

Public Document Pack



NOTICE OF MEETING

Meeting	Children and Young People Select Committee
Date and Time	Monday 6th March 2023 at 10.00am
Place	Ashburton Hall, Elizabeth II Court, The Castle, Winchester
Enquiries to	members.services@hants.gov.uk

Carolyn Williamson FCPFA
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website and available for repeat viewing, it may also be recorded and filmed by the press and public. Filming or recording is only permitted in the meeting room whilst the meeting is taking place so must stop when the meeting is either adjourned or closed. Filming is not permitted elsewhere in the building at any time. Please see the Filming Protocol available on the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Personal Interest in a matter being considered at the meeting should consider, having regard to Part 5, Paragraph 4 of the Code, whether such interest should be declared, and having regard to Part 5, Paragraph 5 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES OF PREVIOUS MEETING

To confirm the minutes of the previous meeting

4. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any announcements the Chairman may wish to make.

6. ATTAINMENT OF CHILDREN AND YOUNG PEOPLE IN HAMPSHIRE SCHOOLS 2022 (Pages 3 - 22)

To receive a report providing a broad summary and analysis of attainment across Hampshire schools in 2022 at the key points in children and young people's education.

7. ETHNIC MINORITY AND TRAVELLER ACHIEVEMENT SERVICE REPORT (Pages 23 - 50)

To receive a report providing an update on the work of the Ethnic Minority and Traveller Achievement Service (EMTAS) during academic year 2021-22 around supporting Black and Minority Ethnic (BME) children and young people in education.

8. HAMPSHIRE YOUTH OFFENDING TEAM (HYOT) REPORT (Pages 51 - 66)

To receive a report providing an overview of the work of Hampshire Youth Offending Team.

9. WORK PROGRAMME (Pages 67 - 72)

To consider and approve the Children and Young People Select Committee Work Programme.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in

connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

This page is intentionally left blank

HAMPSHIRE COUNTY COUNCIL

Report

Committee	Children and Young People Select Committee
Date:	6 March 2023
Title:	Attainment of Children and Young People in Hampshire Schools 2022
Report From:	Director of Children's Services

Contact: Natalie Smith, County Education Manager – Secondary and Post-16
Ann Truman, County Education Manger – Early Years and Primary
Karen Nye, County Education Manager – Vulnerable Children and Young People

Email: natalie.smith2@hants.gov.uk
ann.truman@hants.gov.uk
karen.1.nye@hants.gov.uk

Purpose of this Report

1. This report provides a broad summary and analysis of attainment across Hampshire schools in 2022 at the key points in children and young people's education; the end of the Foundation Stage (the end of early years, age 5), the end of Key Stage Two (KS2 - the end of primary education, age 11), the end of Key Stage Four (KS4 - the end of secondary education, age 16) and the end of Key Stage Five (KS5 – the end of post-16 education, age 18). It also outlines key actions being taken to build on performance and further raise attainment.

Recommendation

2. That the Children and Young People Select Committee note the contents of the report.

Executive Summary

3. This report seeks to give an account of the most recent statutory assessment datasets for Early Years, Primary, Secondary and Post-16 education in 2022. It also provides some contextual information about the structure and purpose of each performance indicator and the trends over time, whilst recognising the absence of data in 2020 and 2021 and the wider impact of the pandemic. Finally, it offers some key actions being

taken in response to the data and to further improve performance across the system.

4. Attainment in Hampshire continues to be broadly above or in line with that nationally, a consistent trend over time. This is the case at the end of all Key Stages that mark important curriculum transitions and sometimes a change of schools. This indicates that, overall, children and young people are well served by each stage of education in the preparation for the next, and for adulthood.
5. At the end of Early Years education, data indicates that the performance of schools in Hampshire has remained strong.
6. Provision in Key Stage One (KS1) continues the strong performance from Early Years with reading, writing and mathematics above national indicators for children by age seven.
7. As with Early Years and KS1, standards at the end of KS2 in Hampshire schools are above the national indicators in the key measure of reading, writing and mathematics (RWM) combined.
8. Attainment in secondary schools remains secure, with the key performance indicators of The Basics (GCSE English and mathematics combined) at grade 4+ remaining above the national comparator, and that of Attainment 8 (A8) being in line with the national figure.
9. Attainment at post-16 remains strong with all key performance indicators above national measures for both A level and vocational qualifications.
10. The statutory data set released for secondary education also contains figures to indicate proportions of young people staying in education or entering employment. This shows that in Hampshire, the number of young people who either stayed in education or went into employment after finishing KS4 was 95% relative to a national figure of 94%.
11. Whilst the above is a positive picture for Hampshire overall relative to that nationally, it must be recognised that the pandemic has had a substantial impact on outcomes, notably for those children and young people experiencing vulnerability for whom, in Hampshire, the attainment gap compared to that of their peers has widened in several areas. This broadly mirrors the national picture.
12. It is notable that the proportion of children and young people experiencing vulnerability as measured by being in receipt of free school meals (FSM) has increased substantially relative to the national comparator between the last set of reported outcomes in 2019, and this 2022 set. This is explored in more detail in the contextual information section.
13. Hampshire continues to aspire to better outcomes for all children and young people, but with necessary focus on those experiencing

vulnerability, such as those in relative poverty, open to social care or with special educational needs. For these children and young people, educational outcomes are less strong both in Hampshire and nationally, therefore remain a priority.

14. Whilst this report focuses on attainment, it must be recognised that school attendance is a key determinant of good attainment and the issue of weaker attendance relative to pre-pandemic levels therefore features within this report.

Relevant Background and information

15. Some of the data used in this report has been drawn from the Department for Education's (DfE) provisional release. The final data is not published until later in the academic year. Experience has shown that there is little variation between the provisional dataset and the DfE's final published results.
16. The DfE Accountability Guidance and the DfE Performance tables make it clear that the 2022 data should not be compared to 2019 nor used to compare schools' performance – as detailed below.
17. Following the COVID-19 pandemic, most examinations, tests and assessments resumed in the academic year 2021/22. Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic. It is recommended that the KS2/KS4/KS5 data be used with caution. Performance data for 2022 should not be directly compared with 2019 and earlier.
18. Analysis of historic data tells us that school absence typically has a substantial negative impact on outcomes. This effect was even more pronounced in 2022. For example, schools report up to a 4.5 grade difference between the A8 scores of those young people who were persistently absent (that is, where the absence rate is 10% or more) with the average difference presenting as around 3 grades across the average of 8 subjects measured by the attainment 8 (A8) indicator. Significant work is underway to improve the attendance of children and young people in schools, supported by the publication of Working Together to Improve School Attendance in May 2022 [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) and driven by a cross-Children's Services Directorate attendance steering group.
19. Although much work has been carried out through the system since the introduction of the disadvantaged pupil premium (DPP) in 2011, it remains the case that attainment for children and young people in receipt of this is stubbornly below that of their peers, although the gap had narrowed over the years between 2012 and 2019. Unfortunately, the gap for the 2022 cohort has widened further, both in Hampshire and nationally.

20. It is also of note that during this period the Hampshire cohort of children and young people in receipt of disadvantaged pupil premium increased by two thirds more than the national increase. In the case of primary age children, this increase was more than half as much as national; for secondary age young people, nationally the number in receipt of DPP dropped, whereas in Hampshire it increased. The biggest difference was seen in the Year 11 cohort where the relative increase was the most pronounced.
21. This change in cohort profile will have had an impact on the 2022 outcomes, and again sharpens the imperative to focus on this cohort.
22. In addition to the change in cohort profile over the period of the pandemic, schools throughout the system maintained a strong and necessary focus on wellbeing. The school improvement activities very much supported this alongside the school leaders and teachers who needed to work so differently through this period. Most school improvement activity was also remote, which it is now clear has less impact compared to work carried out on site in schools. These factors have undoubtedly had an impact on this year's results but also guide us clearly as to how best to target our work with schools moving forward, to support an acceleration in improved outcomes throughout the system. When the sharply focused school improvement activity of HIAS (Hampshire Inspection and Advisory Service) is reduced, this appears to have a negative impact on outcomes, underlining the important contribution HIAS makes to the school system.
23. Most recent school Ofsted outcomes reflect Hampshire's strong attainment. The proportion of all Hampshire schools judged good or better up to the end of the academic year 2021-22 was 93% compared to 88% nationally. In both the primary and secondary phase, Ofsted judged 93% of schools to be good or better compared to 90% in the primary phase nationally and 80% in the secondary phase nationally.

Performance

Early Years Foundation Stage (EYFS) Profile

24. Standards in the EYFS are assessed during the final year of this Key Stage, in the first year of statutory education in schools. This is measured by the proportion of pupils that have reached a good level of development (GLD). Standards in Hampshire continue to be well above those nationally and have been consistently so now for several years.

Good Level of Development (GLD)	2022	2019	2018
National	65.2%	71.8%	71.5%
Hampshire	70.7%	77.0%	76.7%

Data source: DfE published 24th November 2022

25. It should be noted, however, that the year-on-year GLD data cannot be used for comparison to 2022. This is due to the new statutory framework and outcomes as part of the Early Years Reforms 2021. The Early Learning Goals used to calculate GLD are not the same as those in previous years, therefore cannot be compared for the purposes of identifying trends.
26. It should also be noted that the GLD measure is no longer used for accountability at an individual school level or to compare schools.

Standards within Primary education (Key Stage One and Key Stage Two)

27. The two years following EYFS are deemed to be KS1. Hampshire schools' standards in this Key Stage continue the strong performance from EYFS with reading, writing and mathematics well above national indicators. This provides a secure basis for children to continue their education in KS2, prior to commencing secondary education.

KS1 2022	Reading	Writing	Mathematics
National	67%	58%	68%
Hampshire	72%	62%	71%

Data source: Analysis by DaIT 07/10/22, from DFE publications/ NEXUS

28. The government's preferred performance measure for KS2 is the proportion of children that have reached age-related expectations (ARE) in each of reading, writing and mathematics (RWM) combined.
29. In 2020 and 2021, no assessment data was collected or published at KS2 because of the impact of the pandemic. In 2022, although data has been collected by the DfE there are no published performance tables at KS2 on an individual school basis.
30. The table below sets out the Hampshire performance at the end of the primary stage for ARE in RWM combined:

KS2 RWM	2022	2019	2018
National	59%	65%	64%
Hampshire	60%	68%	68%

Data source: DfE published 15th December (Final)

31. The pandemic has caused a decline in standards nationally and in Hampshire at the end of the primary phase. Hampshire schools' performance remains above the national standard. Hampshire schools are not complacent but continue to seek improvements that enable even more children to reach the challenging standards required to achieve ARE in all subjects.
32. In all three subject areas, separately, Hampshire continues to perform above or in line with that nationally.

KS2 Reading	2022	2019	2018

National	75%	74%	76%
Hampshire	76%	76%	79%

KS2 Writing	2022	2019	2018
National	70%	79%	79%
Hampshire	71%	81%	82%

KS2 Mathematics	2022	2019	2018
National	72%	79%	76%
Hampshire	72%	80%	78%

Data source: DfE published 15th December (Final)

33. Although performance remains above or in line with that nationally, there is a strong drive to increase attainment overall and ensure Hampshire performs further above the national standard. During the pandemic, the annual visits to maintained schools by the school improvement team within HIAS were conducted remotely, by necessity. This is not an effective way to robustly challenge and analyse school performance. The annual visits for the academic year 2022-2023 are in-person and robustly refocused on pupil achievement.
34. In order to better understand the challenges faced by schools, a series of visits has been arranged, some to schools that secured improved standards despite the pandemic and some to schools where standards have declined. These visits have been conducted by the HIAS primary phase inspectors, with a view to sharing learning and best practice across the system. The outcomes from this research will be shared with headteachers and will further inform our interactions with schools.
35. In addition, further training for inspectors and schools has been put in place, focusing on the core elements of effective school improvement and particularly supporting new headteachers who took up post either just before or during the pandemic.
36. Overall, children in Hampshire are well served by the high quality of Early Years and Primary education in our schools.

Standards at the end of Secondary education (Key Stage 4 – KS4)

37. Secondary school performance measures and their associated GCSE courses have undergone unprecedented change between 2016, with new, harder GCSE courses being introduced year on year until the final year of change in 2019. The end of that process of change should have meant that from 2019, year on year comparisons could be carried out with validity.
38. However, due to the pandemic, in 2020, GCSE exams were not taken by students; instead, they were awarded Centre Assessed Grades (CAGs), based on what their teachers expected that they would have achieved had they taken their final exams. These grades, when aggregated

nationally, showed an increase relative to 2019.

39. In 2021, still during the pandemic, a system of teacher assessment was adopted nationally that led to the award of Teacher Assessed Grades (TAGs). Once again, there was an increase relative to 2020. Although there was much discussion about the fairness of this system and unwarranted grade inflation, many schools reported that the system of continuous assessment had favoured students who traditionally may not have fared so well under the terminal exam method of assessment. It was notable that this positive effect was more pronounced in the cohort of students experiencing vulnerability.
40. In the face of a situation where grades had increased over the two pandemic years, Ofqual (the Office of Qualifications and Examinations Regulation), the non-ministerial government department that regulates qualifications, exams and tests in England, announced that in 2022, the approach examination boards would take to grading would reflect a midpoint between summer 2019 and 2021. They stated that it would be more meaningful to make comparisons with 2019 results, because this is when exams were last taken. However, when making this comparison, note should be made that results in summer 2022 will be higher than when summer examinations were last taken in 2019, but lower than in 2021, when grades were awarded by teacher assessment.
41. However, as noted in the context section, the DfE has been extremely clear in its warning of the uneven impact of the pandemic on 2021/2022 school and college performance data and recommended:
 - Not making direct comparisons with data from previous years or between schools or colleges.
 - Discussing with the school or college factors that may have influenced these results and considering a range of information when forming a view on how well a school or college is doing, including pupil/student population information.
42. The DfE now has four preferred measures of secondary school performance: The Basics at 4+, the average grade in the subjects that make up the English Baccalaureate (EBacc), Attainment 8 (A8) and Progress 8 (P8).

The Basics

43. This measure at grade 4+ indicates the proportion of young people who have achieved a 9 to 4 GCSE grade in both mathematics and an English subject.

The Basics	2022	2019	2018
National	69%	64%	64%
Hampshire	70%	68%	66%

Data source: DfE published 20th October 2022

44. Within the Basics measures, performance in English was not as strong as that in mathematics. Detailed analysis is underway, but schools report the impact of the pandemic on writing to be a significant factor, with remote and on-line learning giving fewer opportunities for written work and far less opportunities for written work to be assessed.

English Baccalaureate (EBacc) average grade

45. The EBacc is not a qualification; it is a way for the government, and those looking at school league tables, to see how well young people in a school are achieving in a group of specified academically focused GCSEs. This group comprises English language, English literature, mathematics, two sciences, a foreign language (either modern or ancient) and a humanity, usually either of history or geography.
46. The average grade is calculated by totalling the points achieved in these EBacc subjects and dividing it by the total number of subjects in the measure to create the average point score (APS). In 2022, the average grade for Hampshire schools was 4.30, against the national average of 4.27.

EBacc APS	2022	2019	2018
National	4.27	4.06	4.04
Hampshire	4.30	4.17	4.11

Data source: DfE published 20th October 2022

Attainment 8 (A8)

47. A8 is a measure of the average grade young people achieve across a group of 8 subjects. Again, this is not a qualification but is designed to enable the government, and those looking at school league tables, to view school performance. There is a complexity to it, as only certain combinations of subjects are eligible. Students must study an English qualification, mathematics, three additional EBacc subjects and have three other qualifying subjects.
48. The changes that have been made to GCSE courses and their assessment over the past four years means that in strict terms, A8 is not comparable year on year. However, it is possible to get a sense of the underlying trend in Hampshire schools' performance by comparing the figure to the national average and looking at the difference over time.

Attainment 8	2022	2019	2018
National	48.8	46.5	46.5
Hampshire	48.8	47.5	47.0

Data source: DfE published 20th October 2022

49. Over the past three years, Hampshire schools have been improving in this measure. However, in 2022 the figure is in line with, rather than above national. Initial analysis shows outcomes in mathematics remain

strong compared to national, but those in English dropped to being in line with, rather than above national. As the calculation for A8 double counts the score for English and mathematics, but not for the other six subjects, the impact of the English outcomes is doubled within this measure.

50. Another factor that needs to be considered when looking at the results is the measures that schools took to support young people through the period of the pandemic, as this at times influenced the combination of subjects that pupils continued to study at KS4, and when they took the final exams in each subject.
51. Where headteachers decided that it would benefit students to take an examination a year early, this had no impact on the results for the students but meant that the results were not counted in the school's A8, and therefore Progress 8 (P8) score. For English, this has twice the impact on the school's A8 and therefore P8 score, as it means that the English component of this cannot be double counted. A higher proportion of young people took English literature a year early in Hampshire compared to national, and this will have had a numeric rather than attainment-based impact on results.
52. Not all subjects studied continuously counted towards the A8 and P8 measure. Some subjects that did count towards these measures were not continued by young people where it was decided that their needs would be better met through a more focused timetable, particularly ensuring that they secured the Basics and were able to progress successfully to the next stage of their education.
53. School leaders have shared that analysis of examination papers has shown the issue highlighted in English regarding writing stamina is seen across all subjects, with young people experiencing vulnerability much more likely to show this effect. This has also had an impact on the grades of young people and therefore the A8 score.

Progress 8 (P8)

54. P8 is a measure of the progress young people have made from KS2 across the A8 set of subjects relative to their peers nationally. This is calculated for each young person in the school and an average across all these calculated, to provide the school's P8 score. P8 is therefore a relative measure, dependant on all young people's performance nationally. Schools cannot predict with any accuracy what it might be, ahead of the examinations. As with the EBacc and A8, this is not a qualification but a comparative measure of relative school performance.
55. In a school with a P8 of around zero, young people have, on average, performed in line with peers with similar starting points nationally. If the score is positive, then young people have made more progress from their starting points than nationally; if it is negative, then they have made

correspondingly less progress.

56. Hampshire schools perform below the national average on this measure

Progress 8	2022	2019	2018
National	-0.03	-0.03	-0.02
Hampshire	-0.16	-0.12	-0.09

57. Young people have attained well in Hampshire schools when compared to national averages at the end of secondary school. However, these same young people also attained highly in Hampshire primary education. Indeed, the attainment of the 2017 primary cohort (which is this 2022 Year 11 cohort) was significantly above national averages for all measures. Therefore, when the P8 calculation is carried out, which measures the relative difference between primary school attainment and secondary school attainment, the score is influenced by the higher primary attainment.
58. As introduced in the A8 section, changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by young people included in this year's measures do count for the individuals but are not included in the A8 or P8 calculations. Therefore, schools that entered young people for exams in Year 10 in good faith, and because they had evidence-based data that showed this to be of benefit to the young people's overall grades, have been penalised relative to this measure.
59. The secondary school improvement team is working with schools to focus sharply on outcomes for all, although it is clear that the wellbeing support that was vital during the pandemic is still very much needed. This is particularly so for those young people experiencing vulnerability, hence this retains an important place in all conversations and plans. Each subject inspector/team has produced a detailed analysis that is focusing their work both with individual schools and across the Hampshire region. This is through network meetings and other subject events, with our secondary leads also working with schools on the holistic examination preparation and success strategies.

Standards at the end of Post-16 education (Key Stage 5 – KS5)

60. As with GCSEs, A level and other post-16 qualifications have not been published for the last two years and instead students have been awarded teacher assessed grades. This year is the first year that exams have been sat by students at the end of their post-16 courses of study and the same caveats should be applied as were explained in the previous section for GCSEs.

A level Average point score (APS) per entry

61. Each A level taken by a young person is given awarded a grade which has equivalent points attached to it. The average of these points per A level entry gives this measure.

APS per entry	2022	2019	2018
Hampshire	39.0	35.0	33.3
National	37.8	32.6	31.8

The A level APS has retained strong performance relative to national in the 2022 year in Hampshire.

A level APS per entry by grade

62. This table shows the grade equivalent of the points in the table above.

APS per entry by grade	2022	2019	2018
Hampshire	B	B-	C+
National	B-	C+	C+

The A level grade is a half grade above national in the Hampshire cohort's 2022 outcomes.

% achieving 3 A levels graded A* to A

63. This table shows the percentage young people achieving grade A* to A

% achieving 3 A* to A	2022	2019	2018
Hampshire	22.7%	11.5%	10.2%
National	20.0%	10.2%	10.3%

Hampshire's young people continue to perform well in this measure compared to young people nationally.

% achieving \geq AAB

64. This table shows the percentage of young people achieving greater than or equal to grades AAB.

% achieving \geq AAB	2022	2019	2018
Hampshire	34.5%	19.9%	17.7%
National	31.0%	17.5%	17.6%

Hampshire's young people continue to perform well in this measure compared to young people nationally.

65. In A level measures, Hampshire remains above national and has improved at a greater rate than national since 2018

Post-16 Technical Levels APS per entry

66. Technical levels are the vocational equivalent of A levels. They are a level 3 qualification. The APS per entry for technical levels in Hampshire has continued to improve and the average grade has maintained at a Distinction.

APS per entry	2022	2019	2018
Hampshire	34.0	30.8	27.9
National	30.6	28.4	28.4

Applied General Levels APS per entry

67. Applied general levels are level 3 qualifications for students who want to continue their education through applied learning. The APS per entry for applied general levels in Hampshire has continued to improve and the average grade remains a Distinction.

APS per entry	2022	2019	2018
Hampshire	34.0	30.9	27.8
National	31.8	28.3	28.2

Technical certificates APS per entry

68. Technical certificates are a Level 2 qualification. The APS per entry for technical certificates in Hampshire remains strong and has maintained an average grade of a Level 2 Merit +.

APS per entry	2022	2019	2018
Hampshire	6.2	5.9	5.8
National	5.8	5.7	5.8

Destinations data at the end of Secondary education (Key Stage 4)

69. All young people in England are required to participate in formal education or training until at least their 18th birthday, under the Raising of the Participation Age (RPA) legislation introduced in 2015. The local authority has broad statutory duties to encourage, enable and assist young people to transition successfully from Key Stage 4 to Key Stage 5.
70. The September Guarantee is a statutory process which ensures all young people completing compulsory education in Key Stage 4 receive the information, advice, and guidance they need, to apply for and secure an appropriate place in post-16 education or training. The proportion of young people in Hampshire receiving a guaranteed place in post 16 education and training has increased in 2022 and remains above national and SE averages.

September Guarantee RPA Offers					
	2022	2021	2020	2019	2018
Hampshire	97.1%	97.0%	97.5%	97.5%	97.1%
National	94.5%	95.5%	94.3%	95.0%	94.5%
SE	92.8%	93.2%	90.9%	93.8%	93.0%

Source: CCIS DfE Jan 2023

71. Young people in Hampshire progress well into education, employment, and/or training (EET) destinations in Key Stage 5. Numbers reduced during the pandemic due to fewer employment and training opportunities, including apprenticeships, however Hampshire usually outperforms the national average and is higher than the SE average.

16-18 Education, Employment and/or Training					
	2022	2021	2020	2019	2018
Hampshire	94.9%	94.9%	94.3%	95.6%	94.7%
National	94.0%	94.7%	93.7%	93.8%	93.5%
SE	92.0%	93.6%	92.4%	92.5%	93.3%

*Provisional 2022 data indicates an increase to the highest rate since pre-pandemic.

Source: CCIS DfE Dec 2022

72. A Levels remain below pre-pandemic levels though have increased in 2022 as the preferred programme of study, accounting for more than half of all post 16 destinations.
73. The course level breakdown for young people leaving Key Stage 4 is presented in the table below. A Levels remain below pre-pandemic levels though have increased in 2022 as the most popular programme of study, accounting for more than half of all post 16 destinations.

Hampshire Year 12 Course Level Breakdown					
	2022	2021	2020	2019	2018
Level 3 A levels	50.9%	50.0%	52.0%	54.0%	48.0%
Level 3 Technical	21.9%	21.5%	22.0%	18.0%	21.0%
Level 2 GCSE	1.5%	1.2%	2.0%	6.0%	2.0%
Level 2 Technical	16.1%	18.7%	17.0%	15.0%	18.0%
Level 1 Technical	8.0%	6.0%	6.0%	7.0%	9.0%
Other Education	1.6%	1.8%	1.0%	1.0%	2.0%

Source: CCIS DfE Nov 2022

Children and Young People Experiencing Vulnerability

74. Both nationally and in Hampshire, outcomes for children and young people experiencing vulnerability have been weaker than those of their peers by some margin over time. Children and young people experiencing vulnerability typically include those living in circumstances of relative poverty, sometimes referred to as 'disadvantaged', those with special educational needs, and those open to social care. With increases in numbers of children and young people within all these groups, further compounded through the pandemic, there is an overall rise in the proportion for whom strong educational outcomes are more challenging to achieve. There is a social, moral and economic imperative to address this issue; determinants of educational outcomes such as school attendance, for example, need to be tackled as a priority, led by but beyond the Education and Inclusion Branch of the Children's Services Directorate, to include wider services and partner agencies. A statement of intent has been developed over 2022 to focus this work, with rollout and engagement activity with partners required in early 2023 to drive effective implementation [Services for Schools: Twenty Strands](#).
75. Pre-pandemic, trend data shows outcomes for children and young people experiencing vulnerability were proving stubborn to shift. Data for 2022 confirms that, nationally and locally, the impact of the pandemic is significant, with a widening of educational inequalities for children and young people experiencing vulnerability.
76. At the end of the primary phase in Hampshire in 2022, 38% of children experiencing economic disadvantage (eligible for free school meals) achieved ARE in reading, writing and mathematics (RWM) combined, compared to 66% of their non-disadvantaged peers. This represents a gap of 28%, compared to a gap of 24% in 2019, which reflected a narrowing trend to that point.
77. At the end of the secondary phase in Hampshire in 2022, provisional data shows that 40% of young people experiencing economic disadvantage achieved the Basics at grade 4+, compared to 77% of their non-disadvantaged peers. This represents a gap of 37%, compared to a gap of 33% in 2019. This again follows the national pattern of a narrowing of this gap until 2019, followed by an increase in 2022, post-pandemic.
78. Outcomes at the end of the primary phase for children and young people with special educational needs and disabilities (SEND) similarly show a fall nationally and locally in 2022 compared to pre-pandemic levels. Recognising that for this group of children and young people, Hampshire's outcomes both primary and secondary are unusually not as strong as those nationally, a number of actions have been taken to focus on the SEND group. For example, new guidance on meeting the needs of children and young people at the level of SEN Support was co-produced with stakeholders and has been a focus of work with schools since its rollout in March 2021 [SEN Support](#)

Guidance.

79. Extensive universal targeted and bespoke training offers are available to schools through services such as HIAS (Hampshire Inspection and Advisory Service), HIEP (Hampshire and Isle of Wight Education Psychology) and PBS (the Primary Behaviour Service). Significant SEND-focused project work is underway in schools, supported or led by HIAS school improvement colleagues. Sector-led improvement projects have also been facilitated, with 13 groups of education settings, early years through to post-16, forming to drive projects between September 2022 and March 2024. These projects are designed to build capacity in the workforce and across the system to meet special educational needs effectively.
80. The array of workstreams to improve the timeliness, quality and delivery of Education, Health and Care Plans (EHCPs) is also expected to have a positive impact on outcomes; for children and young people with an EHCP, Hampshire's trend of performance continues to be above the national picture.
81. Children and young people open to social care can typically experience some of the lowest attainment outcomes, often as a result of erratic and/or poor school attendance linked to family circumstances, coupled with the impact of adverse childhood experiences, sometimes including issues of attachment and/or trauma. Following the pattern for other groups experiencing vulnerability as described above, the impact of the pandemic appears to have been greater on this group in Hampshire than their peers, with negative attainment gaps widening for the majority of key performance indicators across the age ranges. There is currently no comparative attainment data nationally for the open to social care cohort in 2022.

Finance

82. None.

Performance

83. Performance as outlined in tables above.

Consultation and Equalities

84. None.

Climate Change Impact Assessment

85. Climate Change Adaptation and Mitigation - None
86. Carbon Mitigation - None

Other Key Issues

87. None

Conclusions and recommendations

88. In conclusion, attainment in Hampshire schools remains comparatively strong across all Key Stages. This is testament to the work of Hampshire's schools throughout a time of significant educational change and challenge. It also underlines the important work of HIAS and the impact on the school system during the pandemic, when the HIAS focus necessarily diverted to pandemic-related issues and was not as sharp on attainment and standards, nor was there the usual physical HIAS presence in schools and with school leaders.

89. Attainment for children and young people experiencing vulnerability remains a priority area of focus. A number of actions are being taken to strengthen the school system in this respect as highlighted.

90. It is recommended that priority areas and actions being taken are revisited in the next annual report in relation to progress and impact.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	Yes
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

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.)	
<u>Document</u>	<u>Location</u>
None	

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

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

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

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

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

2. Equalities Impact Assessment:

This report highlights where there are gaps in attainment between the whole cohort, and groups of pupils including those with special educational needs and those experiencing disadvantage. The work that we are doing to address these gaps currently and moving forward is highlighted, and the commitment to keeping the focus on closing these gaps is stated. The impact of the proposals in this report should therefore be positive.

This page is intentionally left blank

HAMPSHIRE COUNTY COUNCIL

Report

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

Contact name: Sarah Coles, EMTAS Team Leader (Acting)

Email: sarah.c.coles@hants.gov.uk **Tel:** 03707 794 222

Purpose of this Report

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

Further, the report provides an overview of the ways in which EMTAS works with schools, services and other agencies.

Recommendation(s)

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

Executive Summary

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

Contextual information

The EMTAS Service

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

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

Population Data: Ethnicity

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

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

Population data: Language

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

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

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

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

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

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

EMTAS work with children of GTRSB Heritage

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

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

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

Vulnerability in relation to ethnicity and language

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

BME Early Years Foundation Stage (EYFS)

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

on the EMTAS website and Moodle.

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

BME Key Stages 1 and 2: educational outcomes

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

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

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

BME Key Stage 4 educational outcomes: Progress 8 measure

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

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

BME Key Stage 4 educational outcomes: Attainment 8 measure

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

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

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

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

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

GCSE in Heritage Languages

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

preparation including delivery of the speaking test.

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

EMTAS work against service priorities

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

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

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

Planning further ahead

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

Consultation and Equalities

91. No consultation required.

Legal implications

92. None

Financial implications

93. None

Personnel implications

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

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

Learning and development implications

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

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

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

EQUALITIES IMPACT ASSESSMENT:

Equality Duty

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

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

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

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

Equalities Impact Assessment:

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

Appendix 1

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

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

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

Notes:

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

Appendix 2

Spring Census 2022

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

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

Notes:

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

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

Excludes Education Centres and pupils placed out of County

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

Appendix 3

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

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

Appendix 4

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

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

Appendix 5

Table showing the total number of referrals to EMTAS by district

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

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

Appendix 6

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

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

Data are from the Spring Censuses for the years shown

Appendix 7

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

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

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

Notes:

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

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

Appendix 8

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

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

Appendix 9

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

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

Appendix 10

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

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

Data are from the School Censuses for the years shown above

Note that these data reflect take-up, not eligibility

Appendix 11

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

Refugee Referrals by language

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

Unaccompanied Asylum Seeking Children (UASC) referrals by language

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

Appendix 12

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

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

Appendix 13

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

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

HAMPSHIRE COUNTY COUNCIL

Report

Panel:	Children and Young People Select Committee
Date:	6 March 2023
Title:	Hampshire Youth Offending Team (HYOT) Report
Report From:	Director of Children's Services

Contact name: Nikki Shave, Head of Youth Offending Service

Tel: 07793308996

Email: Nikki.Shave@hants.gov.uk

Purpose of this Report

1. The purpose of this report is to provide the Children and Young Person's Select Committee a report on the work of Hampshire Youth Offending Team (Hampshire YOT). As the last report was presented in May 2022 this report covers the 10-month period since.

Recommendation

2. That the Children and Young People Select Committee note the positive work of Hampshire's Youth Offending Team during the last 10 months.

Executive Summary

3. This report provides an overview of Hampshire YOT. It provides the context in which YOT works, its staffing structure, current objectives, finance, and performance.
4. It seeks to review the work undertaken in the last 10 months and to outline the priorities going forward.

Contextual information

5. Hampshire YOT is a statutory partnership which provides youth justice services for the Hampshire Local Authority area. The role of Youth Offending Teams (more recently referred to as Youth Justice Services) is defined by the Crime and Disorder Act 1998, to prevent offending and reoffending by children. The act provides statutory responsibility to four partners to provide resources either in cash or in kind to the Youth Offending Teams. These are: Local Authority, Police, Probation and Health (Integrated Care Boards (ICB's)). Central Government provide oversight and support through the Youth Justice Board for England and Wales (YJB) which is part of the Ministry

of Justice.

6. Locally, Hampshire YOT is accountable to, and governed by, the Hampshire YOT Management Board, consisting of representatives of the four partners above. Regarding the local authority this includes colleagues from Children and Families, Education and Inclusion Teams, and Hampshire Futures. In addition to the statutory partners there are representatives from the Office of the Police and Crime Commissioner, Youth Justice Board, Hampshire Futures, Special Educational Needs, HM Courts, Public Health, and the Voluntary sector. The Board meets on a quarterly basis and is chaired by the Deputy Director of Children's Services. In October 2022, governance arrangements were reviewed and following consultation the Hampshire and IOW Boards will merge. This prompted a review of the Terms of Reference, and the development of a new agenda. This work was informed by the Youth Justice Board (YJB), guidance to boards [Youth justice service governance and leadership - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/youth-justice-service-governance-and-leadership)
7. Hampshire YOT works with children on a statutory and non-statutory basis. The statutory work includes the management of children who have received a Court Order. These include Referral Orders, Youth Rehabilitation Orders, Custodial Sentences, those on bail and remand and those who are dealt with through an Out of Court process (Youth Cautions and Youth Conditional Cautions).
8. Regarding the non-statutory work, this is completed by the Youth Crime Prevention (YCP) service. YCP, is an early help service and targets children who are deemed at risk of offending by receiving referrals from a whole range of partners. This team also works with children made subject to a Police issued Community Resolution, where a need has been identified. **Appendix one** provides a list of all available interventions.
9. One significant new development came in October 2022. The Ministry of Justice announced that all Youth Justice Services were to receive additional monies to support the delivery of work with children who are subject to prevention and diversion programmes. The grant is provided until March 2025 and during the period HYOT is required to work with 260 children.

Hampshire Youth Offending Team Staffing Structure

10. Hampshire YOT is a county wide service in the Children and Families Branch of the Children's Services Directorate.
11. Hampshire YOT has four operational teams based in Eastleigh, Fareham, Basingstoke, and Farnborough. Each team is supported by partnership staff including 6 police officers 2 half time mental health nurses, and 1.5 Probation staff, a proportion of which is allocated to each team. The police and CAMHS also provide some additional management support.

12. Hampshire YOT serves three Hampshire Youth Courts; Basingstoke, Portsmouth, and Southampton, as well as the Winchester Crown Court.
13. In addition, there is a Specialist Services Team. This team oversees the Restorative Justice (RJ), Education, Training and Employment (ETE) and Parenting provision. The Restorative Justice Team seeks to repair the damage caused by the offence by providing the harmed person with an opportunity to provide a view on how the child should be dealt with. Further, there is an opportunity to share the impact of the offence to facilitate the child's understanding. Conversely the child can make amends. The ETE team seeks to enable children to be either engaged in school, training, or employment. Finally, the two parenting officers support parents in addressing their child's behaviour.
14. Hampshire YOT also receives an annual grant from the Integrated Care Board (ICB) to provide 3 Therapeutic Wellbeing Officers (TWO's). These staff deliver health interventions.

Appendix two provides more detail about the nature of this work.

15. The staffing structure of the YOT during 2022/23 is portrayed in table form below.

Geographical Teams

Area Role	South-East	South-West	North-East	North-West	Total
Team Manager	1	1	1	1	4
Assistant Team Manager	0.5	0.5			1
Social Workers	4	3.6	2	2	11.6
YOT Officers	4	3.5	2	2	11.5
YCP	4.5	4	2.5	2.5	13.5
Total	14.	12.6	7.5	7.5	41.6

HYOT is currently recruiting a further 5 staff to support the delivery of prevention and diversion activity funded by the new money.

Specialist Services Team

Area Role	Overall	RJ	ETE	Parenting	TWOs	Coordinators	Total
Team Manager	1						1

Assistant Team Manager		1	0.5				1.5
Operational staff		6	4	2	3	2	17
Total	1	7	4.5	2	3	2	19.5

HYOT is currently recruiting an additional Assistant Team Manager and Co Ordinator to support delivery of Prevention and Diversion programmes. Further the management board has given authorisation to recruit a participation and engagement officer.

Headquarters and County Services

Role	FTE
Head of Service	1 (0.2 paid for by the Isle of Wight)
PA/Business support manager	1
Performance Manager	1 (0.2 paid for by the Isle of Wight)
Performance officer	0.6
Quality Officer	0.5
Arts Coordinator (seconded to Wessex Dance academy)	1
Business Support	5
	10.1

19. Workload

There has been a positive decline in the number of children we work with in recent years, with a conscious effort nationally to divert children away from the Youth Justice System. This reduction has now stabilised at between 400-430 children. The latest figures (detailed below) relate to December 2022 where there was a slight fall. Currently, workload is within expected parameters.

Active Intervention	NE	NW	SE	SW	Total
Other work	1	5	1	1	8
Panel Assessment	7	3	12	11	33
Youth Crime Prevention	11	12	23	31	77
Community Resolution with YOT Intervention	4	3	9	5	21
Youth Diversion Programme	17	22	18	22	79
Youth Caution	5	1	3	7	16
Youth Conditional Caution	13	5	20	21	59

Referral Order	7	8	18	17	50
Youth Rehabilitation Order	3	0	8	3	14
Remand into Secure Childrens home	0	1	0	0	1
Remand into YOI	0	1	0	1	2
Remand as adults	0	1	0	0	1
Detention Training Order	0	0	1	0	1
Section 254 Custody	0	1	0	0	1
Voluntary Parenting Programme	1	2	4	3	10
Totals	69	65	117	122	373

Finance

20. Hampshire YOT's budget includes both cash and staffing resources from partners. Below is the income received in 2022/23:

Income	£000
Partners' Contributions:	
National Probation Service	15
Hampshire County Council	1,611
Youth Justice Board	1,189
Youth Justice Board (additional grant)	
Office Police Crime Commissioner (YCP Grant)	
CCG Grant for therapeutic wellbeing officer	105
Isle of wight recharge (for Head of service, performance manager and PA)	26
Early Help	130
Contribution in kind:	
Hampshire Constabulary staff (4 Police officers, 0.5 Sargeant, and proportion of YOT Inspectors time)	£352.85k. From October 2022
CCGs (2.5 CAMHS workers)	188

Probation1.0 Probation Officers and a 0.5 Probation Service Officer.	45 (under review)
---	-------------------

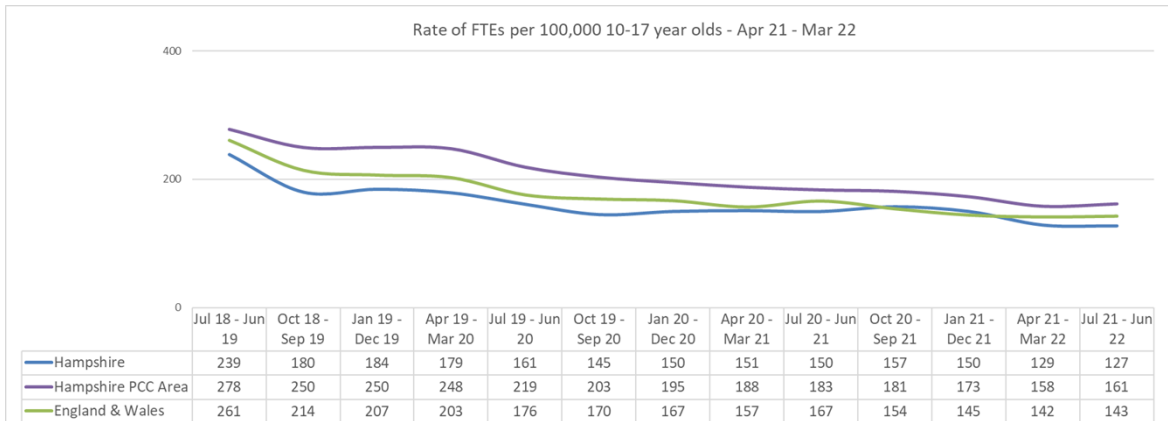
21. At the time of writing, notification of next year's grant has not been received from the YJB. An assumption has been made that it will be a similar amount to last year.

Performance

22. The work of Hampshire YOT is overseen by Her Majesty's Inspectorate of Probation (HMI Probation). The YOT was last inspected in 2018 where a 'Good' rating was given. This is a four-year inspection Programme which was subsequently delayed by two years and is now expected to end in March 2024. The new Inspection Programme is in the process of being developed. Accordingly, it is estimated that we will be next be inspected anytime from 2024.
23. In addition to the main inspection Programme, HMI Probation also undertake thematic inspections which influence HYOT priorities. In the last 12 months, they have published two reports which have been particularly influential; the first looked at the disproportionate treatment of Black and Mixed Heritage boys in the Youth justice System and the second at Education, Training and Employment arrangements within YOTs.
24. All YOTs have three national performance indicators: the numbers of first-time entrants (FTE) into the criminal justice system, the reduction in the rate of reoffending on those subject to out of court and court orders, and the number of children in custody. In addition, Hampshire YOT has developed its own local measures. At the time of writing the latest data available is from Q2 22/23.

The number of First Time Entrants (FTE)

25. The number of FTE's is a priority because it recognises the damage that entry into the youth justice system can have on a child. The measure is presented in two ways; the numbers of children in a 12-month period and the number of children per 100,000 of 10-17yrs in the population. This second measure is to enable comparison. The table below shows how Hampshire YOT is delivering as compared to the other Hampshire YOTs (Southampton and Portsmouth) and the England and Wales average:



26. There has been a steady fall in recent years to the current level of 127 per 100,000. There is however further progress to be made. The Youth Diversion Programme whereby the police take no further action, providing the child works with the YOT for a period of 16 weeks, is designed to have had an impact. This is responsible for the fall from 165 when I last reported ten months ago. This means children receive the same intervention as they would on a statutory outcome (Youth Caution and above) without a criminal record.

Reoffending rates in children who are subject to a statutory intervention

27. The second measure is the number of children in an identified cohort who go on to reoffend in the following 12 months. The table below shows the current level of 33.7%. This is a slight increase from the previous annualized quarter. The table below also shows that the Cohort size was much smaller than the previous 2 years. The table below also shows the third indicator which is the number of offences committed by children who reoffend and this currently stands at 3.53 which is a small reduction over time.

	Jan 18 - Dec 18				Jan 19 - Dec 19				Jan 20 - Dec 20			
	Cohort	Re-offenders	Reoffences/ Reoffender	% Re-offending	Cohort	Re-offenders	Reoffences/ Reoffender	% Re-offending	Cohort	Re-offenders	Reoffences/ Reoffender	% Re-offending
South Central	854	376	4.07	44.0%	879	312	3.86	35.5%	660	237	3.32	35.9%
England	23290	8934	3.93	38.4%	20375	7026	3.71	34.5%	15937	5078	3.53	31.9%
Hampshire	398	149	4.23	37.4%	409	131	4.40	32.0%	326	110	3.05	33.7%

28. The objective of reducing this rate is a key focus of the YOT, this is done by undertaking a good assessment which informs a detailed plan and implementing the interventions the child needs to desist. Further, there is a whole suite of information which the management team digest to identify what gaps there are in the provision for individual children.

Children in Custody

29. The final key indicator is the number of children serving a sentence in custody. The most recent data indicates that in the last 12 months, one child has received a Detention and Training Order (DTO).
30. In April 2023, the Youth Justice Board are introducing 10 new KPIs, many are like the local indicator set we have already been measuring. These are listed in **Appendix three**.

Priorities

31. Local Authorities have the statutory duty to submit an annual Youth Justice (YJ) Plan. This is a partnership plan which sets out how youth justice services are to be provided and funded, how it will operate and what functions it will conduct. Once received, the grant for that year is released. Last year's plan was submitted on the 30th of June 2022, and the process of writing this year's plan starts in April 2023.
32. The plan looks back at the progress made over the previous 12 months. Things we have identified so far are:
 - The continued success of the pan Hampshire Youth Diversion Programme which was introduced in November 2021. This is responsible for the reduction in First Time Entrants
 - The development of a communications strategy which seeks to ensure that staff across the YOT are working consistently. Part of this includes quarterly practice briefings. Six have been delivered since their inception covering a range of issues from policy, practice and other items of interest.
 - To develop the participation of children, HYOT has recently used some of its reserve to employ an engagement officer. Their role includes the development of our social media presence and ways of engaging with children and their families.
 - Introduced the new Turnaround programme. It has been three months since the money was announced and in that time, we have recruited new staff, identified referral pathways and introduced new tools. Part of the project will include mapping all activities children and their families can access.
 - Started work on improving our response to the diverse needs of the children we work with. This includes the required skills and practices needed to counteract the disproportionate numbers of black and mixed heritage boys being made subject to Youth Rehabilitation Orders and Custodial Sentences. Building on the HMI Probation report entitled 'A thematic inspection of the experiences of black and mixed heritage boys in the youth justice system' the staff in HYOT have completed reflective discussions on how they can improve the assessment of children from these backgrounds. The next stage is to identify how this translates into plans and interventions with these children.

- Reviewed our risk assessment policy and are in the process of retraining all staff in this area.
 - Continued to see children's education at the heart of the work we do with them to ensure that they reach their full potential.
33. The Youth justice Board has a vision to have a Child First Youth Justice System and we also make sure that our plans align with these. The vision states that services should:
- *Prioritise the best interests of children and recognising their needs, capacities, rights, and potential. All work is child-focused, developmentally informed, acknowledges structural barriers and meets responsibilities towards children.*
 - *Promote children's individual strengths and capacities to develop their pro-social identity for sustainable desistance, leading to safer communities and fewer victims. All work is constructive and future-focused, built on supportive relationships that empower children to fulfil their potential and make positive contributions to society.*
 - *Encourage children's active participation, engagement, and wider social inclusion. All work is a meaningful collaboration with children and their carers.*
 - *Promote a childhood removed from the justice system, using pre-emptive prevention, diversion, and minimal intervention. All work minimises criminogenic stigma from contact with the system.*
34. This vision will continue to inform the priorities for Hampshire YOT in the future. We are in the early stages of planning for 23/24. The plan is due to be submitted at the end of June and our early thinking for the plan includes:
- Currently a high proportion of children entering the Youth Justice system are assessed as having Special Education Needs. Evidence suggest that we respond well to these children, however, we should be avoiding them entering the system in the first place. Part of this work includes HYOT application to be given the SEND quality mark.
 - HYOT has received a small amount of money from the Hampshire Dyslexia Association. This will be used to fund Speech, Language and Communication assessments.
 - The Restorative Justice Service will complete their self-assessment to be recognised as a provider of RJ services by the RJ council.
 - Undertake a review of where HYOT sits in relation to the wider operations of the Children's Services Directorate.

Consultation and Equalities

35. Not undertaken for the purposes of this report.

Climate Change Impact Assessment

36. Not undertaken for the purposes of this report.

Conclusions

37. This completes the summary of Hampshire Youth Offending Team's activity in the last 10 months. Despite the brevity of the period HYOT has achieved a considerable amount. Our next steps are to complete the Youth Justice plan for 2030/24 whilst continuing towards becoming an outstanding service.

Appendix 1

List of disposals managed by Hampshire Youth Offending Team

1) Orders Imposed by the Court

Referral Orders (ROs)

A Referral Order requires the child to attend a panel (made up of two members of the local community and a YOT member of staff). The panel meets and agree a contract, for a period of between three months and a year.

The aim is for the child or young person to make up for the harm they have caused. An order *must* be imposed for a first offence where the child has pleaded guilty (unless the court decides that another sentence is justified) and may be imposed in other circumstances.

Youth Rehabilitation Orders (YROs)

A Youth Rehabilitation Order is a community sentence. It can include one or more requirements that the child must comply with and can last for up to three years. Some examples of the requirements that can be imposed are a curfew, supervision, unpaid work, electronic monitoring, drug treatment, mental health treatment and education requirements.

Custodial Sentences (DTO/Sec90/91)

Children can receive custodial sentences. It is a sentence to be avoided as far as possible. When they are given, they aim to provide training and education and rehabilitate the offender, so they do not reoffend. Sentences can be spent in secure children's homes, secure training centres and young offender institutions.

2) Orders imposed by the Joint Decision-Making Panel

Youth Caution (YC)

Where the child admits the offence, but an intervention is not assessed as required. They can however engage voluntarily should they so wish for a period of 12 weeks.

Youth Conditional Caution (YCC)

A YCC is given where a child admits the offence and it is assessed they need an intervention. This intervention is 16 or 20 weeks in length and is delivered by the YOT. If they do not comply, they can be sent back to court and resented for the original offence.

Youth Diversion Programme (YDP)

This is offered to the child by a Joint Decision-Making Panel (JDMP). Unlike all the above, the child is not considered as a First Time Entrant (FTE). The length of intervention is 16 weeks and if they do not comply, they are referred back to JDMP for reconsideration.

3) Youth Crime Prevention

This is a voluntary intervention offered by the Youth Offending Team. In other Local Authorities this can be delivered by other parts of the Local Authority. There are two routes for a child to gain access: The first is direct referral from other agencies and the second.

Appendix 2

Interventions offered by the Hampshire YOT

Restorative Justice (RJ)

This is a service delivered in respect of all children overseen by the YOT. It is an integral part of the work we do. The objective is to repair the harm done by the offence and achieve a positive outcome for both the child and the harmed person.

All people harmed by their behaviour are contacted and given the opportunity to be involved. This the work undertaken with the child is however not dependent on the involvement of the harmed person. All children are assessed in relation to RJ and this assessment informs the plan. The work undertaken can include: the writing of an apology, shuttle mediation, and a RJ conference. In addition, Hampshire YOT has recently been developing its scope for delivering reparation to children identifying several projects where children can repair for the harm done.

Education Training and Employment (ETE)

Children who have identified needs in relation to education provision can be referred to one of Hampshire Youth Offending Team ETE team. The type of work can include supporting children back into education who have been excluded and finding a training/education placement post 16.

It also leads on the activities we both provide and can refer children to. This includes supporting children to gain and the Arts Mark Award

Parenting

Hampshire YOT employs two parenting officers who support parents in dealing with their children. This can include setting boundaries, finding other resources to support with individual problems. Case managers refer parents and engagement is voluntary.

Therapeutic Wellbeing Officers (TWOs)

This service is funded by the Clinical Commissioning Group (CCG) and is designed to offer a service to children who do not meet the CAMHs threshold. They provide interventions to children including cognitive behaviour therapy, counselling, support with sexual health, eating disorders and emotional regulation. There are currently three TWOs working across Hampshire.

Appendix Three New performance indicators

- **Suitable Accommodation** - the type and suitability of accommodation at the start and end of the order by type of order. Additionally, how far in advance was accommodation secured for those leaving custody.
- **Education, Training and Employment (ETE)**- the number and proportion of children in ETE by suitability. How many hours were offered and attended.
- **Special Educational Needs and Disabilities** - at the number of children with SEND by type of order, whether they have a formal plan in place and whether they are in suitable ETE.
- **Children's mental health** - how many children are screened or assessed to understand their mental health and emotional wellbeing needs.
- **Substance Misuse** - the number of children with identified need and of that, the number of planned/offered treatment and the number of children attending intervention/treatment.
- **Out of court disposals** - the number of children completing interventions successfully. and the number of children who did not complete intervention programmes in the quarter.
- **Links to wider services** - children who are classified as a currently care experienced child (known in statute as a 'Looked After Child'), a 'Child in Need' or who are on a 'Child Protection Plan,' an 'Early Intervention Plan' or who are referred to Early Help services.
- **Board attendance** - number of senior partners attending the quarterly meetings, and of those senior partners was data presented which identified areas of disproportionality.
- **Serious violence** - children cautioned or convicted of Serious Violence on the caseload.
- **Victims** - The number of victims, the number contacted, and the number engaged in restorative justice opportunities as well as those who requested and were given further information and support.

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	No
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

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

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

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

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

2. Equalities Impact Assessment:

This report is an update report and therefore an equalities impact assessment is not required.

HAMPSHIRE COUNTY COUNCIL

Report

Committee:	Children and Young People Select Committee
Date of meeting:	6 March 2023
Report Title:	Work Programme
Report From:	Director of People and Organisation

Contact name: Members Services

Tel: 0370 7791243

Email: members.services@hants.gov.uk

Purpose of this Report

1. To consider the Children and Young People Select Committee's forthcoming work programme.

Recommendation

2. That the Children and Young People Select Committee consider and approve the work programme.

WORK PROGRAMME – CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE – Changes since last meeting.

Topic	Issue	Reason for inclusion	6 March 2023	22 September 2023	14 November 2023	19 January 2024
Pre-scrutiny	Consideration of Revenue and Capital Budgets	To pre-scrutinise prior to consideration by the Executive Lead Member for Children’s Services.				X
Pre-scrutiny	Safeguarding Report – Children’s Services	To pre-scrutinise the annual safeguarding report prior to consideration by Cabinet.			X	
Overview	Youth Offending Service	To receive an update on the work of the Youth Offender Service.	X			
Overview	Special Educational Needs & Disability (SEND)	To receive a regular update on SEND.		X		
Overview	School Attainment	To provide an annual update on attainment of children and young people in Hampshire schools.	X			
Overview	Child and Adolescent Mental Health Service (CAMHS)	To provide a regular update on CAMHS in Hampshire, to include progress made to reduce waiting times for access to CAMHS treatment. <i>Last update – November 2022</i>			X	
Overview	Ethnic Minority and Traveller Achievement Service (EMTAS)	To receive a biennial update on the Hampshire EMTAS <i>Last update January 2021</i>	X			
Overview	Home to School Transport Policy	To receive an update on the implementation of updates to the Home to School Transport Policy introduced in July 2022. <i>Last update July 2023</i>		X		

Topic	Issue	Reason for inclusion	6 March 2023	22 September 2023	14 November 2023	19 January 2024
Overview	Autism Assessment Services	To provide a regular update on progress towards improving Autism services for children and young people in Hampshire. <i>Regular written updates were requested by the Committee in September 2020, alongside an annual presentation.</i>	X	X	X Presentation	X

REQUIRED CORPORATE AND LEGAL INFORMATION:

Links to the Strategic Plan

Hampshire maintains strong and sustainable economic growth and prosperity:	No
People in Hampshire live safe, healthy and independent lives:	Yes
People in Hampshire enjoy a rich and diverse environment:	No
People in Hampshire enjoy being part of strong, inclusive communities:	Yes

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

EQUALITIES IMPACT ASSESSMENT:

1. Equality Duty

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

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

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

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

2. Equalities Impact Assessment:

This is a scrutiny review document setting out the work programme of the Committee. It does not therefore make any proposals which will impact on groups with protected characteristics.

This page is intentionally left blank