*C*aring *A*chieving *R*espectful *E*xciting

Equality Statement and Action Plan 2021-2025

School Leader: **R Sandhu/L Smith**

Link Governor: **A Repesa**

Policy Approved **Signed: A Repesa** **Date: 10.06.21**

Policy Reviewed Signed: A Repesa Date: 09.07.22

Policy Reviewed Signed: A Repesa Date: 08.06.23

Policy Reviewed Signed: Date:

Policy Reviewed Signed: Date:

School Context (figures as of 23rd July 2024)

Hardwick Primary School is a larger than average, inner-city primary school with 592 pupils on roll.

- Gender
  - Currently, 52.1% of our school population are boys, and 47.9% are girls.
- Socio Economic
  - Our catchment area is in the top 10% of most deprived geographical areas (LSOAs) in the country based on the national 2019 Index of Multiple Deprivation.
  - The proportion of pupils known to be eligible for pupil premium is significantly above average at 62.8%. This is a considerable rise from 47.8% at the end of 2022/2023. 62.8% claim free school meals (national average for FSM – 24.6%).
- Special Educational Needs and Disabilities
  - The percentage of children with EHCPs is above the national average at 3.7% (currently 22 children).
  - A further 9.6% are registered as requiring SEND support.
- Ethnicity
  - We have an incredibly diverse school community, with 93.2% of our children having English as an additional language and 37 languages (including dialects) currently listed as home languages of children in school.
  - The proportion of children from minority ethnic backgrounds is high, with the largest groups being of Pakistani (55.2%) and Gypsy Roma/Other White (20.6%) heritage.
- Mobility
  - We have had 16.3% pupil mobility over the course of 2023/24. Often children who join us part way through their primary education have either had extremely disrupted schooling, no schooling and/or arrive with no English.
- Attainment
  - Most of our reception children start well below national averages.
  - End of year outcomes as below.

Attainment

	Attainment Outcomes (%) 2017-2019						
	All	**Male**	**Female**	**PP**	**SEND**	**EAL**	**BAME**
Reception	2018-2019 data						
GLD	62	57	67	59	33	63	62
Year 1	2018-2019 data						
Phonics Pass	76	78	73	79	14	79	77
Year 2	FFT 3-year average data 2017-2019						
Reading EXS+	60	54	67	54	25	60	70
Writing EXS+	57	47	68	54	15	57	68
Maths EXS+	59	53	66	55	30	59	69
Year 6	FFT 3-year average data 2017-2019						
Reading EXS+	62	60	65	57	17	63	72
Writing EXS+	74	74	75	66	34	76	86
Maths EXS+	68	68	67	59	25	69	78
	Review: 2021-2022 Data (%)						
Reception							
GLD	45	47	42	24	20	46	45
Year 1							
Phonics Pass	58	59	58	50	13	59	59
Year 2							
Reading EXS+	47	41	54	42	11	46	47
Writing EXS+	42	35	50	39	11	41	42
Maths EXS+	52	50	54	48	11	52	52
Year 6							
Reading EXS+	51	45	59	43	17	48	51
Writing EXS+	62	53	73	53	25	60	62
Maths EXS+	50	47	54	40	17	46	50

	Attainment Outcomes (%) 2022-2023						
	All	**Male**	**Female**	**PP**	**SEND**	**EAL**	**GROW**
	Review: 2022-2023 Data (%)						
Reception							
GLD	50.0	45.2	55.2	33.3	0	46.4	15.4
Year 1							
Phonics Pass	63.3	64.7	61.5	54.5	28.6	64.9	55.6
Year 2							
Reading EXS+	48.3	48.5	48.1	34.5	28.6	49.1	20.0
Writing EXS+	46.7	45.5	48.1	27.6	28.6	47.4	20.0
Maths EXS+	56.7	60.6	51.9	41.4	28.6	57.9	20.0
Phonics Pass	85.0	81.8	88.9	79.3	42.9	86.0	60.0
Year 6							
Reading EXS+	47.8	45.8	50.0	38.8	0	46.0	16.7
Writing EXS+	55.6	47.9	64.3	40.8	0	54.0	20.8
Maths EXS+	46.7	47.9	45.2	32.7	0	46.0	8.3

	All	Male	Female	PP	SEND	EAL	GROW
Attainment Outcomes (%) 2023-2024							
Review: 2023-2024 Data (%)							
Reception							
GLD	50	39	62	52	0	47	27
Year 1							
Phonics Pass	73	77	70	68	33	71	42
Year 2							
Reading EXS+	50	56	43	51	40	51	18
Writing EXS+	45	47	43	44	20	40	18
Maths EXS+	50	56	43	46	40	51	18
RWM Com EXS+	43	44	43	41	20	44	18
Phonics Pass	90	97	82	90	100	91	82
Year 6							
Reading EXS+	56	45	65	50	10	54	20
Writing EXS+	63	56	70	61	18	62	27
Maths EXS+	53	50	57	50	10	54	7
RWM Com EXS+	45	40	50	41	10	46	0

By the end of EYFS:
- Outcomes are below the city and national averages.
- We have had an increasing trend in percentages of children achieving a good level of development over the last five years; with 61.7% achieving GLD in 2019.
- There is little difference in achievement for children on FSM or EAL – 58.8% of children on FSM achieved GLD in 2019 and 62.1% of children with EAL.
- Review 2021/22: At the end of FS2, 45% achieved GLD in 2022. Boys outperformed girls. The achievement of EAL and BAME pupils was in line with 'All'. Non-pupil premium children outperformed pupil premium children.
- **Review 2022/23**: At the end of FS2, 50% achieved GLD in 2023, an increase of 5% on last year's outcomes.
- Girls outperformed boys and the attainment of EAL and BAME pupils was broadly in line with 'All'.
- Gypsy Roma/Other White (GR/OW) and SEND pupils had significantly lower attainment.
- Non-pupil premium children outperformed pupil premium children, but the gap in % achieving GLD was narrower than in 2021/22.
- **Review 2023/24**: At the end of FS2, 50% achieved GLD in 2024, in line with 2023 outcomes.
- Girls outperformed boys, with an increase in the attainment gap between girls and boys from 2022/23, and the attainment of EAL pupils was broadly in line with 'All'.
- Gypsy Roma/Other White (GR/OW) and SEND pupils had significantly lower attainment, though there was an increase of 12% in GR/OW pupils achieving GLD compared to 2022/23.
- PP children slightly outperformed non-PP children in terms of % achieving GLD, a reversal of the trend from 2022/23.

Phonics in Year 1:
- In 2019, 76% of children passed the phonics screening check.
- In 2018, 81% of children in Year 1 passed the phonics check. Compared to the national average of 83% in 2018 and 82% in 2019, we have achieved close to this standard.
- As in other key assessment points, children from ethnic minorities still achieve well – for example, in 2018 with 81% of children in Year 1 passing overall, 81% of children with EAL passed, and 84% of children from BME backgrounds passed.

- Review 2021/22: In 2022, 58% passed the phonics screening check in Y1 with the achievement of boys and girls being very similar. 50% of children eligible for pupil premium passed the Y1 phonics check.
- **Review 2022/23**: In 2023, 63% passed the phonics screening check in Y1 – an increase of 5% in pass rate from 2021/22.
- Boys outperformed girls in terms of pass rate.
- 55% of children eligible for pupil premium passed the Y1 phonics check – a 5% increase in pass rate from 2021/22 (in line with 'All').
- The attainment of BAME and EAL pupils is in line with 'All'. Gypsy Roma/Other White (GR/OW) and SEND pupils had lower pass rates.
- **Review 2023/24**: In 2024, 73% passed the phonics screening check in Y1 – an increase of 10% in pass rate from 2022/23.
- Boys outperformed girls in terms of pass rate – a continuation of the trend from 2022/23.
- 68% of children eligible for pupil premium passed the Y1 phonics check – a 13% increase in pass rate from 2022/23.
- The attainment of EAL pupils is broadly in line with 'All'. Gypsy Roma/Other White (GR/OW) and SEND pupils had lower pass rates.

At the end of KS1:
- 55% of children in 2019 achieved the expected standard or above in reading, writing and maths (66% reading, 64% writing, 64% maths).
- This was below the national averages but an increase on achievement in 2018 (55% reading, 55% writing, 57% maths).
- In 2018, disadvantaged pupils outperformed non-disadvantaged (60% reading, 60% writing, 60% maths).
- Review 2021/22: In 2022, 47% of children achieved the expected standard or above in reading, 42% in writing and 52% in maths. Girls outperformed boys across the three (girls – 54% reading, 50% writing, 54% maths; boys – 41% reading, 35% writing, 50% maths) with the gap being more apparent in reading and writing.
- Review 2021/22: In 2022, non-pupil premium children outperformed pupil premium children in reading, writing and maths.
- **Review 2022/23:** In 2023, 48% of children achieved the expected standard or above in reading (+1% from 2022), 47% in writing (+5% from 2022) and 57% in maths (+5% from 2022). Girls' and boys' attainment was equal in reading, girls outperformed boys in writing and boys outperformed girls in maths.
- In 2023, non-pupil premium children outperformed pupil premium children in reading, writing and maths, with a wider gap than seen in 2022.
- The attainment of GR/OW pupils was significantly lower than other identified groups.
- **Review 2023/24:** In 2024, 50% of children achieved the expected standard or above in reading (+2% from 2023), 45% in writing (-2% from 2023) and 50% in maths (-7% from 2023). Boys outperformed girls in reading, writing and math, though % achieving EXS+ for RWM combined was similar.
- In 2024, PP children outperformed non-PP in reading, while non-PP children outperformed PP in writing and maths.
- The attainment of GR/OW pupils was significantly lower than other identified groups, though similar to 2022/23.
- 90% of Year 2 children passed the phonics screening check by the end of Y2 (an increase of 5% from 2022/23) with significant increases in pass data for PP, SEND and GR/OW children compared to 2022/23.

At the end of KS2:

- 55% of children in 2019 achieved the expected standard or above in reading, writing and maths (62.9% reading, 70.8% writing, 61.8% maths).
- 50% of children eligible for FSM and 54.7% of EAL children achieved the combined expected standard or above.
- These percentages are below the national averages; however, progress scores were broadly average, with progress scores in reading and writing being slightly above local and national averages, and progress in maths slightly below.
- Review 2021/22: In 2022, 51% children achieved the expected standard or above in reading, 62% in writing and 50% in maths. Girls outperformed boys across the three (girls – 59% reading, 73% writing, 54% maths; boys – 45% reading, 53% writing, 47% maths).
- Review 2021/22: In 2022, non-pupil premium children outperformed pupil premium children in reading, writing and maths.
- **Review 2022/23:** In 2023, 48% children achieved the expected standard or above in reading (-3% from 2022), 56% in writing (-6% from 2022) and 47% in maths (-3% from 2022). Girls outperformed boys in reading and writing; boys outperformed girls in maths.
- In 2023, non-pupil premium children outperformed pupil premium children in reading, writing and maths.
- The attainment of SEND and GR/OW pupils was significantly lower than other identified groups.
- **Review 2023/24:** In 2024, 56% children achieved the expected standard or above in reading (+8% from 2023), 63% in writing (+7% from 2023) and 53% in maths (+6% from 2023). Girls outperformed boys in reading, writing and maths.
- In 2024, non-pupil premium children outperformed pupil premium children in reading, writing and maths.
- The attainment of SEND and GR/OW pupils was significantly lower than other identified groups, though with increases compared to 2022/23 data.

Although the attainment of pupils with SEND is below that of their peers, as our most recent DDAT SEND Review recognises, 'national data for progress and outcomes [for 2018 for SEND pupils at Hardwick] shows that from very low starting points, the school's most vulnerable children (many of whom have a combination of SEND and other challenges as a result of low family income and social need) make strong and in some cases exceptionally strong progress. However, percentages of SEND children making expected or accelerated rates of progress are lower than those of their non-SEND peers.

Review 2021/22: Summer 2022 teacher assessment data demonstrates that pupils with SEND in all year groups and subjects are now closer to their attainment targets than at baseline. It is an even split of whether SEND or non-SEND pupils have made greater progress since baseline this academic year towards their average individual targets.

Review 2022/23: KS1 and KS2 Summer 2023 teacher assessment data demonstrates that pupils with SEND are closer to their individual attainment targets than at baseline in 14 out of 18 subject/year group combinations. Pupils receiving SEND support have made greater progress towards their individual attainment targets in 11 out of 18 subject/year group combinations* compared to non-SEND pupils who have made greater progress towards their individual attainment targets in 7 out of 18 subject/year group combinations.

Review 2023/24: KS1 and KS2 Summer 2024 teacher assessment data demonstrates that pupils with SEND Support are closer to their individual attainment targets than at baseline in 15 out of 18 subject/year group combinations. Pupils with SEND support have now, on average, met or exceeded their end of key stage FFT targets in 7 out of 18 subject/year group combinations. Pupils with EHCPs are closer to their individual attainment targets in 14 out of 18 subject/year group combinations and have now, on average, met or exceeded their end of key stage FFT targets in 6 out of 18 subject/year group combinations.

*Subject/year group combinations = Y1 reading, Y1 writing, Y1 maths, Y2 reading, Y2 writing, Y2 maths etc.

Attendance

	Attendance Outcomes (%)									
	All	**Male**	**Female**	**PP**	**SEND**	**Pakistani**	**GR/OW**	**Indian**	**Black-African**	**White British**
Attendance	2018-2019 data (including Nursery)									
Attendance	94.7	94.7	94.8	94.9	94.0	95.3	93.6	94.8	96.6	94.9
Persistently absent	12.7	12.7	12.6	10.9	20.5	11.0	14.3	17.9	4.5	10.0
Attendance	2020-2021 data (as at 14th May 2021; including Nursery)									
Attendance	91.1	90.9	91.5	90.0	88.7	91.3	87.1	94.2	95.0	95.7
Persistently absent	28.3	29.1	27.4	30.9	39.7	26.8	48.6	13.0	13.6	38.9
Attendance	Review data 2021-22 (% as at 2nd July 2022; including Nursery)									
Attendance	92.6	92.4	92.9	92.0	92.0	93.3	90.4	94.5	95.8	95.6
Persistently absent	26.1	26.8	25.2	27.2	33.3	24.0	41.9	14.3	6.9	20
Attendance	Review data 2022-23 (% as at 21st July 2023; including Nursery)									
Attendance	91.0	91.2	90.7	90.6	89.3	91.5	87.2	95.3	95.2	96.8
Persistently absent	37.7	35.0	40.6	40.6	46.0	33.7	59.1	12.5	21.7	0
Attendance	**Review data 2023-24 (% as at 23rd July 2024; including Nursery)**									
Attendance	92.2	92.5	91.9	91.1	89.2	92.7	88.5	95.7	96.1	97.3
Persistently absent	28.3	24.7	32.2	34.5	47.4	23.0	52.5	12.0	10.0	0

Review July 2022: Attendance for all groups analysed through the Equalities Action Plan has improved since May 2021. The group with lowest average attendance and highest persistent absence rate continues to be Gypsy Roma/Other White pupils, with significant input ongoing from both school leadership, NCAT and EWO teams to support attendance of these pupils.

Review July 2023: Both whole-school and (as a target group) Gypsy Roma/Other White (GR/OW) attendance figures are lower in 2022-23 than in 2021-22 with an increase in persistent absence also. The gap between whole-school average attendance and GR/OW attendance has increased this year from -2.2% at the review point in 2021-22 to -3.8% in 2022-23. This is the key school improvement priority for next year and will form a significant part of the 2023-24 School Development Plan. The school will also be participating in a city-wide Priority Education Investment Area (PEIA) project to support raising attendance.

Review July 2024: Whole school attendance figures have increased from 2022/23 across the majority of pupil groups. Attendance of children with SEND support is very similar to 2022/23 and the attendance of GR/OW and SEND Support children continues to be lower than other groups. Persistent absence has also fallen for the majority of pupil groups, though is still high, particularly for SEND support and GR/OW children. This continues to be a key priority area for the school next year, working as part of the Priority Education Investment Area (PEIA) project to support raising attendance.

Extra-Curricular Opportunities

All		Male	Female	PP	SEND	EAL	
		Attendance at Extra-Curricular Activities					
2020-2021 data							
88 children	% out of 88 children attending	67%	33%	53%	10%	92%	BAME 89%
2021-2022 data (including sports clubs, HLTA clubs, after-school enrichment)							
295 children	% out of 295 children attending	56%	44%	57%	13%	92%	BAME 92%
Review: 2022-2023 Data (including sports clubs, HLTA clubs, breakfast club, after-school enrichment) *Please note – these figures contain breakfast club attendance, which has not been included in the previous years above)							
333 children	% out of 333 children attending	54%	46%	52%	12%	92%	BAME 98%
Review: 2023-2024 Data (including sports clubs, HLTA clubs, breakfast club, after-school enrichment, tuition clubs)							
415 children (attending at least one club)	% out of 415 children attending	52%	48%	64%	9.4%	93%	GROW 18%
School Demographic (excluding Nursery)	% out of 538 FS2-Y6 children	52%	48%	64%	13%	93%	GROW 21%

Review July 2022: Teacher/TA enrichment groups have significantly increased the extra-curricular offer available this year, alongside sports groups specifically targeting girls, i.e. 'This Girl Can' sports clubs. The gap between boys' and girls' attendance at enrichment activities has significantly decreased.

Review July 2023: Teacher/TA enrichment and tuition groups have been ongoing this year, continuing to significantly expand the extra-curricular offer. The gap between boys' and girls' attendance at enrichment activities has further decreased from 2021/22 (and is in line with whole-school demographic). SEND pupil attendance at extra-curricular activities is in line with the whole school demographic whilst a higher proportion of attendees at extra-curricular activities are eligible for pupil premium than the whole-school demographic.

Review July 2024: Teacher/TA enrichment and tuition groups have been ongoing this year, continuing to significantly expand the extra-curricular offer. The attendance of most pupil groups is in line with the whole school demographic. (and is in line with whole-school demographic). SEND and GR/OW show slight under-representation at extra-curricular activities in comparison to their whole school demographic.

Awards

The school currently holds the following awards:
Silver Mental Health and Wellbeing Award – achieved 2020
Religious Education Quality Mark Gold Award – achieved 2020
Balanced System Scheme for Schools Accreditation – achieved 2019
IQM Inclusive Schools Award and Centre of Excellence Status – achieved 2020
Voice 21 Oracy Centre of Excellence Status – achieved May 2024

Vision, Values and School Code

Our Vision

We want everyone who is part of this school and its community to care about each other and to help us be better than our previous best, so that everyone achieves their potential. We want it to be a place where everyone is respected and included and where we all share a love of learning, full of exciting experiences.

We believe everyone who is part of our school and its community should be proud of their school and each other and should behave in a way that reflects the school's values. Through understanding their rights, and the responsibilities associated with them, everyone should engage with their role proactively seeking to promote the school's values beyond the school, thereby benefitting society and the wider world.

Our Values

We want everyone involved with our school to CARE and make it a place that is;

Caring   where everyone cares about each other and our school

Achieving   where everyone always does their best

Respectful   where everyone remembers their manners and respects one another

Exciting   where everyone enjoys learning and new experiences

Our School Code is CARE

At Hardwick Primary School we:

Care about each other and our school

Always do our best

Remember our manners

Enjoy learning

Principles
In considering the school's equality plan, we are guided by a number of principles:

All pupils, families and staff are of equal value.
We see all current and potential pupils, parents/carers and staff as of equal value:
- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

1. We recognise and respect difference.
We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:
- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff and parents/carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff and parents/carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff and parents/carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

2. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
Our policies, procedures and activities promote and ensure:
- Positive attitudes and interaction between groups and communities different from each other
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics

3. We observe good equalities practice in relation to staff.
We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups.

4. We aim to reduce and remove inequalities and barriers that already exist.
We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

5. We consult and involve proportionally and with specific purpose.
We engage in consultation pertinent to the actions we propose. Such consultation may be qualitative or quantitative and is always purposeful. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents/carers, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

6. We aim to foster greater community cohesion.
We intend that our policies, activities and curriculum foster greater social cohesion and provide an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

7. We base our practices on sound evidence.
We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. However, in considering the publication of information, we will consider the sensitivities of children and families in our school. This is because some pupil groups in school are very small, making it inappropriate, in some cases, for information to be published where it could enable individual children to be identified.

8. We set ourselves specific and measurable equality objectives.
We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).
The objectives can be found on the action plan below and take into account both national, city and school level priorities. We keep our equality objectives under review and report annually on progress towards achieving them.

Application of the principles within the equality duty:

The principles outlined above will be applied and reflected in:
- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to pupils and staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents/carers
- Our contact with the wider school community

Roles and responsibilities

The Governing Body, supported by the Executive Headteacher, Head of School, Leadership Team and staff, is responsible for ensuring the implementation of this scheme.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

The Governing Body will:
● Provide leadership and drive for the development and regular review of the school's equality and other policies
● Provide leadership and ensure the accountability of the Executive Headteacher/Head of School and key staff for the communication and implementation of school policies
● Highlight good practice and promote it throughout the school and wider community
● Provide appropriate role models for all managers, staff and pupils
● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
● Ensure that the school carries out the letter and the spirit of the statutory duties

The Executive Headteacher and Head of School will:
● Initiate and oversee the development and regular review of equality policies and procedures
● Consult pupils, staff and stakeholders in the development and review of the policies
● Ensure the effective communication of the policies to all pupils, staff and stakeholders
● Ensure that staff are trained as necessary to carry out the policies
● Oversee the effective implementation of the policies
● Hold staff accountable for effective policy implementation
● Provide appropriate role models for all staff and pupils
● Provide mechanisms for the sharing of good practice
● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
● Ensure that the school carries out its statutory duties effectively

The Leadership Team will:
● Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
● Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
● Use informal and formal procedures as necessary to deal with 'difficult' situations
● Behave in accordance with the school's policies, leading by example
● Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
● Contribute to managing the implementation of the school's equality scheme

All staff: teaching and non-teaching will:
● Contribute to consultations and reviews
● Raise issues with line managers/phase leaders which could contribute to policy review and development
● Maintain awareness of the school's current equality policy and procedures
● Implement the policy as it applies to staff and pupils
● Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme

- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

Equality Objectives and Action Plan

Identified concern:	**The school has identified that there is an attendance gap between Gypsy Roma/Other White children and other pupil groups**
Objective:	To increase the attendance of Gypsy Roma/ Other White children.
Aim:	To increase the attendance of Gypsy Roma/Other White children so that the attendance gap between this and other pupil groups is diminished.
Action:	To achieve this objective, the school will take the following actions: • Additional capacity from the New Communities Achievement Team (NCAT) to be brought into school to make daily attendance follow-up calls to Gypsy Roma/Other White families (Slovak-speaking). • NCAT team to support school staff in completing home visits and attendance meetings to emphasise importance of school attendance and unpick barriers to attendance. • All school staff to encourage good attendance and reinforce importance of good attendance to parents. • Half-termly meetings to be arranged with EWO/Leadership Team to follow-up poor attendance of target children, identify barriers and put in place any required support.
Responsibility:	The Leadership Team will be responsible for the delivery of this objective; however, all staff are responsible for encouraging and reinforcing the importance of good attendance.
Affected parties:	Leadership Team with support of NCAT to discuss with families the barriers to attendance that they face and the support required to overcome these.
Timescales:	Ongoing. • Additional NCAT capacity in place from May 2021. • Half-termly EWO/Leadership meetings to commence during Summer 2 (2021).
Success criteria:	The attendance of Gypsy Roma/Other White children will increase. There will be a diminished attendance gap between Gypsy Roma and other groups.
Review:	Review 2021/22: Attendance for all groups analysed through the Equalities Action Plan has improved since May 2021. The group with lowest average attendance and highest persistent absence rate continues to be Gypsy Roma/Other White pupils, with significant input ongoing from both school leadership, NCAT and EWO teams to support attendance of these pupils.

	Review July 2023: Both whole-school and (as a target group) Gypsy Roma/Other White (GR/OW) attendance figures are lower in 2022-23 than in 2021-22 with an increase in persistent absence also. The gap between whole-school average attendance and GR/OW attendance has increased this year from -2.2% at the review point in 2021-22 to -3.8% in 2022-23. This is a key school improvement priority for next year and will form a significant part of the 2023-24 School Development Plan. The school will also be participating in a city-wide Priority Education Investment Area (PEIA) project to support raising attendance. **Review July 2024**: Whole school attendance figures have increased from 2022/23 across the majority of pupil groups, including GR/OW, with an increase from 87.2% in 2022/23 to 88.5% at the end of 2023/24. Persistent absence for GR/OW has fallen from 59.1% to 52.5%. These have been positive steps but attendance improvement continues to be a significant focus going into 2024/25 given the ongoing trend of persistent absence within this group. This work will continue to be a priority within the SDP, including through involvement in and whole staff training within the 'Inclusive Attendance' project.

Identified concern:	**The school has identified that there is a gender gap within children attending extra-curricular clubs (not including after-school tuition).**
Objective:	To ensure that equal opportunities are given to all pupils in extra-curricular opportunities.
Aim:	To increase the participation of girls in extra-curricular opportunities.
Action:	To achieve this objective, the school will take the following actions: • Survey to be completed with a sample of girls across the school regarding how they feel about extra-curricular clubs, any barriers to their attendance, and what would encourage them to attend extra-curricular activities. • Review of extra-curricular provision to be completed in light of survey findings to explore extra-curricular opportunities and adaptations that may be needed. • Additional encouragement/opportunities to be offered to girls to attend extra-curricular clubs.
Responsibility:	The Leadership Team in liaison with the PE team will be responsible for delivering this objective; however, all staff are responsible for encouraging and supporting equal opportunities.
Affected parties:	A sample of girls to be surveyed to explore their feelings about extra-curricular activities, the barriers they perceive to participation and what would make them more likely to participate in extra-curricular opportunities.

Timescales:	Ongoing. • Survey to be completed in Summer 2 (2021). Results to be used to inform extra-curricular provision design for September 2021.
Success criteria:	There will be an increase in the number of girls who attend extra-curricular activities.
Review:	Review 2021/22: Teacher/TA enrichment groups have significantly increased the extra-curricular offer available this year, alongside sports groups specifically targeting girls, i.e. 'This Girl Can' sports clubs. The gap between boys' and girls' attendance at enrichment activities has significantly decreased. **Review July 2023**: Teacher/TA enrichment and tuition groups have continued again this year, continued to significantly expand the extra-curricular offer. The gap between boys' and girls' attendance at enrichment activities has further decreased from 2021/22 (and is in line with whole-school demographic). **Review July 2024**: Teacher/TA enrichment and tuition groups have been ongoing this year, continuing to significantly expand the extra-curricular offer. The attendance of boys and girls at these extra-curricular opportunities is exactly in line with the whole school demographic.

Identified concern:	**The school has identified that there is a progress gap between SEND Support children and their peers in meeting their end-of-year progress targets.**
Objective:	To ensure that all pupil groups receive equal opportunities to make good progress towards their academic targets.
Aim:	To increase the percentages of SEND Support children meeting their end of year targets.
Action:	To achieve this objective, the school will take the following actions: • Whole school monitoring by the Leadership Team to be completed with a focus on quality first teaching (QFT) for SEND children. • Whole school professional development meetings (PDMs) to be informed by the findings of monitoring to support staff in improving QFT for SEND children. • Where needed, individual support to be provided for staff members to implement QFT for SEND children. • Impact reports for intervention groups to be used to design intervention package for September 2021, including use of after-school tuition.
Responsibility:	The Leadership Team, including the SENCo, will be responsible for delivering this objective; however, all staff are responsible for ensuring that SEND children receive high quality teaching and intervention provision to enable them to make good progress.

Affected parties:	Pupil progress meetings with all class teachers, and learning conversations with SEND children, are used to understand the barriers to SEND children's progress.
Timescales:	Ongoing. • To commence September 2021 with training planned across 2021/2022. • Termly pupil progress meetings with half-termly monitoring of progress data.
Success criteria:	There will be an increase in the percentages of SEND Support children meeting their end-of-year targets.
Review:	Review 2021/22: Summer 2022 teacher assessment data demonstrates that SEND pupils in all year groups and subjects are now closer to their attainment targets than at baseline. It is an even split of whether SEND or non-SEND pupils have made greater progress since baseline this academic year towards their average individual targets. **Review July 2023:** KS1 and KS2 Summer 2023 teacher assessment data demonstrates that pupils with SEND are closer to their individual attainment targets than at baseline in 14 out of 18 subject/year group combinations. Pupils receiving SEND support have made greater progress towards their individual attainment targets in 11 out of 18 subject/year group combinations* compared to non-SEND pupils who have made greater progress towards their individual attainment targets in 7 out of 18 subject/year group combinations. SEND Support children made more progress towards their FFT targets than Non-SEND children in Reading: Y2, 3, 4, 6; Writing: Y2, 3, 4, 6; Maths: Y2, 3, 4. Non-SEND Support children made more progress towards their FFT targets than SEND Support children in Reading: Y1, 5; Writing: Y1, 5; Maths: Y1, 5, 6. **Review 2023/24:** KS1 and KS2 Summer 2024 teacher assessment data demonstrates that pupils with SEND Support are closer to their individual attainment targets than at baseline in 15 out of 18 subject/year group combinations. Pupils with SEND support have now, on average, met or exceeded their end of key stage FFT targets in 7 out of 18 subject/year group combinations. Pupils with EHCPs are closer to their individual attainment targets in 14 out of 18 subject/year group combinations and have now, on average, met or exceeded their end of key stage FFT targets in 6 out of 18 subject/year group combinations. *Subject/year group combinations = Y1 reading, Y1 writing, Y1 maths, Y2 reading, Y2 writing, Y2 maths etc.

Identified concern:	**The school has identified that there is an attainment gap at the end of KS1 between boys and girls. Boys' attainment is lower than girls in reading, writing and maths, with the biggest gap being in writing.**

Objective:	To ensure that all pupil groups receive equal opportunities to achieve the expected level of attainment.
Aim:	To diminish the difference in attainment between boys and girls at end of KS1.
Action:	To achieve this objective, the school will take the following actions: • Termly pupil progress meetings to be used to aid the identification of boys who are falling behind their attainment targets and to review potential barriers to progress. • Additional teacher capacity (equivalent of 2 days per week) to work within Y2 to target raising attainment within the year group. Targeted support in place from subject leaders. • Attendance to be monitored in line with school procedures to maximise attendance of all. • End of year data 2020/21 to be used to explore whether gaps between boys and girls attainment at end of KS1 are continuing and to review further actions needed within and beyond curriculum subjects.
Responsibility:	The Leadership Team will be responsible for delivering this objective; however, all staff are responsible for ensuring children receive equal opportunities to achieve.
Affected parties:	Pupil progress meetings with all class teachers, outcome data and learning conversations with children are used to identify affected boys and explore barriers.
Timescales:	Ongoing. • Termly pupil progress meetings with half-termly monitoring of progress data.
Success criteria:	There will be a decrease in the attainment gap between boys and girls at the end of KS1.
Review:	Review 2021/22: At end of KS1 statutory teacher assessments, the % of girls achieving the expected standard and above is higher than boys in reading, writing and maths. Compared to 2017-2019 FFT 3-year average data, the gaps between boys' and girls' attainment is narrower in 2022 in writing and maths, but the same in reading. Girls outperform boys across end of KS1 and KS2 statutory assessments. **Review July 2023:** In 2023 KS1 assessments, girls' and boys' attainment was equal in reading, girls outperformed boys in writing and boys outperformed girls in maths. Compared to 2017-2019 FFT 3-year average data and 2021/22 data, the gap between boys and girls reading has closed, the gap has narrowed in writing and boys now outperform girls in maths. **Review 2023/24:** In 2024 end of KS1 assessments, boys outperformed girls in reading, writing, maths and phonics.