

Subject: Educational Outcomes of Traveller Pupils
Date of Meeting: 17th September 2018
Report of: Head of Education Standards and Achievement
Contact Officer: Name: Mark Storey Tel: 01273 294271
Email: mark.storey@brighton-hove.gov.uk

FOR GENERAL RELEASE

1.0 PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report has been written following a request from councillors on 5th March 2018 CYPs committee to see data for Traveller Pupils.
- 1.2 This report contains an analysis of the educational outcomes for Traveller Children and contextual information regarding the cohort for 2017/18 academic year. Please note at the time of writing some data such as KS4 was not available.
- 1.3 This report explains some of the interventions implemented mainly through case studies to address under-achievement in this group.
- 1.4 Number of Travellers are very small and so some data may not be able to be published in line with data protection laws. It may also mean that data with such small cohorts may be misleading.

2.0 RECOMMENDATIONS

- 2.1 To note the contents of the report.

3.0 CONTEXT/ BACKGROUND INFORMATION

3.1 Definition of Travellers

“Travellers” is an umbrella term which covers a number of distinct mobile groups, some of which have minority ethnic status e.g. Travellers of Irish Heritage and Gypsy Roma. These two groups are referred to as “Gypsy, Roma Travellers or GRTs” They have protected characteristics under the Equality Act 2010.

3.2 Context

- 3.3 There are 64 Traveller pupils out of 30547 in Brighton and Hove Schools. In line with national trends educational outcomes for pupils are well below national averages. The Traveller Education Support Unit (TESU) provide extra support to help improve these outcomes.
- 3.4 There is significant historical evidence that nationally travellers do not achieve as well as their peers. Currently, Travellers in England who identify as “Gypsy /

Roma” or “Traveller of Irish heritage” make less progress and have lower attainment than other ethnic groups, disadvantaged pupils and pupils eligible for free school meals. (see Appendix A of national data).

- 3.5 The 2018 House of Commons Research Briefing Gypsies and Travellers <http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf>
This report states “*Gypsies and Travellers experience some of the worst outcomes of any group across a wide range of social indicators.*”

- 3.6 The DFE Report DFE-RR043, 2010
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181669/DFE-RR043.pdf

This report, drawing on an earlier NFER literature review, highlights some of the specific areas contributing to lower attendance and educational attainment of Gypsy, Roma and Traveller pupils.

“...barriers to Travellers fully accessing the curriculum have been identified throughout the literature, including: poor attendance/participation levels (especially in the secondary phase); high mobility and interrupted learning; perceived lack of relevance of the curriculum; racism; bullying; negative teacher attitudes; disproportionate levels of exclusion of Traveller pupils; lack of continuity of work; inconsistent or inadequate support....”.

This report also highlights that there can be a reluctance of Travellers to disclose their ethnicity due to concerns about how they will then be treated.

Nationally there is evidence of a lack of positive engagement between services and Travellers. In addition national data suggests that as pupils get older they are less likely to attend school. This is supported by the DfE Report above and our own local data which show that many Traveller children do not attend school as they get older and complete GCSEs.

3.7 **Background**

- 3.8 In 2012 The city council published the Brighton & Hove Commissioned Traveller Strategy and Action Plans. It aimed at balancing the rights of the settled and Traveller community and to support the accommodation, health and education needs of Travellers. In particular, Brighton & Hove undertook to provide both permanent and transit accommodation for Travellers.

- 3.9 In July 2016 Brighton & Hove opened a permanent site for Travellers providing accommodation for 12 families.

- 3.10 The transit (short stay) site was also refurbished and available for temporary accommodation for mobile Travellers. Permitted stay on the transit site is 3 months in any 12.

- 3.11 Within education, the High Needs Fund within the Dedicated Schools Grant pays for a small dedicated unit (Traveller Education and Support Unit – TESU) who support Traveller children to attend and succeed in their education. The aims and objectives of the team are to ensure Traveller children benefit from education by:

- (i) Assisting Traveller parents in finding and maintaining a successful school placement for their children;
- (ii) Supporting children's inclusion, improved attendance and attainment through training, teaching support and intervention strategies;
- (iii) Working collaboratively with other stakeholders to improve Traveller children's educational outcomes;
- (iv) Addressing prejudice and discrimination towards the Traveller community within schools and the wider community; providing information through displays, school assemblies, lessons and curriculum, materials.

3.12 In essence the team provide case work to support individual Traveller children, parents and schools. They also support more strategically through awareness raising and training.

4.0 Traveller Pupils Cohort January 2018 – Contextual Summary

4.1 The number of Gypsy Roma or White Irish Traveller pupils on roll in Brighton and Hove Schools in January Census 2018 was 64. Of these pupils, 44 self-identified as White Irish Traveller or Gypsy Roma and a further 20 pupils did not but are working with the Traveller service.

4.2 Of the 64 Traveller pupils 47% (30 pupils) have a Special Educational Need. This is much higher than the Brighton and Hove proportion for all pupils figure of 16.8%.

4.3 The proportion of Traveller pupils with an Education, Health and Care Plan was 7.8% which is more than double the local and National all pupils figure of 3.1%.

4.4 Attendance & Exclusions

4.5 The average attendance for Traveller pupils in Primary phase in 2017/18 was 88.7% as compared to a national Primary average for all pupils (2016/17 data) of 96%.

4.6 The average attendance for secondary phase Traveller pupils was 82.4%; this compares to a national Secondary average for all pupils (2016/17 data) of 94.8%.

4.7 The fixed term exclusion rate for the cohort was 20%, which is equal to the national rate for pupils identifying as Traveller of Irish Heritage or Gypsy/Roma.

4.8 The overall exclusion rate for all pupils in Brighton & Hove is 5.49% as compared to 4.76% for all pupils nationally. There have been no permanent exclusions of Traveller pupils in Brighton and Hove.

4.9 Electively Home Educated

- 4.10 All Travellers who are on the EHE register as home educated are of secondary age. The Reintegration Officer and the Traveller Teacher continue to work with these families in order to facilitate a return to school as appropriate.
- 4.11 There has been regular and active engagement with 6 secondary aged pupils this year.
- 4.12 End of Key Stage Attainment - Age Expectation**
- 4.13 EYFSP (aged 5)**
- 4.14 Of the Traveller pupils on roll in the summer term over the last 3 years 30% made a 'good level of development'.
- 4.15 Phonics Year 1 (aged 6)**
- 4.16 Of the Traveller pupils on roll in the summer term over the last 3 years, 25% were working at the standard of the Phonics check.
- 4.17 KS1 (aged 7)**
- 4.18 Of the Traveller pupils still on roll in the summer term over the last 3 years, 33% were at age related expectation in Reading, 11% were at age related expectation in Writing and 22% were at age related expectation in Maths.
- 4.19 KS2 (aged 11)**
- 4.20 Of the Traveller pupils on roll in the summer term over the last 3 years, some left school just before Y6 test week. 12.5% attained age related expectation in Reading, Writing and Maths. This may be broadly in line with National Figures for travellers although this is not an exact comparison.
- 4.21 KS4 (aged 16)**
- 4.22 No Traveller pupils were on roll at a Brighton & Hove maintained school for Y11 so none entered for GCSEs last year.
- 4.23 In line with national statistics, educational outcomes for Traveller pupils at all key stages are significantly lower than for all pupils.
- 5.0 Actions to address outcomes**
- 5.1 The Traveller Education and Support Unit targets support at the most vulnerable Traveller children, particularly those who have a history of non-attendance at school, with a special need or learning missed and those at risk of dropping out of education. Case Studies demonstrate some of this services activities and their impact.
- 5.2 TESU works widely with the whole school community providing staff training, school assemblies, curriculum materials addressing stereotyping, prejudice and

racism. This includes producing lesson plans for PSHCE that are used in schools (Personal Health Social Health and Citizenship Education).

- 5.3 TESU works collaboratively with Children's Centre and Health Visitors to provide outreach health/education advice to 0-5 year olds. Health Visitors will make referrals to specialist services where necessary.

6.0 Case Studies

6.1 Case Study 1:

Child 1 was a highly mobile Traveller (moving between Local Authorities) for most of their school age years and had received no pre-school education and limited schooling at primary level. Upon the family settling in Brighton, the Traveller Education Support Unit (TESU) worked closely with them and the school to ensure a school place and a positive start.

Child 1 had significant educational gaps and received 1:1 teaching support with a personalised learning plan delivered by TESU's teacher. This support then identified a specific Special Educational Need of that child.

The TESU teacher has a Post Graduate Certificate in Specific Literacy Difficulties and has been able to provide weekly 1:1 specialised support for this child. TESU worked with the parents to address their concerns when transferring to secondary school and together with school persuaded family to give secondary education a chance. Close working with school to ensure special and additional needs were met plus targeted support for this child has enabled them to complete a successful transition. Child 1 has settled extremely well into secondary school life, joining many extra curricular activities and has a positive attitude to school.

6.2 Case Study 2

Child 2's family were offered permanent housing and Child 2 was admitted to a school (attending for the first time at primary school). TESU worked well with family and school to ensure a good start and ensure effective communication. Child 2 received weekly 1:1 teaching support with a personalised learning plan delivered by either our peripatetic teacher or the unit's volunteer (also a trained teacher) to support integration to school. The TESU's Engagement officer has worked to address attendance issues and lateness with the family.

A recent report noted that Child 2 made great progress across all areas and had developed a highly positive attitude towards their learning, as well as becoming a fully engaged and accepted member of the class and school. Overall attendance for Child 2 this year is over 95%.

7.0 CONCLUSION AND NEXT STEPS

- 7.1 In line with national context, case studies show, Traveller pupils' attendance and attainment remains low. In the last two years there has been some improvement, partly due to improved accommodation for Traveller families and continued access to education and appropriate intervention strategies.
- 7.2 TESU will continue to monitoring progress to inform best use of teaching support and intervention.
- 7.3 Resource will be targeted to provide very close support to Yr 5 and Yr 6 to ensure smooth transition and improved take up of secondary provision.

8.0 COMMUNITY ENGAGEMENT & CONSULTATION

- 8.1 Community engagement is standard practice for TESU and is an integral part of the ongoing work to further raise standards.

9.0 FINANCIAL & OTHER IMPLICATIONS:

9.1 Financial Implications

- 9.2 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.
- 9.3 The cost of the TESU service per year is £58,400 paid for by the High Needs Fund.
- 9.4 There are no financial implications for the Local Authority as a result of the recommendations in this report.

Finance Officer Consulted: Andy Moore

Date:

9.4 Legal Implications

- 9.5 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty in relation to this cohort of pupils.

Legal Officer Consulted: Serena Kynaston

Date:

APPENDIX A

Current National achievement 2016/17

Key stage 2: aged 11 years

This table is sorted by percentage of pupils reaching the expected standard in reading, writing and maths the 'headline' measure of attainment

Pupil group	Reading, writing and mathematics			Progress score		
	Number of pupils at the end of key stage 2	Percentage of pupils reaching the expected standard	Percentage of pupils reaching a higher standard	Reading	Writing	Maths
Gypsy / Roma	2,165	16	0	-1.2	-0.4	-0.7
SEN support	86,422	20	1	-1.2	-2.2	-1.1
Traveller of Irish heritage	462	20	0	0	-0.8	-0.3
Eligible for free school meals	91,290	43	3	-0.9	-0.7	-0.8
Disadvantaged pupils	189,627	48	4	-0.7	-0.4	-0.6
Unclassified Ethnicity	5,285	50	8	0.2	-0.3	-0.3
Black Caribbean	7,304	54	4	-0.4	-0.2	-0.9
White and black Caribbean	8,981	55	5	-0.3	-0.5	-1.2
Any other white background	34,313	56	8	1.3	1.6	2.2
Pakistani	26,824	56	6	-0.7	0.7	1.1
Any other black background	4,749	57	6	0	0.7	0.3
Any other ethnic group	10,877	57	7	0.5	1.4	2.4
All pupils	598,997	61	9	0	0	0
Black African	23,566	62	8	0.2	1.2	1.2
White and black African	4,306	62	8	0.4	0.4	-0.1
White British	408,182	62	9	-0.1	-0.4	-0.5
any other mixed background	12,075	64	11	0.7	0.6	0.4
Bangladeshi	10,700	65	9	0.2	1.6	1.9
Any other Asian background	10,566	68	12	0.2	1.1	2.9
Irish	1,591	69	13	1.8	0.2	0.8
White and Asian	7,636	70	14	0.8	0.5	0.7
Indian	17,129	71	15	0.1	1.2	2.5
Chinese	2,286	77	24	1.5	1.9	4.6

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/675991/SFR69_KS2_2017_National_Tables.xlsx

Key stage 4: aged 16 years

This table is sorted by percentage of pupils reaching the Attainment 8 the 'headline' measure of attainment.

Pupil group	Number of pupils at the end of key stage 4	Attainment 8	Percentage of pupils achieving grade 4/C or above in English and maths GCSEs	Percentage of pupils achieving grade 5 or above in English and maths GCSEs	Progress 8 score
Gypsy / Roma	1,073	18	10.7	4.7	-0.8
Traveller of Irish heritage	118	23.8	22	9.3	-1.13
SEN Support	54,708	31.9	30.1	15.5	-0.43
Eligible for free school meals	69,261	35	40.3	21.7	-0.48
Disadvantaged pupils	143,586	37	44.3	24.5	-0.4
Unclassified Ethnicity	6,811	39.9	52.6	34.7	-0.41
Black Caribbean	7,097	40.5	51.2	28.7	-0.23
White and black Caribbean	7,038	41.3	52.8	31.1	-0.33
Any other black background	3,359	42.6	54.2	32.1	0.03
Pakistani	21,323	45	60.1	38.6	0.25
White British	378,108	45.9	63.9	42.1	-0.14
All pupils	527,859	46.3	63.9	42.6	-0.03
Any other white background	25,367	46.5	61.1	41.4	0.49
Any other ethnic group	8,441	46.8	63.2	43.6	0.6
Black African	17,466	46.9	64.4	43.5	0.37
White and black African	2,714	47	63.6	42.8	0.08
Any other mixed background	8,584	48.8	66.8	46.7	0.12
Bangladeshi	8,874	49.9	69.8	48.4	0.49
Irish	1,676	51.6	74.6	55	0.08
White and Asian	5,147	51.8	72.4	53.9	0.16
Any other Asian background	8,622	52.3	73.6	57.2	0.67
Indian	13,968	55.4	78.7	61.9	0.69
Chinese	2,073	62.6	84.3	72	0.93

Source:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676351/SFR01_2018_National_Characteristics_tables.xlsx