

ELAMP Strand A: Final Report and impact study (2009-10)



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A note to the reader

The summary and overview (pages 3 to 6) is intended to stand alone, and to convey the main results of the survey exercises. The design of the exercises, and the detailed evidence on which the overview is based, follow in Sections 1 to 3.

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Executive Summary (including an overview of results)

The ELAMP project has piloted a number of developments since its inception in 2003. One of the main thrusts of its work (referred to within the project as 'Strand A') has been to explore the use of laptops with internet access to provide enhanced, school-supported distance learning for mobile Traveller families whilst they are away from their normal bases and base-schools. From 2008 the terms of reference for this strand of the project were broadened to include non-mobile Traveller families. ELAMP, along with other governmental initiatives, has meant that over 2,000 Traveller families now have laptops with internet access. It was therefore decided that the final evaluation of the project should centre on an impact study, collecting information about pupil progress via the 36 English Traveller Education Service (TES) partners who have been the engine room of ELAMP. For 2008-09 and 2009-10 these services had been supporting over 500 Traveller families in different parts of the country. As ELAMP comes to an end, it is hoped that the evidence from this study will prove of value to those who continue to support Traveller children, and indeed other educationally disadvantaged children within the schooling system. This is especially important given the long tail of underachievement in literacy and numeracy; with 20% of pupils still leaving school functionally illiterate and/or innumerate.

The study is divided into two parts: one looking at mobile Traveller children, the other at those who did not travel extensively. The exercises differ slightly but both centre on data about National Curriculum sub-level gains over a two year period, complemented by contextual and impact information. They also include information on school attendance.

Results from the mobile-pupil survey

From the early days of ELAMP this work developed much more quickly with Occupational Travellers; i.e. Fairground and Circus families. However, a small but increasing number of Gypsy, Roma and other Traveller (GRT) children have also become involved in school-supported distance learning. The evidence contained in the report is based on a survey of 162 pupils with a 77% return rate, and separates out commentary for each of these Traveller groupings.

The results outlined in Section 2.1 focus on Occupational Travellers and show a very encouraging profile. Most KS2 and KS3 pupils were meeting formal SATS targets and making good sub-level gains. At KS2 progress did not appear to be affected by mobility, but this was a factor for KS3, possibly reflecting the more complex challenges of



supporting distance learning at the secondary level. Boys and girls were also making similar progress within each of these Key Stages. However this situation changed at KS4. Girls were reported to be much more likely to achieve a good GCSE profile, whilst boys had lower expected grades and tended to be away with their families for significantly longer periods of time. Comments about improved attendance and the impact on pupil/family commitment to schooling were positive, and the cumulative evidence suggests that the use of laptops with internet access can have a very significant impact on school-supported distance learning; although the progress of 14-16 year old boys would seem to remain a challenge. The other note of caution relates to numeracy gains at KS2 where the evidence suggests more needs to be done by some partner schools.

Section 2.2 centres on the smaller number of GRT learners, including two New Travellers. In overall terms these youngsters were less mobile than their Occupational Traveller counterparts. However they were all away from school for at least six weeks and were all receiving distance learning



results are very encouraging; again with a possible cautionary note about numeracy at KS2. However there was one major difference. These youngsters had generally **not** met previous Key Stage SATS targets, but their learning at KS2 and KS3 had often **accelerated** once they started using the ICT equipment and receiving distance learning support. They were also, of course, using the equipment whilst attending school and this would have contributed to progress. Such progress was demonstrated through generally good sub-level gains over the last two years, as well as by comments from staff. Comments about attendance were more mixed with only a third of respondents reporting improvements. However there was a strong impact on pupil/family commitment to learning and schooling.

Results from the non-mobile pupil survey



Where the clear majority of mobile pupils being supported within ELAMP were from Occupational Traveller backgrounds, the opposite is true for non-mobile participants. With the change in terms of reference in 2008 there was a massive increase in participation from the GRT community.

different and tighter deadline for this part of the survey, with the ELAMP project finishing in July, 2010. This meant that eight of the 31 TES partners supporting non-mobile pupils were not able to complete their returns in time to be included. The return rate for the 23 who did make returns was 83% but the return rate for the project as a whole was therefore reduced to 55%. There were only 10 returns for Occupational Travellers. These are discussed in the report but not in this summary

which will focus on the experiences of 116 ELAMP pupils from GRT communities, including those of 12 New Travellers.

This part of the report, Section 3, draws together data on NC sub level gains and more specific information about attendance patterns. Again progress for KS2 was generally good for both girls and boys. They had a range of Key Stage 1 SATS scores and most had not previously met the Level 2 targets. However, there was evidence of accelerated progress once they were using the ICT equipment, evidence which was also supported by staff comments. The situation at KS3 was significantly different, with girls generally progressing well, again with evidence of accelerated learning, but most boys having, in the aggregate, lower previous SATS attainment scores and not meeting the two sub-level gain target. The reasons for this are discussed in Section 3 and probably relate to recruitment decisions taken by TES staff in 2008, as well as the broader challenge of engaging GRT boys effectively in secondary education. Key Stage 4 progress was again rather better for girls than boys, but not to the extent reflected at KS3. Over 40% of KS4 GRT pupils (excluding those with SEN) were expected to get at least 5 GCSEs (A* to C) with Maths and English and another 12% were expected to achieve 5 GCSE's (A* to C) without both Maths and English. Here staff comments made a clear connection with ELAMP; the ICT equipment had been invaluable for schoolwork, coursework, research and revision.

Whilst progress data was generally encouraging apart from the performance of boys at KS3, the attendance data was disappointing. Where figures were available for previous years it was clear that ELAMP intervention had not made a significant impact on attendance and, in particular, it had not impacted on the most problematic patterns. There were some notable exceptions, backed up by positive staff comments. However, across the Key Stages about a quarter of the boys and a sixth of the girls had less than 75% attendance records for 2009-10 with little sign of progress since 2007-08 and 2008-09.

This is an interesting result, even more so when comments from staff about pupil and family commitment are taken into account. Almost 60% of individual staff responses across the Key Stages made positive comments about the impact of ELAMP, and many of these indicated greater commitment to schooling; for example to the improved likelihood of transferring from primary to secondary, to completing KS4 and to going on to take up post-16 options.

It seems that there was often no clear association between increased commitment and actual progress on the one hand, and day-to-day attendance patterns on the other. In a sense this highlights some of the difficulties of interpreting data where a range of factors and 'variables' influence outcomes. However the weight of evidence from this study suggests that the overall impact of supported access to ICT equipment

- Can provide effective distance learning for mobile pupils
- Can accelerate the performance and improve the general commitment of GRT pupils and families to schooling opportunities; encouraging in the light of generally poor attainment figures for these children.

However it would be misleading to conclude this summary without adding that progress has not been just about the provision of equipment. TES have played a critical role in supporting families as they engaged with new technology, and in supporting distance learning TES have played a critical role in supporting schools.

Distance learning is not a panacea for all mobile families. It has only worked well with committed families and schools underpinned by the continuing work of TES. Similarly TES have been there to ensure that all families, including non-mobile families, who are beginning to use laptops and the internet are aware of safeguarding issues, as well as having enough awareness and skills to understand and support their children's use of laptops and the internet.

Section 1: An Introduction

The ELAMP project started with a research initiative funded by the Nuffield Foundation during 2003-04 which looked at ways of using ICT to enhance the learning of Traveller pupils, especially mobile Traveller pupils. This led to a series of pilot projects funded by the then DCSF and coordinated by the National Association of Teachers of Travellers and other professions (NATT+). These projects helped to reinforce school-supported distance learning for pupils with a travelling lifestyle who would otherwise have missed out on significant periods of schooling. Initially the project attracted mainly 'Occupational Travellers' from the Fairground and Circus communities. However, families from Gypsy Roma and other Traveller communities (GRT) became increasingly involved; especially from 2008.

The history of project development can be traced on the NATT+ website.¹ The essence of what became known as Strand A of the programme was to establish the use of laptops and internet access to strengthen communication links between schools, pupils and parents; and local authority based Traveller Education Services (TES) played the key role in developing this approach. The terms of reference were expanded from 2008 to include all Traveller children, not just those who were mobile. This decision was taken as part of the run up to the then government's Home Access programme (see below) which was due to start in 2009. This meant that over 500 families were receiving not just equipment but TES support from the 36 ELAMP project partners.

At the same time (2008-09), 'very mobile pupils' were recognized as a vulnerable group for the purposes of the Standards Fund, and 870 laptops with internet connectivity were issued to mobile pupils via 32 Local Authorities (LAs) who applied for resources under this heading.

21 of these LAs were not ELAMP partners so that over fifty TES became involved in supportive work to enable families to make best use of the ICT equipment.

The subsequent Home Access programme actually started from January, 2010 and set out to provide ICT equipment to low income families with children in Y3 through to Y9, as well as encouraging all families to pursue the benefits of a computer with internet access to support home learning. TES were very active in encouraging and supporting families in applying for Home Access funding. Figures from Becta show that 478 Gypsy and Roma families with a low income benefited, as well as 262 families of Irish Heritage. Another 30 Traveller families had previously benefited from the separate Home Access pilots.

¹ www.natt.org.uk

Taken together this means that something over 2,000 Traveller families across England now have access to ICT equipment to enhance learning, and that a large number of TES are offering supportive involvement. In a sense this is a small proportion of Traveller families. On the other hand it has created a platform for development, and there is evidence that other Traveller families are beginning to invest in similar equipment. This raises important questions about potential effectiveness.

Earlier qualitative evidence from ELAMP indicated that having laptops and internet access had the potential to improve learner progress,² but given the step increase in the numbers of families becoming involved, and the new non-mobile focus, it was felt appropriate to use the final year of ELAMP to attempt a quantitative approach to evaluating the impact of this type of ICT enhancement.

Earlier work had also indicated that progress was dependent on committed schools and families. Equally it was dependent on the underpinning role of local TES in preparing parents by highlighting safeguarding issues and developing the skills they would need to support their children. TES also played a key role in working with schools to develop appropriate approaches, especially where they were supporting distance learning, and then continued to support both learners and schools over time. ICT is not in itself a panacea and it is important to appreciate that the positive results outlined below are the result of the three-way partnership between schools, families and TES.

The report and the approach used

The information contained in this brief report is based on returns from 36 TES which participated in Strand A of the ELAMP project during 2008-09 and 2009-10. As noted above, this part of the project facilitated the provision of laptops and internet access to over 500 named Traveller pupils during this period. The equipment was also used by siblings and parents, and well over 1,000 school-age children benefited. However this report focuses on the experiences of named project pupils.

The main body of the report is written in two sections. The first of these looks at information about support for 'mobile' pupils, and the second is focused on 'non-mobile' pupils. In this context mobility is defined in terms of family time away from base which resulted in missed school days. For the purposes of this study the cut off point was set at 30 days absence due to travel during the period February 2009 to February, 2010. In a sense the chosen cut off is an arbitrary divide, but it has been introduced to try to ensure that the mobile study (Section 2 of this report) was clearly focused on families who travelled away for work purposes for a significant amount of time. Here school-supported distance learning was a crucial part of educational

² See for example the ELAMP phase 4 report available on the NATT+ website and dated February, 2008

continuity, with internet access a key feature in maintaining effective contact between schools and families.

Equally clearly some children who travelled away for shorter periods, including travel to community events as well as for work purposes, may also have benefited from some distance learning support from their schools. However, the main focus of Section 3 of this report is on the way in which having a laptop and internet access at home complemented experiences at school and impacted on the general school progress of the 'non-mobile' Traveller pupils who participated in the project.

There were 520 pupils registered with ELAMP in December 2009 and at that stage 226 were listed as likely to be mobile and 294 likely to be non-mobile, using the 30 day cut off definition. These pupils spanned every Key Stage (KS) as well as Post-16 options, but the clear majority were in the KS2 to KS4 range which was therefore chosen as the focus for this study. 30 of the 36 ELAMP TES were working with local partner schools to support mobile learners, and 31 TES were working to support non-mobile pupils in the school context.

The approach taken for the survey itself was to look at National Curriculum (NC) sub-level progress for pupils in KS2 and KS3 across a two year period, and to look at GCSE entry profiles for KS4 pupils who had been active with the project for at least two years. Both criteria are related to the progress standards set for selected minority ethnic groups (including two specific Traveller communities) in the 2008 DCSF documents 'Guidance for Local Authorities on setting educational performance targets' (Part 1 and Part 2). In broad terms KS2 pupils need to improve by a target of six sub-levels over a four year period, whilst KS3 pupils need to make the same sub-level gains over three school years. For the purposes of the survey average sub-level gains over a two year period were collated and checked for consistency with progress and context comments made by staff and then tabulated unless there were inconsistencies. For KS4, entry profiles were compared with KS3 SATS scores, again after consistency checks. Feedback was also requested relating to the impact of ELAMP equipment on pupil/family commitment. Finally, information was sought about attendance, including the pattern of attendance for non-mobile participants; c.f. the 20% 'persistent absence' level outlined in the same 2008 DCSF documents.

As in any survey of this kind a number of contextual factors and other 'variables' come into play so that the evidence can only point to 'associations' and possible trends. These are discussed in the relevant sections of the report. Each section is also divided into two parts, one focused on Occupational Travellers (the Fairground and Circus communities) and the other on GRT (Gypsy, Roma and other Traveller communities). Here it is important to appreciate that traditional (paper and pack based) distance learning was already a feature of work with some Occupational Travellers prior to ELAMP, so that the new project offered an enhancement to practice. On the other hand GRT families were rarely involved with any form of distance learning prior to ELAMP, partly because their travel patterns were reported

to be far less predictable and partly because attitudes to schooling were reported to be generally less positive. This may go some way to explaining the relative numbers of mobile ELAMP participants (see Section 2). However, there is also evidence that mobility has been decreasing within GRT communities, and it is interesting that GRT learners were the clear beneficiaries when the terms of reference of the project were widened to include non-mobile learners in 2008 (see Section 3) .

Section 2: The mobile returns

To be eligible for inclusion in the survey, named pupils had to be in Key Stages 2 to 4, to have been actively involved with ELAMP for the 2008-09 school year, and then through to February 2010 when data was sought.³ These criteria reduced the potential survey total from the 226 provisionally identified in December 2009 to 173. When the survey returns were collated 27 pupils turned out to have been less mobile than expected, whilst 16 pupils originally listed as non-mobile had, in fact, travelled for more than the 30 day threshold over the survey period⁴. The corrected figure for this part of the survey was therefore 162.

TES partners were asked to contact schools and report on the progress of each of these children with an Easter deadline for making returns. One TES had, in effect, been dissolved by Easter and was unable to complete returns for eight learners. 13 other returns had not been obtained by the final survey deadline and when analysed 17 returns did not provide sufficient consistent information to be included. This means that the mobile survey is based on 124 responses (a 77% response rate). 91 of these relate to Fairground and Circus families, and 33 to Gypsy, Roma and other Travellers (GRT) including one new Traveller (NT).

Data was collected to look at mobility, as well as NC sub-level gains for Key Stages 2 and 3 and expected GCSE grades for KS4. Previous Key Stage SATS scores were requested as well. TES and schools were also asked to make general comments about the context and progress of individual pupils in order to check that gains and estimates were in line with their broader expectations for each child. There were also questions about the impact of ELAMP ICT support on school attendance and on pupil/family commitment to learning. As indicated above the commentary which follows is divided into two subsections, Occupational Travellers and GRT.

2.1 Fairground and Circus families

There were 38 learners being supported at Key Stage 2, 32 at Key Stage 3 and 21 at Key Stage 4. Almost all these learners had joined the project prior to 2008-09. The tables which follow give mobility patterns, as well as progress indicators, for each

³ The February date was chosen as most mobile pupils are at their base school at that time of year; making progress reporting more direct. Information was requested about sub-levels for February 2010, and also estimates for February 2008 and February 2009.

⁴ The 27 children were subsequently included in the non-mobile survey and the 16 'mobile' children removed from that survey

Key Stage. They are followed by more general comments, including feedback about attendance and commitment.

2.1.1 KS2 (Occupational Travellers)

Mobility

	30 to 60 days away	60 to 90 days away	More than 90 days away
Numbers of families	6	11	21

KS2 NC gains

	Two sub-levels gain per year	One sub-level gain per year	Pupil made little progress in NC terms
English*	26	10	2
Maths*	18	19	1

*One pupil was on the school SEN register

It is interesting to note that (in the aggregate) literacy gains were rather better than numeracy gains. There were similar numbers of boys and girls and the pattern of progress was similar for both genders. There was no clear association between progress and time away from school. The profile of previous KS1 SATS results for these learners (where given) was generally good. Two thirds had obtained at least a Level 2 in English and four fifths had at least a Level 2 in Maths. There were no reported scores below level 1. 75% of these learners were now in Y5 or Y6. For these pupils the reported gains were an encouraging snapshot of progress some three years later.

2.1.2 KS3 (Occupational Travellers)

Mobility

	30 to 60 days away	60 to 90 days away	More than 90 days away
Numbers of families	4	15	13

KS3 NC gains

	Two sub-levels gain per year	One sub-level gain per year	Pupil made little progress in NC terms
English**	16	14	2
Math**	19	7	6

**Two pupils with SEN statements and two others on school SEN registers.

There was less very-high mobility in evidence for this age group, but evidence suggesting an association between mobility and progress in terms of the profile of NC sub-levels. Pupils with the highest mobility were proportionately more likely to miss the two sub-level target. There were more girls involved than boys (ratio 3:2) but no obvious differences in the overall gender attainment pattern.

The profile of KS2 SATS results, where given, had again formed an encouraging baseline. Two thirds of the pupils had previously achieved at least Level 4 in English, whilst three quarters had achieved at least Level 4 in Maths. The other non-statemented pupils had all achieved Level 3s.

2.1.3 KS4 (Occupational Travellers)

Mobility

	30 to 60 days away	60 to 90 days away	More than 90 days away
Numbers of families	4	3	14

Expected grades

One student had refused to be entered for formal examinations but was still being supported and hoped to go on to college to pursue vocational interests.

Expectations for the other 20 learners were as follows:

- Six were expected to achieve the equivalent of at least 5 GCSEs (A* to C) including English and Maths
- Four more were expected to achieve the equivalent of at least 5 GCSEs (A* to C) but without both English and Maths
- Two had substantial SEN and were expected to achieve the targets set
- Three were mainly aiming at C/D grades for selected GCSEs and taking additional vocational qualifications
- The other five had lower targets.

It was not surprising to find a general relationship between SATS results achieved at KS3 and these target expectations. Those, for example, who were aiming at 5 GCSEs A*-C were much more likely to have achieved Levels 5 and 6, whilst those with the lowest targets were more likely to have achieved Level 3s and Level 4s. However there were some notable exceptions, with some pupils clearly 'taking off' in KS4 and one or two not progressing in line with their earlier SATS results. There were twice as many girls as boys with girls far more likely to achieve 5 GCSE's. There was no clear association between targets and mobility for girls, but almost all the boys were highly mobile with lower anticipated results.

2.1.4 Further commentary (Occupational Travellers)

The data outlined in the previous subsections is encouraging, especially as there were mitigating circumstances for some pupils who had not met the two sub-level target; for example ill health and family issues at home. Similarly there were positive comments for some pupils who hadn't met the target but were felt to be achieving in line with their potential.

This is, of course, a small amount of data, but it does suggest that linking mobile children to their base schools via the internet, and making good use of laptops in other ways, can make a significant impact on the potential progress of pupils. Although it is not possible to make a direct comparison with the impact of traditional distance learning prior to ELAMP, the reported experiences of TES staff confirm that ICT enhancement has made a very significant difference to what can be achieved.

The data also suggest some important messages. At KS2 distance learning support seems to have worked quite well across the board, although some schools may need to be paying more attention to numeracy (KS2 is a phase characterized by the need to cover a number of significant concepts). At secondary level mobility seems to have had more of an impact at KS3. This may, at least in part, reflect the more complex challenge of supporting distance learning for significant periods of time in the secondary setting. More attention may also be needed to literacy/English. For KS4 there was evidence of a gender split, with girls far more likely to go on to achieve a good GCSE profile than boys, and with almost all the boys highly mobile.

As noted above, further data was also collected on attendance and commitment, and this provides additional evidence for the value of the approach. Just over half the returns indicated that having a laptop and internet access had had a positive impact on school attendance. Families were reported to have felt 'closer' to the school community and were, for example, more likely to return briefly from their run⁵ for SATS tests, or for the start of the school year. Some families had also changed working patterns so that pupils could attend more, and older children, especially girls, were sometimes left with a relative whilst the family was away.

In terms of the overall impact of ELAMP it was also interesting to note two strands. Some staff-respondents commented that most actual progress was made in school during the winter, whilst ongoing distance learning support had proved important to consolidate and avoid regression. Others reported that the enhanced links had allowed progress throughout the school year. Family commitment was clearly seen by a majority of respondents as a key success factor and ELAMP was seen as having a strong potential impact on pupil commitment. A small illustrative selection of related staff comments follows.

⁵ The term used by families to describe their travel pattern over a season.

“Loves having the laptop and very positive impact on *(her)* work”
 “Much more engaged. Now *(she)* really works at keeping up whilst travelling”
 “Progress whilst in school is now maintained whilst the family is away”
 “Very good progress. *(He)* uses *(the school)* VLE to access work, returns it and maintains good communication”
 “Much more work completed whilst travelling. Greater contact with school and any problems sorted out much quicker”
 “*(He)* is now more likely to complete KS4 and go on to college”

2.2 Gypsy and other Traveller families

There were 17 learners being supported at Key Stage 2, 12 at Key Stage 3 and just four at Key Stage 4. Again this sub-section sets out tabulated data followed by more general comments, including feedback about attendance and commitment.

2.2.1 KS2 (GRT)

Mobility [data missing for one learner]

	30 to 60 days away	60 to 90 days away	More than 90 days away
Numbers of families	9	5	2

KS2 NC gains

	Two sub-levels gain per year	One sub-level gain per year	Pupil made little progress in NC terms
English*	9	6	2
Maths*	6	10	1

*One pupil was on the school SEN register

Approximately two thirds of the pupils were girls. Almost all these learners had joined the project for 2008-09 and their (previous) KS1 results had been disappointing; only one was known to have previously gained Level 2 for both English and Maths at KS1. Comments from their TES and teachers suggest that

many of them were now making ‘accelerated’ progress⁶; i.e. since having the ELAMP equipment. Progress for boys and girls was similar.

2.2.2 KS3 (GRT) [includes one New Traveller (NT)]

Mobility:

	30 to 60 days away	60 to 90 days away	More than 90 days away
Numbers of families	5 + 1(NT)	4	2

KS3 NC gains includes 1 NT

	Two sub-levels gain per year	One sub-level gain per year	Pupil made little progress in NC terms
English	6 + 1(NT)	4	1
Maths	7 + 1(NT)	3	1

About a third of these learners had joined the project before 2008-09 and two thirds during that year. Two thirds were boys including the New Traveller. The previous KS2 SATS results for pupils from the traditional communities, where indicated, spread across NC Levels 2 to 4.⁷ Again results for boys and girls were similar, and again there were four reports relating to accelerated progress

2.2.3 KS4 data (GRT) [includes one New Traveller (NT)]

There were just 4 pupils currently being supported. Three had joined the project prior to 2008-09 and one during that year. All had high mobility (more than 90 days away from school). Two Gypsy pupils were on target for 5 GCSEs including English and Maths. Another pupil from a traditional community was aiming at 4 GCSEs with an F/G spread and a Level 1 ASDAN qualification. The other pupil was a New Traveller and was aiming at 3 Cs and 3 Ds together with vocational awards. Projected achievements were consistent with attainments at KS3.

2.2.4 Further commentary (GRT)

As already indicated, GRT communities had no tradition of distance learning prior to ELAMP and the numbers who became involved with the project remained relatively small. However, the results are very encouraging, more so when mitigating teacher comments are taken into account, and suggest significant potential for the future. Perhaps what stands out most as distinctive, as compared with Fairground and Circus participants, are the references to ‘acceleration’. It appears that many of

⁶ There was no specific question about accelerated progress on the schedule but four responses included comments which specifically suggested acceleration, and others made implicit reference to the same phenomenon.

⁷ The NT pupil had obtained a Level 4 in English and a Level 5 in Maths.

these pupils had disappointing attainment levels at Key 1 or Key Stage 2, even though they were not travelling so extensively, but really took off in terms of learning progress once they had access to laptops to use both at school and via internet contact with their schools whilst actually away. It is also interesting to see the same dip in numeracy attainments at KS2; reinforcing the message that this is a key area for improvement.

Messages relating to attendance and commitment were more mixed. Only a third of respondents confirmed improvements in attendance since pupils had become involved with ELAMP. However, overall family commitment was again seen as a key success factor and having a laptop and internet access had proved significant for several of the learners and their families.

“It has made a big difference, the families are amazed by the skills their children now show. Maintaining contact with school (*whilst travelling*) has also made a big difference to progress”
“(The pupil’s mother) is now much more positive about school”
“Laptop a Godsend! Encouraged (*the pupil*) to carry on working while away”
“Having a laptop encouraged transfer from primary school”
“(She) stayed on at school and is now considering going to college”
“There is now a greater likelihood that siblings will stay on to complete KS4”
“(His) self confidence has improved and this has made a big difference to

Section 3: The non-mobile returns

There were 294 non-mobile ELAMP pupils listed in the December, 2009 return. As noted previously this figure had to be adjusted at Easter 2010 as some families had been more or less mobile that anticipated. The effect was to increase the non-mobile figure to 305.

However, once again, the survey was restricted to Key Stages 2 to 4 and to those pupils who had been active with ELAMP over a two year period; 2008-09 and 2009-10⁸. This meant that 229 named pupils met the criteria for the survey. 140 returns were received for 23 of the 31 TES involved, with a return rate of 83% after allowing for forms which were unobtainable, or had insufficient or inconsistent data.

However eight TES were unable to meet the relatively tight deadline for returning data (as the project came to an end in July 2010 and completed forms needed to be in early in the autumn term).⁹ These eight TES would have been supporting 76

⁸ For non-mobile pupils it was decided to collect data related to the end of each academic year, to fit with normal school practices.

⁹ Some partners were under additional pressure due to reorganizations and in two instances key staff absence was also a factor.

eligible pupils. This gives an adjusted overall return rate for the project as a whole as 55%.

14 of the 140 forms received had insufficient or inconsistent data so that the analysis which follows is based on 126 returns from 23 partner TES. The vast majority relate to GRT families with only ten non-mobile Fairground and no Circus families represented, reflecting the upsurge of GRT involvement when the terms of reference of the project were changed in 2008. The section is, again, divided into two parts, one for GRT and a small number of New Travellers, and the other for the Fairground families. The information collated remains centred on sub-level gains and expectations for KS4 pupils, but the focus on mobility is replaced by a stronger focus on attendance data. This information is again complemented by feedback related to the impact of the project on pupil and family commitment.

3.1 Gypsy and other Traveller families

The information which follows comes from returns for 29 KS2 learners, 54 KS3 learners and 33 KS4 learners. Only nine of the 83 KS2 and KS3 learners had joined the project before 2008-09, although a third of the older learners (KS4) had already been involved with ELAMP prior to that academic year. 12 of the 116 learners were New Travellers and the rest were from traditional GRT communities. The tables which follow give sub-level and attendance data and associated notes. The final sub-section again provides further commentary

3.1.1 KS2 (GRT and New Travellers)

KS2 NC gains [includes 4 NT pupils]

	Two sub-levels gain per year	One sub-level gain per year	Pupil made little progress in NC terms
English*	11 + 1NT	12 + 3NT	2
Maths*	14 + 2 NT	9 + 2 NT	2

* One boy and two girls had an SEN statement and two other boys were on the school SEN register.

There were slightly more girls than boys (in the ration 4:3). There was no evidence of a marked difference between the aggregate progress of boys and girls, although girls had a slight edge in literacy gains. Information about KS1 SATs literacy scores did, however, show a clear difference with only one boy having achieved Level 2 whilst six of the girls had attained to this target level. However, this total of just 7 pupils who had achieved Level 2 is a low attainment base, as was the total of just 10 pupils who had achieved Level 2 in numeracy. In this context it was interesting to note that 9 of the staff comments (approximately 30% of the responses) implied 'accelerated' progress for both boys and girls since they had joined ELAMP.

Attendance data 2009-10 (KS2 GRT and New Travellers)

95% plus attendance	85% to 95% attendance	75% to 85% attendance	Less than 75% attendance
5 + 1NT	9 + 2NT	5 + 1NT	6

Attendance data gave a similar pattern for both boys and girls. About half the families did travel away for short periods of time, with schools mainly using the special 'T' code, and this 'authorized absence' in a sense distorts the figures when set against the persistent absence indicator of 80%. However progress with attendance was disappointing. Schools were asked, wherever possible, to provide attendance data for the previous two years as well as for 2009-10. Where data was available there was little evidence of improved attendance and only four staff responses mentioned a positive ELAMP impact on attendance per se.

3.1.2 KS3 (GRT and New Travellers)

KS3 NC gains GRT [includes 4 NTpupils]

There was a marked difference in the progress performance of girls and boys, and two separate tables are therefore included.

KS3 sub-level gains (girls only)

	Two sub-levels gain per year	One sub-level gain per year	Pupil made little progress in NC terms
English	21	7 + 1NT	2
Maths	23	6 + 1NT	1

KS3 sub-level gains (boys only)

	Two sub-levels gain per year	One sub-level gain per year	Pupil made little progress in NC terms
English	4 + 1NT	12	4 + 2 NT
Maths	9 + 1NT	7 + 1 NT	4 + 1 NT

The gender variation was also illustrated by previous formal SATS results at KS2. Where information was given (for 46 of the 54 learners) there was a clear distinction in aggregate figures for girls and boys:

English

- Girls: 14 GRT pupils plus one NT pupil had achieved 4+ for literacy/English, seven GRT pupils had achieved level 3, and just two less than level 3
- Boys: six GRT pupils plus 1NT pupil had achieved 4+ for literacy/English, seven GRT pupils had achieved level 3 and seven together with one NT pupil had scores below level 3

Maths

- Girls: 11 GRT pupils plus one NT pupil had achieved 4+ for Maths, nine GRT pupils had achieved level 3, with just three achieving less than level 3
- Boys: eight GRT pupils plus one NT pupil had achieved 4+ for Maths, five GRT pupils plus one NT pupil had achieved level 3 and seven GRT pupils had achieved scores below level 3

Ten response comments (of 54 and mainly related to the progress of girls) referred to evidence of accelerated progress.

Although there were some reported issues for girls and one was on the school SEN register (at action plus), staff comments indicated that such issues were much magnified for boys involved with the project at KS3. Issues included learners who had evidenced behavioural problems, had very poor attendance records and/or had been temporarily excluded. Two boys also had SEN statements (including 1 NT) and another two were on the school SEN register at action plus). This gender variation may well have been influenced by local decisions about which children might benefit from involvement with ELAMP, and this is further discussed in subsection 3.1.4. At the same time it may also reflect the challenge of engaging GRT boys positively in secondary education.

Attendance data 2009-10 (KS3: GRT and New Travellers)

	95% plus attendance	85% to 95% attendance	75% to 85% attendance	Less than 75% attendance
Girls (30 returns)	5	13	6	6
Boys (19 + 3NT returns)	4 + 1 NT	5 + 2 NT	5	5

Two thirds of these families didn't travel away at all, and the rest for short periods with schools normally using the 'T' code. There is therefore slightly less distortion than with KS2 participants when comparing this data with the persistent absence target. Just seven returns out of the 54 mentioned an ELAMP impact on attendance and, with some notable exceptions, comparisons with attendance data for previous years did not generally indicate significant improvement.

3.1.3 KS4 (GRT and New Travellers)

The profile of expected grades for the 33 KS4 pupils involved with ELAMP includes data from returns for 29 GRT pupils and four NT pupils.

- Eleven GRT pupils plus one NT learner were expected to achieve the equivalent of at least 5 GCSEs (A* to C) including English and Maths
- three more GRT pupils were expected to achieve the equivalent of at least 5 GCSEs (A* to C) but without both English and Maths

- Three GRT pupils had substantial SEN and were expected to achieve the targets set for them. A fourth SEN pupil had not yet had targets set as there were behavioural and attendance issues
- Eight GRT pupils plus two NT pupils were mainly aiming at C/F grades for selected GCSEs with some taking additional vocational qualifications
- The other three GRT pupils and one NT pupil had lower targets.

It was again not surprising to find a general relationship between SATS results achieved at KS3 and these target expectations. Those, for example, who were aiming at 5 GCSEs A*-C were much more likely to have achieved Levels 5 and 6, whilst those with the lowest targets were more likely to have achieved Level 3s and Level 4s. However there were some notable exceptions, especially in terms of what appears to be accelerated progress; for example, youngsters with low scores at Key Stage 3 who were now in Y11 and expected to achieve 5 GCSEs (A* to C) including English and Maths.

In terms of gender there were almost equal numbers of boys and girls. Seven of the nine GRT pupils who were expected to meet the 5 GCSE (A* to C) including English and Maths target were girls. The pattern of expectations was then similar for boys and girls except that all four SEN pupils (two statemented and two at Action Plus) were all boys.

Attendance data 2009-10 (KS4: GRT and New Travellers)

Where data was available, 22 of the 27 learners didn't travel at all (approximately 80% of the total) so there is a relatively small distortion in relating the figures set out below to the persistent absence target. . Girls within the GRT community had a better attendance profile than boys, but comparisons with earlier years were again disappointing except for a few individuals, and only two returns suggested a direct ELAMP impact on attendance.

	95% plus attendance	85% to 95% attendance	75% to 85% attendance	Less than 75% attendance
Girls (12 returns)	3	4	4	1
Boys (11 + 4NT returns)	1 + 1NT	2 + 1NT	5	3 + 2NT

3.1.4 Further commentary (GRT and New Travellers)

With the exception of KS3 boys, and to a lesser extent of KS4 boys, the results outlined above are generally encouraging and, as with mobile pupils, the interpretation of progress scores is improved when mitigating comments about individual learners are taken into account. Many of these youngsters had previously missed Key Stage SATS targets and the clear theme of 'accelerated progress' after joining ELAMP is also a positive indicator.

As noted above, the relatively poor showing of boys at Key Stage 3 may well relate to recruitment decisions in 2008. A breakdown of priorities used by TES is set out in the Strand A report for 2008-09 (available on the NATT+ website) and this shows that a small number of TES deliberately set out to involve challenging pupils, on the fringes of schooling, in order to see if the motivational impact of having ICT equipment could make a difference. If that is the case it appears that these efforts, at least where targeted at KS4 boys, may well have failed.

Whilst progress data was generally encouraging apart from KS3 boys, the attendance data showed some disappointing trends. There were some notable exceptions, backed up by positive staff comments, but the overall attendance patterns across the Key Stages had remained basically unchanged when compared to previous years and about a quarter of the boys and a sixth of the girls had remained well below the 80% persistence absence target. It seems that there is no clear association between better progress and the motivation to attend school on a day-to-day basis.

This is an interesting result especially given the wealth of positive comments made by staff about pupil and family commitment. The survey had also asked about the impact of ELAMP on pupil and family commitment to schooling. 19 of the 29 Key Stage 2 responses, 26 of the 54 Key Stage 3 responses and 22 of the 33 Key Stage 4 responses included positive comments. The emphasis of these comments varies across the key stages, and references to accelerated progress have already been noted. Most of the others relate to improved self-esteem and self-confidence amongst learners, more positive attitudes towards schooling, an increased likelihood of pupils moving from Key Stage 2 to Key Stage 3, staying on to complete Key Stage 4 or moving on to F.E. A selection of other comments is set out below.

“The computer has been a great resource. It has helped with school set work and (*the mother*) has a much greater commitment to ensuring that homework is completed.”

“This has allowed (*the pupil*) to extend her learning in areas which would not have been possible before ELAMP”

“Having the laptop has involved (*the father*) in supporting schoolwork for the first time ever!”

“The laptop enabled her to continue study whilst in hospital”

“The laptop helped positively with continued study when this pupil was temporarily excluded.”

“This has been an amazing resource for schoolwork, coursework and GCSE revision.”

“Having the laptop has had a huge impact on the reading age (*of this Key Stage 4 pupil*). He is making real progress for the first time since primary school”.

“This student is now about to start an F.E. course and can't envisage post-16 learning without having a laptop and internet access.”

“(*The pupil*) could never stay on to use the open learning ICT facilities as she was reliant on school transport. Access to ICT at home has made a very significant difference and she will now go on to the VIth form: She is even thinking about university”

3.2 Fairground families

There were returns for just ten non-mobile Fairground families, partly reflecting the high levels of mobility characteristic of this community. Eight families had been given access to ELAMP equipment when the terms of reference were changed in 2008, and two families had previously had equipment but become less mobile.

There were two **KS2 pupils**, both boys and both making 2 sub-level increments for English and maths. Both families travelled occasionally (but for less than 30 days).

There were four **KS3 pupils**, three boys and one girl. However the form for one of the boys contained insufficient data to analyse. The other three were all achieving a mixture of one and two sub-level increments. None of these families were travelling and attendance was 85% plus for all the pupils. 'Education City' was noted as having made a particular literacy impact for one pupil.

There were four **KS4 pupils**, two boys and two girls. Both boys were expected to achieve at least 5 GCSEs (A* to C) including English and Maths. One girl was on the SEN register and had agreed targets for 5 GCSEs in the D to G range. The other girl was aiming at 5 GCSEs in the C to E range together with BTEC options. One of the boys and one of the girls were reported as being much more likely to attend college having had the ELAMP support. The IT dimension had also helped to encourage the SEN pupil to complete KS4. One family travelled occasionally. The attendance given for two of the others was 85% and 98% respectively.

Appendix 1: A list of Strand A partners (2009-10)

Partners	Involvement in the phases
The Avon Consortium (ACTES)	Original E-LAMP ₂ partner (from 2004)
Bolton	Original E-LAMP ₂ partner (from 2004)
Cambridgeshire	Original E-LAMP ₂ partner (from 2004)
Derby & Derbyshire	New partner from E-LAMP ₃ (from 2005)
The Devon Consortium (DCTES)	New partner from E-LAMP ₃ (from 2005)
Hertfordshire	New partner from E-LAMP ₃ (from 2005)
Northants	New partner from E-LAMP ₃ (from 2005)
Northumberland	New partner from E-LAMP ₃ (from 2005)
Gloucestershire	New partner from E-LAMP ₄ (from 2006)
Leeds	New partner from E-LAMP ₄ (from 2006)
Leicestershire ¹⁰	New partner from E-LAMP ₄ (from 2006)
Manchester	New partner from E-LAMP ₄ (from 2006)
Norfolk	New partner from E-LAMP ₄ (from 2006)
Oxfordshire	New partner from E-LAMP ₄ (from 2006)
St Helens	New partner from E-LAMP ₄ (from 2006)
Sunderland	New partner from E-LAMP ₄ (from 2006)
Wiltshire	New partner from E-LAMP ₄ (from 2006)
Buckinghamshire	New partner from E-LAMP ₅ (from 2007)
Cheshire East	New partner originally from E-LAMP ₅ (2007)
Cheshire Halton	New partner originally from E-LAMP ₅ (2007)
Cheshire West	New partner originally from E-LAMP ₅ (2007)
Cornwall	New partner from E-LAMP ₅ (from 2007)
Kent	New partner from E-LAMP ₅ (from 2007)
Oldham	New partner from E-LAMP ₅ (from 2007)
Tameside	New partner from E-LAMP ₅ (from 2007)
West Sussex	New partner from E-LAMP ₅ (from 2007)
Bedford	New partner originally from E-LAMP ₆ (2008)
Bedfordshire Central	New partner originally from E-LAMP ₆ (2008)
Blackpool	New partner from E-LAMP ₆ (from 2008)
Bradford	New partner from E-LAMP ₆ (from 2008)
Bury	New partner from E-LAMP ₆ (from 2008)
Dorset	New partner from E-LAMP ₆ (from 2008)
Hampshire	New partner from E-LAMP ₆ (from 2008)
Nottinghamshire	New partner from E-LAMP ₆ (from 2008)

¹⁰ Leicestershire had developed their own project which ran in parallel with E-LAMP and also made a valuable contribution to developmental efforts. The TES then linked with E-LAMP more formally from 2006

Salford	New partner from E-LAMP ₆ (from 2008)
Somerset	New partner from E-LAMP ₆ (from 2008)