

Equality Objectives and Action Plan 2021 – 2025

Outcome	Actions	Evaluation/Impact 2022	Evaluation/Impact 2023	Evaluation/Impact 2024	Evaluation/Impact 2025
<p>Advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.</p>	<p>Audit curriculum units to ensure diversity</p> <p>Audit texts to ensure diversity.</p> <p>A range of visitors in school reflective differing races and cultures and disabilities.</p>	<p>Texts audited and alternative texts suggested to be built into planning.</p> <p>Continue to develop with reading provision</p> <p>Target to continue as visitors limited due to Covid.</p>	<p>Key Persons in curriculum continue to be audited to increase diversity.</p> <p>Texts include increased amounts of protected characteristics.</p> <p>Continue to audit and explore texts and resources to increase this further.</p>	<p>Texts now feature a greater representation of protected characteristics. Continue auditing and reviewing texts and resources to further enhance this representation.</p>	
<p>The difference between disadvantaged/SEND children and non disadvantaged/SEND children nationally closes over the year and an increasing percentage achieve age related expectations;</p>	<p>Please refer to School Development Plan.</p>	<p>3 out of 4 year groups in maths SEND children have made accelerated progress.</p> <p>2 year groups out of 4 in reading SEND children have made accelerated progress.</p> <p>Gap for SEND children is 1:1 in comparison to all children which is -1.1.</p> <p>Gap between FSM and non FSM is reducing.</p> <p>Target to continue</p>	<p>In 2022 progress was at 0.0+, greater than non SEND pupils in the school.</p> <p>Children with an EHCP performed in line with nation counterparts but had slower than expected progress (-6.5) compared to non SEND pupils at -1.3</p> <p>Progress for PP children continues to close with non PP children. Attainment continues to be a focus.</p> <p>Teacher assessment shows an improving</p>	<p>Data shows that gaps between Pupil Premium/EAL/SEND children and non Pupil Premium/non EAL/non SEND is closing.</p> <p>RWM combined: PP – 51% Non PP – 62%</p> <p>SEND SEND Support – 34% EHCP – 12% Non SEND – 59%</p> <p>EAL – 52% Non EAL – 62%</p> <p>Boys – 50% Girls 59%</p>	

			trend of attainment and progress for disadvantaged children.	After school catch-up clubs and tailored IT programmes have had a significant impact in closing the gap.	
Attendance for disadvantaged/SEND children improves when compared to previous years.	Please refer to School Development Plan.	<p>SEND Attendance data Spring 2022</p> <p>EHCP – 91%</p> <p>SEND Support – 91.2%</p> <p>National – 92.5%</p> <p>PP – 91.6%</p> <p>Spring data 2021:</p> <p>SEND Support 90%</p> <p>PP – 94%</p> <p>SEND attendance data has improved.</p> <p>Attendance is difficult to compare due to the impact of COVID so continue to monitor and review.</p>	<p>SEND attendance Data May 2023</p> <p>EHCP – 79.5% (this includes 2 children with complex health needs)</p> <p>SEND Support – 87.3%</p> <p>PP – 88.2%</p> <p>All pupils – 89.5%</p> <p>Attendance continues to be a focus for all children.</p>	<p>Attendance data – Autumn 2024</p> <p>All pupils- 91.6%</p> <p>National – 94.6%</p> <p>Difference -3%</p> <p>Boys – 91.4%</p> <p>National – 94.4%</p> <p>Difference -3.3%</p> <p>Girls – 92.2%</p> <p>National – 94.8%</p> <p>Difference -2.7%</p> <p>Pupil Premium – 90.4%</p> <p>National – 92.2%</p> <p>Difference -1.9%</p> <p>Non-Pupil Premium – 93.5%</p> <p>National – 95.5%</p> <p>Difference -2%</p> <p>SEND Support – 90.6%</p> <p>National – 92.7%</p> <p>Difference -2.1%</p> <p>EHCP – 72.3%</p> <p>National – 89.2%</p> <p>Difference -16.8%</p> <p><i>(School has 4 times national average in number of ECHP plans, including 2 children accessing part-time timetables and one child with</i></p>	

				<i>Emotional Based Non School Attendance)</i> Non-SEND – 92.7% National – 95.2% Difference -2.5%	
The gap between higher attaining boys and higher attaining girls closes compared to previous years.	Please refer to School Development Plan.	Gap is closing from previous years. Average scaled score for HA pupils Boys <ul style="list-style-type: none"> • Reading 108.4 • Writing 110.1 • Maths 109.4 Girls <ul style="list-style-type: none"> • Reading 109.7 • Writing 109.9 • Maths 108.4 	Average scaled score based on current assessments Average scaled score for HA pupils Boys <ul style="list-style-type: none"> • Reading 109.5 • Writing 106.7 • Maths 111.0 Girls <ul style="list-style-type: none"> • Reading 110.1 • Writing 108.7 • Maths 109.3 	Average scaled score based on current assessments Average scaled score for HA pupils Boys <ul style="list-style-type: none"> • Reading 106.3 • Writing 106.5 • Maths 107.8 Girls <ul style="list-style-type: none"> • Reading 110.2 • Writing 107.6 • Maths 107.7 	
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Please refer to School Development Plan.	Reports sent to governors broken down into groups. Vulnerable groups analysed.	Reports continue to be broken down and presented to governors who help shape the school strategic development and funding allocation with this information.	Reports are consistently compiled and presented to the governing body, enabling governors to contribute to the shaping of the school's strategic development and the allocation of funding based on the insights provided in these reports.	

Previous Equality objectives and Review 2017 – 2021

Priority	Evaluation
To improve the attendance, provision and outcomes for all children and in particular for those with protected characteristics, in order to diminish any difference in progress and attainment when compared to all other children nationally.	Progress of children with SEND has improved over the previous years and is equal or better than non SEND pupils. Some groups in school continue to outperform others. Data continues to be analysed for all groups and appropriate actions put into place in the school development plan.
To improve participation in extracurricular clubs and activities for all groups of children and particular those with protected characteristics, so that there is greater inclusion and equality.	Participation in clubs and competitive sports has improved. 50% of all SEND pupils accessed a sports club.
To improve the knowledge, understanding and skills of children, staff, parents, careers and governors in equalities issues to ensure that everyone is treated fairly and with respect reducing incidents of bullying, harassment and racism.	Staff Code of Conduct put into place and followed. Focused work on bullying and discrimination. Incidents clearly recorded and reported to governors.
To improve consultation with people from different groups so that they are more equally represented and involved in our decision making processes.	Parent forum and governing body used to consult. Increased participation in parent survey from 2020 to 2021.
Particular groups the school is looking to improve the attendance, participation, provision and outcomes for: <ul style="list-style-type: none"> • Boys / girls as appropriate to areas of need; • Disadvantaged children in receipt of free school meals and the pupil premium; • Children with special educational needs and disabilities; • Children new to the country and those for whom English is not a first language. 	The school continues to analyse data and priorities need on the school development plan.