



## **Equality Data and Objectives**

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Approval: Full Governing Body

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Next Review: October 2027

## Introduction

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).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- class and whole school assemblies, embracing a breadth of cultures
- the school curriculum, designed to enable children to understand and respect diversity
- disability awareness sessions run for pupils through the curriculum
- strong inclusion agenda through school improvement planning and governor monitoring
- developing an accessible site and adapted equipment
- direct contact with parents representing pupils with particular protected characteristics
- strong School Council and pupil groups to support pupil voice
- parenting support groups and advice sessions with Home School Link Worker and school nursing team
- parent open sessions prior to Year 5 and 6 Relationships, Health and Sex Education curriculum
- RE curriculum which includes learning about a range of faiths and other world views

## Pupil-related Data 2026

|                                                       | Versus national average |                        |                        |                        | Versus similar school average <sup>1</sup> |                 |                 |                 |
|-------------------------------------------------------|-------------------------|------------------------|------------------------|------------------------|--------------------------------------------|-----------------|-----------------|-----------------|
|                                                       | 2024                    | 2025                   | 2026                   | 3-year average         | 2024                                       | 2025            | 2026            | 3-year average  |
| <a href="#">RWM expected standard</a>                 | Above (sig+)            | Close to av. (non-sig) | Close to av. (non-sig) | Above (sig+)           | Above (non-sig)                            |                 | Below (non-sig) |                 |
| <a href="#">RWM higher standard</a>                   | Above (sig+)            | Close to av. (non-sig) | Close to av. (non-sig) | Close to av. (non-sig) | Above (non-sig)                            |                 | Below (non-sig) |                 |
| <a href="#">Reading expected standard</a>             | Close to av. (non-sig)  | Close to av. (non-sig) | Close to av. (non-sig) | Close to av. (non-sig) |                                            |                 | Below (non-sig) | Below (non-sig) |
| <a href="#">Reading higher standard</a>               | Above (non-sig)         | Close to av. (non-sig) | Close to av. (non-sig) | Close to av. (non-sig) | Above (non-sig)                            | Below (non-sig) |                 |                 |
| <a href="#">Writing expected standard</a>             | Above (non-sig)         | Close to av. (non-sig) | Close to av. (non-sig) | Above (sig+)           |                                            |                 |                 |                 |
| <a href="#">Writing greater depth</a>                 | Above (non-sig)         | Close to av. (non-sig) | Close to av. (non-sig) | Close to av. (non-sig) | Above (non-sig)                            |                 |                 |                 |
| <a href="#">Maths expected standard</a>               | Close to av. (non-sig)  | Close to av. (non-sig) | Above (non-sig)        | Above (sig+)           |                                            |                 |                 |                 |
| <a href="#">Maths higher standard</a>                 | Close to av. (non-sig)  | Close to av. (non-sig) | Close to av. (non-sig) | Close to av. (non-sig) |                                            |                 |                 |                 |
| <a href="#">EGPS expected standard</a>                | Close to av. (non-sig)  | Close to av. (non-sig) | Above (non-sig)        | Above (sig+)           |                                            |                 |                 |                 |
| <a href="#">EGPS higher standard</a>                  | Above (non-sig)         | Close to av. (non-sig) | Above (sig+)           | Above (sig+)           | Above (non-sig)                            |                 | Above (non-sig) |                 |
| <a href="#">Year 4 MTC score<sup>2</sup></a>          | Below (sig-)            | Close to av. (non-sig) | No data                | Below (sig-)           | -                                          | -               | No data         | -               |
| <a href="#">Phonics expected standard<sup>2</sup></a> | Above (non-sig)         | Above (non-sig)        | No data                | Above (sig+)           | -                                          | -               | No data         | -               |

## End of Key stage results for disadvantage pupils

| SPaG | Reading | Writing | Maths | Combined |
|------|---------|---------|-------|----------|
| 73%  | 45%     | 45%     | 73%   | 45%      |

## Pupil Club Attendance

| Club                 | Number of pupils who attended | Number of disadvantage pupils who attended | Number of SEND pupils who attended |
|----------------------|-------------------------------|--------------------------------------------|------------------------------------|
| Cross Country        | 31                            | 8                                          | 3                                  |
| Year 5/6 Football    | 48                            | 8                                          | 0                                  |
| Choir                | 64                            | 10                                         | 4                                  |
| Girls Football       | 32                            | 10                                         | 3                                  |
| Netball              | 18                            | 2                                          | 3                                  |
| Performing Arts Club | 90                            | 17                                         | 7                                  |
| Hockey               | 11                            | 2                                          | 3                                  |

### **Other information**

The school has published various policies on the school's internet site. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school internet site.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

### **Equality Objectives 2025-2026**

Having referred to and analysed our equality information, we have reviewed the target from last year.

#### **Objective 1:**

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

#### **Review**

Please see above provided data.

Termly pupil progress meetings to identify trends and plan interventions to address gaps and misconceptions.

Monitoring, through book scrutiny's, to identify outcomes for identified groups.

Termly moderation of writing and maths, including cluster moderation, to confirm teacher assessment judgements.

Attainment data shared termly with governors.

#### **Objective 2:**

To improve factors which can impact on the potential achievement of those eligible for Pupil Premium, including attendance, curriculum support and access to a range of positive character developing experiences.

#### **Review**

Attendance of extra-curricular experiences and clubs tracked as well as monitoring of those pupils who receive further through ELSA and Nurture provision.

Attendance tracked monthly with timely support offered to parents through our parent support worker and attendance officer. School attendance continues to be inline with national.

Monitor the impact of interventions through outcomes in books and data.

Reviewed the spending of the pupil premium grant against set objectives. See pupil premium report.

#### **Objective 3:**

To ensure that the school promotes respect for diversity through the use of resources so that pupils can recognise themselves and their family/community through the images and contexts used across the curriculum.

## **Review**

Regular PHSE lessons using the One Decision resource and No outsider texts to celebrate equality and diversity.

Regular Religious Education lessons to celebrate and inform pupils of different religions and religious events.

Structured and planned collective worship linked to our seven school values to celebrate and inform pupils of different groups.

Displays around the school celebrate diversity and equality.

## **Equality Objectives 2026-2030**

Having reviewed our information from the previous year we have set ourselves the following targets for the academic year of 2026-2027;

### **Objective 1:**

To continue to monitor and analyse pupil achievement by pupil groups, acting on any trends or patterns in the data that require additional support for pupils, including those identified as:

- Disadvantaged pupils (Pupil Premium)
- Pupils with SEND
- EAL learners
- Different ethnic groups
- Gender groups

### **Success measures:**

- Termly tracking shows narrowing gaps in reading, writing and maths
- Increased % of target groups meeting age-related expectations
- Improved progress scores across identified groups

### **Objective 2:**

Ensure the curriculum reflects and celebrates diversity in:

- Culture and ethnicity
- Gender roles and identity
- Disabilities
- Family structures

### **Success measures:**

- Curriculum maps show diverse representation in all subjects
- Pupil voice indicates that children feel represented and included
- Increased use of diverse texts, role models and historical figures

### **Objective 3:**

Develop pupils' understanding of equality, diversity and respect for others.

### **Success measures:**

- Reduction in incidents of prejudice-related behaviour
- Pupil surveys show increased awareness of different cultures and lifestyles

### **Actions may include:**

- Regular PSHE lessons focused on equality and respect

- Collective worship celebrates and shares diversity, equality and respect for others through our school values
- Regular Religious Education lessons which introduce children to a range of different religions and special religious events

**Objective 4:**

Ensure that all pupils, regardless of background, access extracurricular activities, trips and leadership roles.

**Success measures:**

- Increased participation of disadvantaged pupils in clubs and trips
- Financial barriers reduced (e.g. funding support used effectively)
- Balanced representation in pupil leadership roles (e.g. school council)

**Objective 5:**

Reduce absence rates for groups where attendance is below average.

**Success measures:**

- Improved attendance data for identified groups
- Reduction in persistent absenteeism
- Early intervention strategies demonstrating impact

**Monitoring and Review**

- Review equality objectives every four years.
- Report progress to governors
- Publish updates on the school website
- Use data, pupil voice, and stakeholder feedback to inform improvements