

Equalities Policy Appendix B



Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Objective 1:

To monitor and analyse pupil attainment by pupil groups, acting on any trends or patterns in the data that require additional support for pupils.

Review 2023

Following two years of no national testing, these returned in 2023, but data has not been published publically. However, we have been able to compare our data with the national, and use internal data to compare our groups with their peers. Data from tests and assessments suggest that the performance of the school's disadvantaged pupils is cohort dependent. For example, the performance of disadvantaged pupils at the end of KS2 in 2022 was in line with their non-disadvantaged peers in school, with attainment in the highest 20% of schools nationally for high score in reading and maths, and for the expected standard in writing and maths. In contrast, at the end of KS1, disadvantaged pupil attainment was in line with that of disadvantaged pupils nationally, but below their non-disadvantaged peer group in school. Initial assessments of our current Year R pupils show that there is already a gap between the attainment of disadvantaged pupils and their peers.

In 2022, we have invested in a new system for collecting and tracking internal pupil assessment data (INSIGHT) which has led to a revised process for pupil progress meetings. This is better supporting teachers and SLT to use data to identify focus pupils, plan cohort interventions, and track progress.

Objective 2:

To address factors which can impact on the potential attainment of those eligible for Pupil Premium, including attendance, enhanced learning support and access to a range of experiences.

Review 2023

Improving attendance has remained a priority since the pandemic. Overall attendance for all pupils, and for FSM pupils, has improved over the past 12 months, but the attendance for pupils FSM pupils remains below that of their peers. A small number of FSM pupils are considered persistent absentees, including those being managed as Emotional Based School Avoidance. The home-school link worker continues to work closely with these families, and improving attendance remains a priority.

The school has accessed school-led tutoring funding for the year 2022-2023, and pupils are being targeted for support from Y2-Y6, with a high focus on reading. Priority has been given to pupils eligible for the pupil premium who are currently not on track to achieve age related expectations.

The school is supporting pupils eligible for FSM to access the school residentials, as well as providing uniform grants each year.

Objective 3:

To ensure that the school promotes respect for diversity through the use of everyday resources so that pupils can recognise themselves and their family / community through the images and contexts used across the curriculum (for example, through availability of books; stories shared; contexts/images used across the curriculum; pictures and posters of everyday life; celebration of key figures in history, science and through assemblies etc).

Review 2023

Actions which have already taken place towards this objective since March 21 include

- *awareness training for all teachers and classroom support staff on Equalities legislation and our own equalities policy and objectives*
- *purchase of additional every day resources for classrooms to support diversity (including flesh-coloured crayons/pens/pencils; small world play showing a range of cultures; books)*
- *opportunities identified on history planning for 'Global Thinking' – helping to ensure greater diversity in the key figures from history taught.*
- *Year groups encouraged to consider the choices of texts / themes / key figures covered to incorporate greater diversity (for example, Y5 use of 'Good night Stories for Rebel Girls' and 'Stories for Boys who Dare to Be Different' within guided reading; the work of more diverse artists and musicians incorporated into lessons).*
- *School audit using county equality, inclusion and belonging tool, involving focus groups of staff and governors. Parental questionnaire carried out as part of the audit. Actions following the audit included provision of specific lunchtime football sessions for girls; greater promotion of the school's vision with parents through the newsletter; and INSET for all staff on prejudicial language.*
- *Librarian has increased stock of books which show positive images and stories, representing the protected characteristics. These books are kept as part of the regular library stock, rather than in theme boxes, and books are regularly rotated through displays so that these are visible and available to pupils to browse and borrow.*
- *Teachers have been provided with a database of books within school which help to promote and teach about diversity.*

Date of publication:

March 2023

Date for review and re-publication of progress against objectives:

Spring term 2024

Date for review and re-publication of objectives:

Spring term 2025