

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 2024

In 2022, we 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. Through analysis of data, pupil premium children from Y2 – Y6 have been prioritised for school-led tutoring over past 2 years to help address gaps in reading.

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. However, in 2023, performance of disadvantaged pupils at the end of KS2 was below their non-disadvantaged peers and compared with disadvantaged pupils nationally. Pupil premium cohorts across the school vary from between 5 and 11 pupils in a year group.

In contrast, at the end of KS1 in 2022, disadvantaged pupil attainment was in line with that of disadvantaged pupils nationally, but below their non-disadvantaged peer group in school. In 2023, disadvantaged pupil attainment was in line with their peers and the national at the end of KS1.

Assessments of Year R pupils show that there is already a gap between the attainment of disadvantaged pupils and their peers within the foundation stage.

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 2024

Improving attendance has remained a priority since the pandemic. Overall attendance for all pupils, and for FSM pupils, has continued to improve over the past 12 months, and both are above the National figures for the same groups. However, the attendance for FSM pupils remains below that of their peers at WPS. A higher proportion of FSM pupils are considered persistent absentees compared with the whole school population, including those being managed as Emotional Based School Avoidance. The home-school link worker continues to work closely with these families, making use of attendance agreements or referrals to the legal intervention team (where appropriate) and improving attendance remains a priority on the school improvement plan.

The school has accessed school-led tutoring funding for the years 2022-2024. 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 and sponsored places in extra-curricular sport clubs.

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 2024

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

- awareness training for all governors, teachers and classroom support staff on diversity, 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).*
- Subject leader training from the county adviser on use of the diversity curriculum audit tool, helping to ensure more diverse representation within subject planning*

- *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.*
- *Since Sept 2023, termly input for teaching staff on the experiences of minority groups in school, and things to consider to meet the needs of these groups (based on research.)*
- *Autumn 2023 – joined the newly formed local EARA group (Equality and Rights Advocates) – school EARA group formed with pupils, and two members of staff attending termly network for teachers.*

Date of publication:

March 2024

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

Spring term 2025

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