

From: Roger Gough, Cabinet Member for Education and Health Reform  
Patrick Leeson, Corporate Director of Education and Young People's Services

To: Education and Young People's Services Cabinet Committee  
21 January 2016

Subject: **The Impact on Kent Schools of Migration and Increases in Pupils with English as a Second Language on Kent Schools**

Classification: **Unrestricted**

**Electoral Division:** All

**Summary:** This report provides information regarding the migration of school aged children into Kent and considers the impact this is having on the need for school places. It examines the characteristics of these children, in particular the increase in the number of children for whom English is not their first language (EAL), together with the support being provided to schools experiencing changes in their pupil profile.

**Recommendation(s):**

The Cabinet Committee is asked to comment on or make recommendations to the Cabinet Member for Education and Health Reform on the findings of this report.

**1. Introduction**

1.1 At a Member's request this report considers the impact on Kent's schools arising from inward migration of families, in particular those whose children have English as an additional language.

**2. Impact of Migration on School Places**

2.1 Table 1 shows that between mid-2013 and mid-2014 there was an approximate increase of 3,900 young people aged 0-15 years due to migration. Of this number 1300 were international migrants<sup>1</sup>. In numerical terms, Maidstone (500) and Tonbridge & Malling (500) received the most children, with Shepway the fewest (100). However, Sevenoaks saw the greatest percentage increase when compared to the school population (3.6%).

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<sup>1</sup> International migrants are people who have moved into Kent from outside the UK

Table 1: Inward Migration of 0-15 Year Olds into Kent Districts (mid 2013-2014)  
(Rounded to nearest 100)

	Age range	% of school population
<b>District</b>	<b>0-15</b>	
Ashford	300	1.3
Canterbury	400	2.3
Dartford	200	1.1
Dover	300	2.1
Gravesham	300	2.0
Maidstone	500	2.4
Sevenoaks	400	3.6
Shepway	100	0.8
Swale	300	1.5
Thanet	300	1.7
Tonbridge & Malling	500	2.8
Tunbridge Wells	300	2.0

Table 2: Inward Migration Primary Age Pupils (4-11 Year Olds) and Secondary Age Pupils (11-15 Year Olds) into Kent Districts (mid 2013-2014)

Age	ASH	CANT	DART	DOV	GRAV	MAI	SEV	SHEP	SWA	THAN	T&M	TW
0 to 3 Pre-school	92	93	71	90	98	146	289	56	144	38	152	46
4 to 10 - Primary School	163	168	106	74	143	244	131	61	107	177	207	109
11 to 15 – Secondary School	45	139	23	136	59	110	-20	-17	49	85	141	145

2.2 Table 2 details the number of migrants split into Primary and Secondary school age by District. This shows the pattern is very different in each District. For example, Tunbridge Wells and Dover Districts saw more Secondary aged pupils move in than primary aged. Shepway and Sevenoaks saw an outflow of secondary aged pupils, while Dartford experienced four times as many primary aged pupils move in than secondary aged. Sevenoaks experienced the greatest increase in pre-school migration 289 of the 400 new pupils (72%), whereas in Thanet 13% of migrant pupils were of pre-school age. Typically about one third of migrant pupils are of pre-school age. It is evident from this data the impact is different in each district. On average, pre-school migration equates to one reception class per district per year. However, in Sevenoaks the data in Table 2 indicates this is 2.5 reception classes per year, whereas in Thanet it is one third of a reception class. Clearly we need to be cautious of drawing hard conclusions on one year of data.

2.3 The Kent Commissioning Plan 2016-2020 cites inward migration as a factor adding to the pressure for school places, particularly in the Primary sector, in 9 of the 12 Districts. In some Districts, the level of impact is changing. For example, in Ashford in 2013-14 three quarters of the increase in Primary rolls was due to the birth rate and one quarter was inward migration into all year groups. In 2014-15 inward migration accounted for half, showing that inward migration is proportionately having a more significant impact on the need for school places in that District.

- 2.4 Table 3 shows the numbers of pupils joining Kent schools between January and May 2015. This shows that 2026 pupils were new to Kent schools in that 5 month period, placing further pressures on school place in all Districts. This shows Thanet (243) and Dartford (201) schools enrolled the greatest number of migrant pupils, Tunbridge Wells (100) the fewest. Numerically, Thanet schools enrolled the greatest number of pupils who have English as an additional language (50), with Dartford (30) being next. However, Dover saw the greatest proportion (22.4%) of migrant school joiners having English as an additional language. Sevenoaks saw the fewest EAL pupils join school rolls (3), which was only 2.1% of school joiners in that period.

Table 3: Number of School Joiners Between January to May 2015.

District Numbers	Number of Joiners January and May 2015	Number registered as EAL	% of joiners registered as EAL between Jan 2015 and May 2015
Ashford	170	21	12.4
Canterbury	167	10	6.0
Dartford	201	30	14.9
Dover	125	28	22.4
Gravesham	178	33	18.5
Maidstone	188	27	14.4
Sevenoaks	146	3	2.1
Shepway	155	23	14.8
Swale	189	7	3.7
Thanet	243	50	20.6
Tonbridge and Malling	164	10	6.1
Tunbridge Wells	100	15	15.0
<b>Kent Total</b>	<b>2026</b>	<b>257</b>	<b>12.7</b>

- 2.5 Table 4 shows current and forecast surplus / deficit of Primary places in Kent mainstream schools by District area. The inward migration figures in Tables 1i, 1ii and the new starters' figures in Table 3 can be linked to the pressures on Primary school places in Table 4. Districts that have particular pressures on Primary school places are Ashford, Dartford, Gravesham, Maidstone, Swale and Thanet. Between 2013 and 2014 each of these areas had over 100 extra pupils due to migration. Maidstone had the highest number of migrants in that period with 244 pupils entering the Primary school system. This is equivalent to more than 1FE of provision. The forecasts for each of these Districts for the period 2014-2020 show that additional capacity is needed to ensure at least a 5% surplus capacity, or in the case of Dartford and Gravesham, enough places for the anticipated number of pupils. Secondary school places in districts across Kent are generally, in plentiful supply, although this situation is beginning to change. Migration will begin to impact from 2018 as the larger Year 6 cohorts move into Year 7 in Secondary schools. Area Education Offices are addressing the pressures on school places through the actions identified in the Kent Commissioning Plan.

Table 4: Current and Forecast Surplus/Deficit of Primary Places in Kent Mainstream Schools by District Area.

District	2014-15 capacity	2014-15 (A)	2015-16 (F)	2016-17 (F)	2017-18 (F)	2018-19 (F)	2019-20 (F)	2019-20 capacity
Ashford	10,788	461	471	383	280	291	303	11,493
Canterbury	10,628	700	614	558	567	567	550	11,051
Dartford	9,191	147	11	-74	-249	-362	-466	10,155
Dover	9,013	784	677	514	438	456	460	9,204
Gravesham	9,136	97	-71	-323	-510	-726	-943	9,462
Maidstone	12,598	782	625	468	373	322	259	13,786
Sevenoaks	9,944	865	828	789	772	789	844	10,430
Shepway	8,565	501	501	455	466	477	530	8,903
Swale	12,422	303	364	288	355	436	540	13,819
Thanet	11,082	318	344	429	548	625	708	12,327
Tonbridge & Malling	11,123	739	825	753	626	549	504	11,786
Tunbridge Wells	8,930	710	785	781	859	909	979	9,435
<b>Total</b>	<b>123,420</b>	<b>6407</b>	<b>5973</b>	<b>5020</b>	<b>4526</b>	<b>4333</b>	<b>4268</b>	<b>131,851</b>

NB: Cells in yellow show where the surplus capacity is below 5%

### 3. Changes in the Percentage of Pupils with English as a Second Language (EAL)

3.1 Tables 5 and 6 below show the percentage of pupils registered as having English as an additional language, and those from ethnic minority backgrounds, in both Primary and Secondary schools as at January 2015, together with the change since 2013. This information was gathered from the school census which is undertaken in January each year.

3.2 The proportion of pupils registered as EAL in Kent Primary schools has risen by 1.3% since 2013 and by 0.9% in Kent Secondary schools between 2013 and 2015. This equates to an increase of just under 3000 extra pupils registered as EAL across Kent. The greatest increase in Primary schools can be seen in Dartford (380 pupils, 2.8%), Gravesham (354 pupils, 2.4%), and Maidstone (308 pupils, 2.1%). In secondary schools the greatest increase is in Ashford (171 pupils, 1.8%) and Maidstone (103 pupils although this is only a 0.8% increase). The proportion of pupils registered as an Ethnic Minority in Primary schools has risen by 1.8%, and by 1.6% in Secondary schools over the same period. This equates to an increase of just over 4600 extra pupils registered as Ethnic Minority across Kent between January 2013 and 2015. It can be noted that the increase in pupils who classify themselves as an ethnic minority is greater than the number classified as EAL. This is partly due to that 1.9% of the school

population did not state their first language in the 2015 census. Clearly not all ethnic minority groups will have English as a second language.

Table 5: Primary School Increase of EAL and Ethnic Minority Pupils 2013-2015

School District	January 2015 census					Increase from 2013-2015			
	Total Pupils	% EAL	No. EAL	% Ethnic Minority	No. Ethnic Minority	% increase EAL	No. increase EAL	% increase Ethnic Minority	No. increase Ethnic Minority
<b>Kent Totals</b>	<b>119162</b>	<b>10.9</b>	<b>12971</b>	<b>17.9</b>	<b>21375</b>	<b>1.3</b>	<b>2125</b>	<b>1.8</b>	<b>3091</b>
Ashford	10115	10.8	1093	18.0	1822	0.8	128	2.4	315
Canterbury	10145	9.2	937	14.6	1478	1.3	154	1.3	166
Dartford	9396	17.6	1653	30.5	2863	2.8	380	4.0	584
Dover	8343	8.3	690	12.0	998	0.3	56	0.8	106
Gravesham	9635	24.8	2393	38.4	3697	2.4	354	3.4	528
Maidstone	12048	11.2	1351	18.2	2189	2.1	308	3.4	493
Sevenoaks	9178	6.4	590	16.8	1540	0.5	75	0.9	158
Shepway	7826	10.1	789	13.8	1082	0.1	33	-1.4	-67
Swale	12566	4.8	608	10.7	1345	0.6	103	1.1	203
Thanet	11145	12.2	1364	16.8	1875	1.7	233	1.7	260
Tonbridge and Malling	10472	5.2	548	11.0	1151	0.8	103	0.8	129
Tunbridge Wells	8293	11.5	955	16.1	1335	2.0	198	2.0	216

Table 6: Secondary School Increase of EAL and Ethnic Minority Pupils 2013-2015

School District	January 2015 census					Increase from 2013-2015			
	Total Pupils	% EAL	No. EAL	% Ethnic Minority	No. Ethnic Minority	% increase EAL	No. increase EAL	% increase Ethnic Minority	No. increase Ethnic Minority
<b>Kent Totals</b>	<b>99032</b>	<b>7.9</b>	<b>7833</b>	<b>16.1</b>	<b>15908</b>	<b>0.9</b>	<b>852</b>	<b>1.6</b>	<b>1572</b>
Ashford	8574	10.8	930	17.4	1488	1.8	171	0.5	78
Canterbury	9526	6.9	656	13.3	1268	0.4	29	1.9	163
Dartford	8952	10.2	914	28.9	2591	0.8	86	4.2	412
Dover	7658	7.1	547	12.6	966	1.3	75	0.9	27
Gravesham	7316	18.1	1326	31.7	2317	1.0	61	3.1	207
Maidstone	11525	7.3	837	14.9	1722	0.8	103	1.6	204
Sevenoaks	2313	4.0	93	12.1	279	1.1	30	1.7	55
Shepway	6717	8.8	591	13.5	905	0.7	40	1.0	54
Swale	9374	3.3	306	8.9	835	0.4	32	-0.9	-112
Thanet	8538	9.3	792	14.8	1262	1.1	80	1.9	138
Tonbridge and Malling	9531	3.6	340	11.3	1076	0.6	54	1.9	179

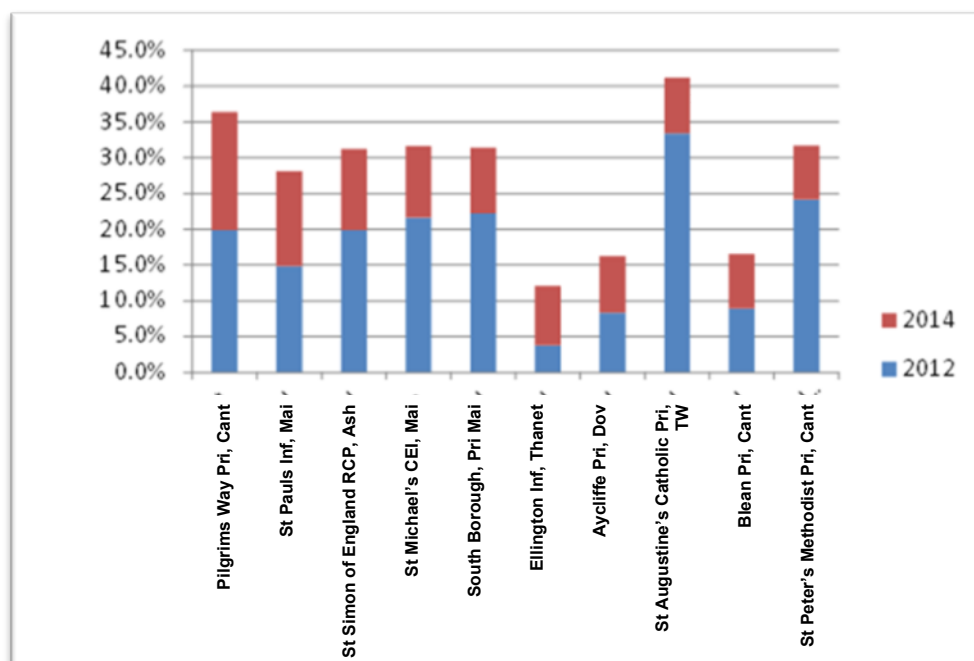
School District	January 2015 census					Increase from 2013-2015			
	Total Pupils	% EAL	No. EAL	% Ethnic Minority	No. Ethnic Minority	% increase EAL	No. increase EAL	% increase Ethnic Minority	No. increase Ethnic Minority
Tunbridge Wells	9008	5.6	501	13.3	1199	0.9	91	1.6	167

3.3 The increases noted in the charts above give a broad view of the changes in pupils registered as EAL and a link to inward migration, but do not relate necessarily to the pressures in specific wards or schools. More detailed information can be found in section 4.

#### 4. Areas and Schools Where Increases of EAL Pupils has been Greatest

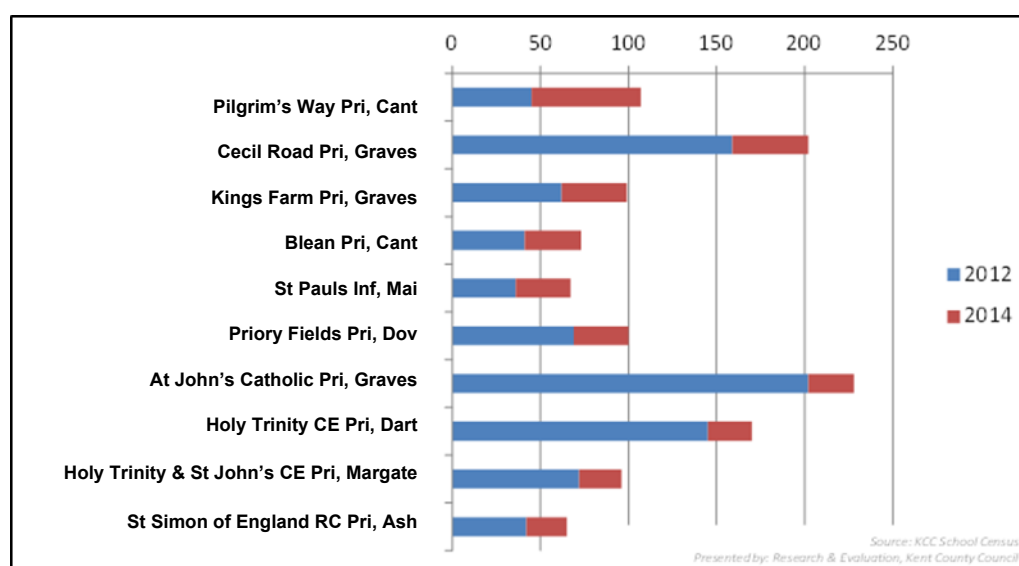
4.1 In 2014 the Business Intelligence Unit in KCC researched the impact of migration on schools. Their report identified schools where the increases in EAL pupil numbers had been greatest. It also considered other factors such as increases in Black Minority Ethnic (BME) pupils, the percentages of Free School Meals, and the percentage of pupils living in the most deprived households. These are important factors when looking at the pressures that a school may face as generally it is combination of these that will have the greatest impact on resources.

**Table 7:** Top Ten Schools with the Greatest Change in the Percentage of School Population for whom English is an Additional Language (2012-2014)



NB: Based on 2014 data

**Table 8:** Top Ten Schools with Greatest Numerical Increase in Population for Whom English is an Additional Language (2012-2014)



NB: Based on 2014 data

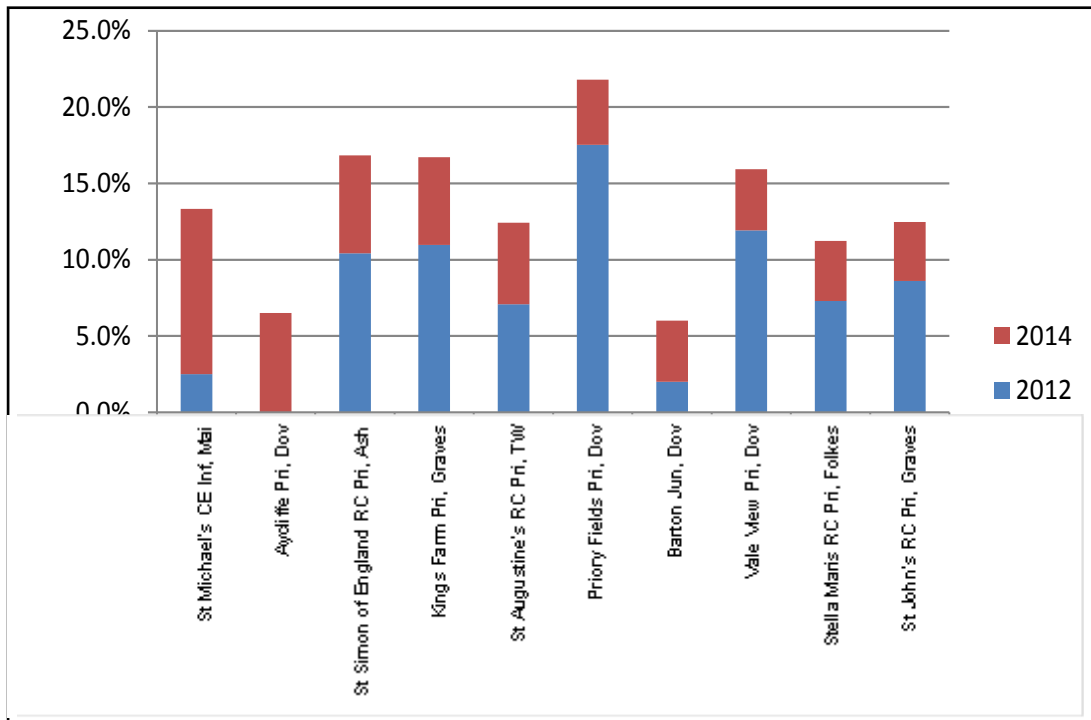
4.2 There are several key points that need to be noted from the information in Tables 7 and 8 above:

- Maidstone and Canterbury Districts each had three Primary schools within the top ten in Kent with the highest increase in the proportion of the school population who had English as an additional language. In Maidstone these were: St Paul's Infant School, St Michael's Infant School and South Borough Primary School. In Canterbury: Pilgrims Way Primary School, St Peter's Methodist Primary School and Blean Primary School.
- Six schools with the greatest change in EAL are also within the top ten for at least one other indicator. The other indicators being the percentage of pupils registered as of Black Minority Ethnic (BME), first language an Accession State language<sup>2</sup>, percentage of free school meals, or percentage of pupils living within the most deprived household groups.
- Four schools with the greatest change in the proportion of pupils for whom English is a second language also have the largest increase in the proportion of children whose first language is an Accession State language.
- Eight of the schools in the top ten for increases in EAL pupils have seen no significant overall increase in student numbers.

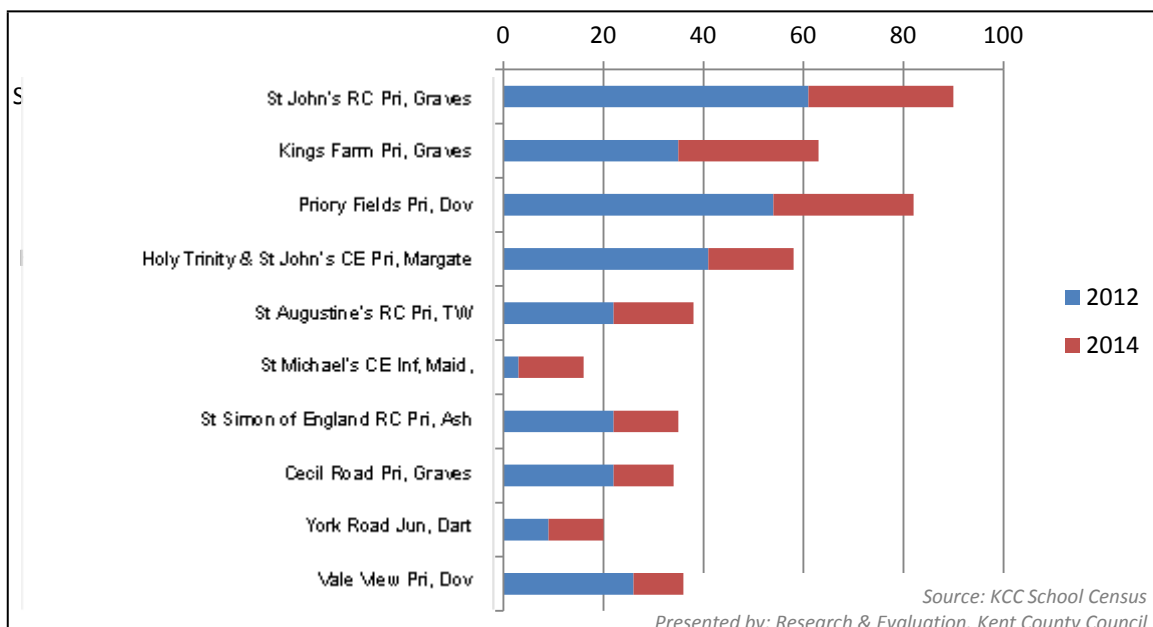
4.3 With the enlargement of the European Union and the increase in the number of countries whose nationals have a right to work in the UK, Kent has seen an increase in the numbers of families from EU Accession state countries. The number of students in Kent whose first language is an Accession State language increased by 49.2% since 2012 and these students account for 2.1% of the total school population, just over 4600 pupils (up to January 2014). Accession State pupils accounted for approximately 23% of the total number of newly registered EAL pupils.

<sup>2</sup> The Accession State languages used in this section include: Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Polish, Romanian, Serbian, Croatian, Bosnian, Slovak and Slovenian

**Table 9:** Top Ten Schools - Greatest Change in Percentage of School Population Whose First Language is an Accession State Language. (2012-2014)



**Table 10:** Top Ten Schools – Greatest Numerical Increase in Population Whose First Language is an Accession State Language 2012-2014.



4.4 Tables 9 and 10 reveal:

- St Michael's Infant School in the Maidstone district had the greatest change in the proportion of its population speaking an Accession State language as a first language. In real terms this was a change from 3 to 16 pupils between 2012 - 2014.



- St John's School in Gravesham had the largest increase in the number of students whose first language was an Accession State language with 29 more students in 2014 than 2012.
- Four schools in Dover are amongst the top 10 schools that saw the greatest percentage increase in the school population who came from Accession State countries.

## **5. Actions taken by the Local Authority to support school/academies in improving outcomes for pupils with English as a second language**

- 5.1 Schools face challenges when there is a significant change in the percentage of EAL pupils. Equally challenging is when the variety of languages spoken increases, even if the percentage or number of EAL pupils remains the same. Cultural differences and backgrounds also require schools to reconsider their approaches to supporting pupils and families.
- 5.2 KCC assigns all maintained schools an Improvement Advisor (IA). Part of their remit is to identify areas of development for specific groups of pupils. If a school needs support/advice in improving outcomes for EAL pupils the IA will support or signpost the schools accordingly. It is worth noting that academies are offered three 'keeping in touch' visits a year free of charge from the LA. The IA will have the academies performance data so they can identify if EAL is an area of challenge for the academy and can signpost the academy to support in the same way they do for LA maintained schools.
- 5.3 Inclusion Support Service Kent (ISSK) is a traded service that provides high quality support to schools and academies in Kent to raise attainment and narrow the gap between EAL/Minority Ethnic pupils and others. The team consists of a Manager who is also the Virtual Headteacher for Gypsy Roma and Traveller pupils, 7 full time equivalent Advisory Teachers and ISSK Administration Officer. The Manager receives regular reports from Management Information identifying new school starters registered as EAL. The Manager will then contact the schools with the most significant increases in numbers to offer support. This service can be brokered through EduKent. There are a wide variety of training courses available to enable schools to support EAL pupils aged from 3-18 years. The support is targeted at developing the skills of the leaders and teachers within schools.
- 5.4 School are encouraged to collaborate. Where there is good practice this is shared with others.

## **6. Funding for pupils**

- 6.1 The DFE recognises that an increase in EAL pupils can have an impact on the resources that a school will need to allocate to ensure that those in need of extra support can access the curriculum appropriately. The Department has stated that 'EAL pupils may attract funding for up to 3 years after they enter the statutory school system. Local Authorities can choose to use indicators based one, two or three years and there can be separate unit values for primary and secondary.' Kent's method of allocation ensures funding for the

first three years. For LA maintained schools the funding is received through the Dedicated Schools Grant (DSG) for academies through the annual funding allocation from the EFA. The funding received is not 'ring fenced' for EAL pupils. Schools will then receive a rate of £885 per eligible Primary pupil and £3,344 per eligible Secondary pupil.

## 7. Summary

- 7.1 The Kent Commissioning Plan notes that inward migration is adding to the pressure on school places in 9 of the 12 Districts in Kent. Although migration is factored into the forecast figures, the numbers can change and add pressures onto school places. Area Education Officers ensure that places are commissioned so that KCC's commitment to a 5% surplus is maintained.
- 7.2 All areas have seen an increase in the percentage of EAL pupils since 2012. Kent as a whole has seen a 2.1% increase in primary schools and a 1.4% increase in secondary schools.
- 7.3 There is an increase in the number of pupils from Accession States. As of January 2014 the number of students in Kent whose first language is an Accession State language had increased by 49.2% since 2012.
- 7.4 Changes to the variety of languages spoken by pupils, their backgrounds and cultures require schools to reconsider their approaches to supporting pupils and families.
- 7.5 Kent has a dedicated support service that offers training for schools to support their pupils with EAL.
- 7.6 Schools receive funding for three years for EAL pupils from the first year of entry into the school system.

## 8. Recommendation:

The Cabinet Committee is asked to comment on or make recommendations to the Cabinet Member for Education and Health Reform on the findings of this report.

## 9 Background Documents

Business Intelligence Report

## 10. Contact details

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