.9%
BME Total	1179	63.6%	1040	63.4%	59.0%	61.7%
Non BME (Other) Total	156	57.7%	159	57.2%	58.9%	61.2%
Hampshire all	13635	61.0%	13941	60.8%	58.9%	61.3%

Notes:

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- 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 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 Interactive Spreadsheet using DfE published data (or data derived from DfE publications by the DaIT last updated March 2015 (EMTAS table I7)

Appendix 2

Table 1: Top 10 Languages taken from Spring Census 2015

Language Description	Academic Year		
	2014-2015	2013-2014	2012-2013
Polish	1310	1087	892
Nepali	1211	1213	1264
Malayalam	409	379	350
Bengali	358	365	359
Spanish	304	238	219
French	278	249	253
Urdu	277	249	239
Portuguese	241	243	209
Other than English	223	268	271
Chinese	220	208	217

Source: Hampshire data sourced from the interactive spreadsheet (DAIT) last updated on 10th April 2015. Excludes Education Centres (Table L3 EMTAS)

Notes

- These data are based on how parents (for primary children) and young people (secondary) choose to describe themselves
- Some languages can be further divided into smaller groups and therefore in some cases there may be additional speakers of a main languages which have not been counted
- 'Other than English' is identified as a further category which respondents can choose. It is not possible to identify other languages within this category

Table 2: EMTAS New Arrival data

Language Description	April 2014-March 2015		April 2013 – March 2014		
	2014-2015 number	2014-2015 %	Language Description	2013-2014 number	2013-2014 %
Polish	217	20.1%	Nepali	200	20.50%
Nepali	143	13.3%	Polish	171	17.50%
Romanian	57	5.3%	Portuguese	48	4.90%
Spanish	56	5.2%	Chinese	41	4.20%
Chinese	40	3.7%	Arabic	34	3.50%
Portuguese	37	3.4%	Romanian	32	3.30%
Malayalam	35	3.2%	Malayalam	25	2.60%
Urdu	31	2.9%	Spanish	24	2.50%
Turkish	30	2.8%	Tagalog	23	2.40%
Hungarian	28	2.6%	Russian	22	2.30%

Sources:

EMTAS New Arrivals Database

Notes

- These data are based on the number of referrals made to EMTAS
- Languages that can be 'subdivided' such as Chinese have been combined to include Cantonese and Mandarin.

Appendix 3

Table 1: Breakdown by district of BME (Black and Minority Ethnic) and Traveller pupils 2014-2015 with 2013-14 and 2012-2013 comparison

Geographical District	2014-2015		2013-2014		2012-2013		% change of BME totals from 2013/ 2014 to 2014/ 2015	% change of BME totals from 2012/ 2013 to 2013/ 2014
	Number of Children	% of BME	Number of Children	% of BME	Number of Children	% of BME		
Basingstoke & Deane	3620	19.5%	3406	19.4%	3196	19.4%	6.3%	6.6%
East Hants	1117	6.0%	1115	6.3%	1094	6.7%	0.2%	1.9%
Eastleigh	1964	10.6%	1836	10.4%	1654	10.1%	7.0%	11.0%
Fareham	1049	5.6%	972	5.5%	883	5.4%	7.9%	10.1%
Gosport	718	3.9%	656	3.7%	595	3.6%	9.5%	10.3%
Hart	1578	8.5%	1507	8.6%	1429	8.7%	4.7%	5.5%
Havant	1182	6.4%	1066	6.1%	980	6.0%	10.9%	8.8%
New Forest	1503	8.1%	1442	8.2%	1359	8.3%	4.2%	6.1%
Rushmoor	2682	14.4%	2567	14.6%	2445	14.9%	4.5%	5.0%
Test Valley	1543	8.3%	1450	8.2%	1327	8.1%	6.4%	9.3%
Winchester	1589	8.5%	1523	8.7%	1482	9.0%	4.3%	2.8%
Information not Provided	48	0.3%	40	0.2%		0.0%		
Grand Total	18593	100.0%	17580	100.0%	16444	100.0%	5.8%	6.9%

Source: Hampshire data sourced from the interactive spreadsheet (DAIT) last updated on 10th April 2015. Excludes Education Centres (Table L10 EMTAS)

Table 2: Breakdown by District of numbers/percentages of pupils for whom English as an Additional Language (EAL) 2014-15 with 2013-14 and 2012-13 comparison

HIAS District	2014-2015		2013-2014		2012-2013		% increase from 2013/14 to 2014/15	% increase from 2012/13 to 2013/14
	Number of Children	% of EAL	Number of Children	% of EAL	Number of Children	% of EAL		
Basingstoke & Deane	1925	20.8%	1774	20.7%	1629	20.4%	8.5%	8.9%
East Hants	568	6.1%	558	6.5%	545	6.8%	1.8%	2.4%
Eastleigh	910	9.8%	861	10.0%	753	9.4%	5.7%	14.3%
Fareham	403	4.4%	364	4.2%	321	4.0%	10.7%	13.4%
Gosport	354	3.8%	301	3.5%	271	3.4%	17.6%	11.1%
Hart	675	7.3%	645	7.5%	609	7.6%	4.7%	5.9%
Havant	488	5.3%	427	5.0%	381	4.8%	14.3%	12.1%
New Forest	703	7.6%	638	7.4%	591	7.4%	10.2%	8.0%
Rushmoor	1756	19.0%	1710	19.9%	1693	21.2%	2.7%	1.0%
Test Valley	811	8.8%	698	8.1%	641	8.0%	16.2%	8.9%
Winchester	648	7.0%	613	7.1%	564	7.1%	5.7%	8.7%
Grand Total	9241	100.0%	8589	100.0%	7998	100.0%	7.6%	7.4%

Source: Hampshire data sourced from the interactive spreadsheet (DAIT) last updated on 10th April 2015. Excludes Education Centre (Table L2 EMTAS)