



St Saviour's RC Primary School

Pray Together, Learn Together, Stronger Together in Jesus



Date: October 2023

Published: October 2023

Equalities Information 2023

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Fostering good relationships between people who share a protected characteristic and those who do not.

By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

- Race
- Disability
- Sex
- Gender reassignment
- Age
- Pregnancy and maternity
- Religion and belief
- Sexual orientation

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

St Saviour's RC Primary School Equalities Information

Our school has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community

How many children are on roll at the school? 210

Ethnicity Description	Number of Pupils	Ethnicity Description	Number of Pupils
White Eastern European	5	Black European	3
Other Ethnic Group	3	Black and Any Other Ethnic Group	5
Any Other White	4	White European	5
White British	4	Black African	77
Black Caribbean	11	Refused	24
Other Mixed Background	2	Black and Any Other Ethnic Group	1
Portuguese	1	Any Other Ethnic Group	4
Latin / South / Central American	4	Other Asian	2
Sri Lankan / Tamil	7	Black Nigerian	7
Chinese	12	White and Black Caribbean	3
White Other	1	Turkish	2
Black Other	1	Indian	2
Any Other Black Background	1	White and Black African	6
Any Other Mixed Background	9		
Any Other Asian Background	4		

School Census Analysis (Jan 2023)

St Saviour's Catholic Primary School **2a**

Pupil Breakdown by Contextual Characteristic (1)

217 Pupils on roll in Jan 2023		St Saviour's Catholic Primary School								LA (Primary Age Mainstream)		
		Year Group Analysis							School		LA	
Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School	LA	School Difference vs LA
Gen-der	Total Roll	15	28	30	29	28	28	29	30	217		
	Female	4	16	14	13	14	15	18	15	109	50.2%	
FSM	Male	11	12	16	16	14	13	11	15	108	49.8%	
	Eligible	0	7	9	10	7	10	11	7	61	28.1%	
Joined School	Not Eligible	15	21	21	19	21	18	18	23	156	71.9%	
	Joined in Reception / Nursery	15	28	28	27	21	22	21	23	185	85.3%	
SEN Stage	Joined in Year 1 or 2			2	2	6	2	5	1	18	8.3%	
	Joined in Year 3 or 4					1	4	2	3	10	4.6%	
SEN Primary Need	Joined in Year 5 or 6							1	3	4	1.8%	
	No Special Educational Need	12	22	25	25	20	17	23	18	162	74.7%	
SEN Primary Need	SEN Support	3	6	5	3	8	8	6	11	50	23.0%	
	EHCP / Statement	0	0	0	1	0	3	0	1	5	2.3%	
SEN Primary Need	Autistic Spectrum Disorder	0	0	0	2	1	4	0	0	7	3.2%	
	Hearing Impairment	0	0	1	0	0	0	0	2	3	1.4%	
SEN Primary Need	Moderate Learning Difficulty	0	0	0	0	1	0	0	1	2	0.9%	
	Multi-Sensory Impairment	0	0	0	0	0	0	0	0	0	0.0%	
SEN Primary Need	Physical Disability	0	0	0	0	0	0	0	0	0	0.0%	
	Profound & Multiple Learning	0	0	0	0	0	0	0	0	0	0.0%	
SEN Primary Need	Severe Learning Difficulty	0	0	0	0	0	0	0	0	0	0.0%	
	Social, Emotional & Mental Health	2	6	0	1	2	1	1	4	17	7.8%	
SEN Primary Need	Specific Learning Difficulty	0	0	0	0	0	1	0	1	2	0.9%	
	Speech, Language & Comm.	1	0	4	1	3	4	5	1	19	8.8%	
SEN Primary Need	Visual Impairment	0	0	0	0	0	0	0	0	0	0.0%	
	Other Difficulty/Disability	0	0	0	0	1	1	0	3	5	2.3%	
SEN Primary Need	No Specialist Assessment	0	0	0	0	0	0	0	0	0	0.0%	
	Band 1a: Most deprived 10%	4	5	5	5	1	4	3	4	31	14.3%	
Deprivation Band (IDACI)	Band 1b: 10-20%	2	5	6	5	6	5	6	3	38	17.5%	
	Band 2: 20-40%	7	17	15	16	18	17	15	21	126	58.1%	
Deprivation Band (IDACI)	Band 3: 40-60%	2	1	3	3	3	1	5	1	19	8.8%	
	Band 4: 60-80%	0	0	0	0	0	0	0	0	0	0.0%	
Deprivation Band (IDACI)	Band 5: Least Deprived 20%	0	0	1	0	0	1	0	1	3	1.4%	
	Unmatched Postcode	0	0	0	0	0	0	0	0	0	0.0%	

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SEND Stage

The school has 23% of children on roll with SEND which is 8.2% above the LA average.

The school has 2.3% pupils with EHC plans, although several have been submitted recently.

3.2% ASD

7.8% SEMH

8.8% Speech & Language support

Mobility

85% of our students joined in N/R

8.3% of our students joined in Year 1 or 2

4.6% of our students joined in Year 3 or 4

1.8% of our students joined in Year 5 or 6

Deprivation Band

14.3% of children in the most deprived band 1a (3.2% above LA averages)

17.5% in Band 1b

58.1% in Band 2 (16% above LA averages)

No Information was available on the following protected characteristics:

- Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Pupil Characteristics

School Census Analysis (Jan 2023)

St Saviour's Catholic Primary School **2a**

Pupil Breakdown by Contextual Characteristic (2)

217 Pupils on roll in Jan 2023

217 Pupils on roll in Jan 2023		St Saviour's Catholic Primary School										LA (Primary Age Mainstream)					
		Year Group Analysis								School		LA	School Difference vs LA				
Pupil Characteristic		N	R	Y1	Y2	Y3	Y4	Y5	Y6	School					-15%	0%	15%
Ethnicity	Asian or Asian British	2	1	3	2	3	0	3	4	18	8.3%	<div></div>	5.9%	+2.4%	<div></div>		
	Bangladeshi	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	0.7%	-0.7%	<div></div>		
	Indian	1	0	2	0	0	0	1	0	4	1.8%	<div></div>	1.2%	+0.6%	<div></div>		
	Pakistani	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	0.8%	-0.8%	<div></div>		
	Any Other Asian Background	1	1	1	2	3	0	2	4	14	6.5%	<div></div>	3.2%	+3.3%	<div></div>		
	Black or Black British	3	12	9	14	12	19	15	15	99	45.6%	<div></div>	28.6%	+17.0%	<div></div>		
	Black - African	3	10	8	11	10	17	14	10	83	38.2%	<div></div>	15.1%	+23.1%	<div></div>		
	Black Caribbean	0	0	1	2	2	1	1	4	11	5.1%	<div></div>	9.1%	-4.0%	<div></div>		
	Any Other Black Background	0	2	0	1	0	1	0	1	5	2.3%	<div></div>	4.3%	-2.0%	<div></div>		
	Chinese	0	0	3	1	1	1	3	1	10	4.6%	<div></div>	1.3%	+3.3%	<div></div>		
	Mixed	3	5	5	4	2	3	4	4	30	13.8%	<div></div>	18.1%	-4.3%	<div></div>		
	White and Black African	0	3	0	1	0	1	1	1	7	3.2%	<div></div>	2.7%	+0.5%	<div></div>		
	White and Black Caribbean	0	0	0	1	2	0	0	0	3	1.4%	<div></div>	5.3%	-3.9%	<div></div>		
	White and Asian	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	2.6%	-2.6%	<div></div>		
	Any Other Mixed Background	3	2	5	2	0	2	3	3	20	9.2%	<div></div>	7.5%	+1.7%	<div></div>		
	White	2	3	4	3	3	3	2	4	24	11.1%	<div></div>	38.1%	-27.0%	<div></div>		
	White - British	0	1	0	1	0	1	1	1	5	2.3%	<div></div>	25.7%	-23.4%	<div></div>		
	White - Irish	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	0.6%	-0.6%	<div></div>		
	Gypsy / Roma	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	0.0%	-	<div></div>		
	Traveller of Irish Heritage	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	0.0%	-	<div></div>		
Any Other White Background	2	2	4	2	3	2	1	3	19	8.8%	<div></div>	11.7%	-2.9%	<div></div>			
Other	1	1	4	1	1	1	1	1	11	5.1%	<div></div>	4.0%	+1.1%	<div></div>			
Unknown	4	6	2	4	6	1	1	1	25	11.5%	<div></div>	4.1%	+7.4%	<div></div>			
Refused	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	1.8%	-1.8%	<div></div>			
Information Not Yet Obtained	4	6	2	4	6	1	1	1	25	11.5%	<div></div>	2.3%	+9.2%	<div></div>			
Lang.	English	4	19	13	19	16	16	17	14	118	54.4%	<div></div>	63.4%	-9.0%	<div></div>		
	Not English	11	9	17	10	12	12	12	16	99	45.6%	<div></div>	36.4%	+9.2%	<div></div>		
	Unknown	0	0	0	0	0	0	0	0	0	0.0%	<div></div>	0.2%	-0.2%	<div></div>		

Asian or Asian British
8.3% (+2.4% v LA)

Black or Black British
45.6% (+17% v LA)

Chinese
4.6% (+3.3% v LA)

Mixed
13.8% (-4.3% v LA)

White
11.1% (-27% v LA)

Other
5.1% (+1.1% v LA)

Refused
11.5% (-1.8% v LA)

Equality Statement

Legal Duties As a school we welcome our duties under the Equality Act 2010.

The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

The data will be assessed across our core provisions as a school.

This will include the following functions

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility	Impact
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.	<ul style="list-style-type: none"> • Ethnicity outcomes monitored • Ethnicity data shared with GB
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.	<ul style="list-style-type: none"> • As above • All children regardless of ethnicity targeted • Rise in EAL students is supported by "Little Bridge" software
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.	<ul style="list-style-type: none"> • As above
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.	<ul style="list-style-type: none"> • As above • Curriculum altered to cater for ethnicities
Non- Teaching	Staff Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents	<ul style="list-style-type: none"> • As above
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.	<ul style="list-style-type: none"> • Four parents on Governing Body • Parent Liaison Officer employed September 20
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.	<ul style="list-style-type: none"> • School Leadership Team active in decision making process • 0 return on racist incidents and bullying
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.	<ul style="list-style-type: none"> • Acorn Estate agents donated/built school library • Stalls rented during Summer Fayre 2022

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website: - www.stsaviours.lewisham.sch.uk

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. Date Approved by the Governing Body – Curriculum Committee Date to be reviewed by the Governing Body Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Lewisham's website: <http://www.lewisham.gov.uk>

Summary of our Equalities Evidence:

Protected Characteristics	Aims of General Duty		
	<i>What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?</i>	<i>How do we advance equality of opportunity between people who share a protected character</i>	<i>How do we foster good relations between people who share a protected characteristic and those who don't?</i>
Race	<ul style="list-style-type: none"> • Racist behaviour / comments are challenged and reported to parents and through local authority procedures. In the case of incidents being against a victim in school we ensure that the victim and victim's family are satisfied with the outcome. • Attendance is analysed and there is no significant difference between attendance of different ethnic groups in the school. 	<ul style="list-style-type: none"> • Analysis shows that take up of extended schools activities by ethnic groups is good. We have 100% for Educational visits. • Support is provided for pupils where English is not their first language. • Many of the pupils in these underachieving groups are also on the SEN register. The school has implemented a series of catch up/booster classes to accelerate progress 	<ul style="list-style-type: none"> • We organise visits into the wider ethnic community e.g. to the Synagogue. The RE curriculum ensures that pupils understand different faith practices. • The curriculum reflects the ethnic diversity of our intake
Sex	<ul style="list-style-type: none"> • Data is analysed termly to ensure that we are aware of any significant differences between the achievements of boys and girls. Where data shows a difference this is analysed in order to ascertain whether this is a school issue or cohort specific. • We monitor for fairness e.g. ensure good work assemblies, school council 	<ul style="list-style-type: none"> • Progress and attainment of each cohort are monitored to ensure that any trends are identified – e.g. are gender differences in attainment a trend meaning that we need to alter teaching / resources? • All extra-curricular activities are open to both boys and girls. • Uptake of extra-curricular clubs is monitored in order to ensure that gender stereo- 	<ul style="list-style-type: none"> • Relationships curriculum covers gender issues. • We ensure that the children see equal opportunities in action for instance male and females in all roles e.g. Senior Leadership, LSAs etc.

	<p>etc has fair distributions of boys and girls.</p> <ul style="list-style-type: none"> We conform to Equal pay legislation. We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific e.g. employ male and female LSAs. 	<p>types are not reinforced. (currently good balance in most clubs, football, multisports, music, etc)</p> <ul style="list-style-type: none"> The school enters mixed teams for sporting competitions. 	
Protected Characteristics	Aims of General Duty		
	<i>What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?</i>	<i>How do we advance equality of opportunity between people who share a protected character</i>	<i>How do we foster good relations between people who share a protected characteristic and those who don't?</i>
Gender Reassignment	<ul style="list-style-type: none"> Governors ensure that recruitment procedures comply with equal opportunities good practise and legislation. 	<ul style="list-style-type: none"> Not applicable at this current time 	<ul style="list-style-type: none"> Not applicable
Age	<ul style="list-style-type: none"> Data is kept on the age profile of staff. When appointing staff age is not specified on application forms therefore ensuring equality of opportunity. 	<ul style="list-style-type: none"> Grandparents are encouraged to help in school and on school trips as well as parents. Parishioners are invited to help in school. 	<ul style="list-style-type: none"> We seek to encourage intergenerational links; Remembrance is celebrated, grandparents are warmly welcomed into the school and become well known to us. Religion and Belief Racist and xenophobic language is always challenged and reported to parents and through local authority procedures.

			<ul style="list-style-type: none"> Absences for religious celebrations, and sacramental celebrations are approved. We implement the LA RE curriculum which includes teaching of world faiths. We organise visits to places
Protected Characteristics	Aims of General Duty		
	<i>What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?</i>	<i>How do we advance equality of opportunity between people who share a protected character</i>	<i>How do we foster good relations between people who share a protected characteristic and those who don't?</i>
Sexual Orientation	<ul style="list-style-type: none"> Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation. Incidents of homophobic language / bullying are recorded and reported to governors. Follow up work is undertaken with individuals / groups where homophobic language is used inappropriately in consultation with parents. 	<ul style="list-style-type: none"> Not applicable at this current time 	<ul style="list-style-type: none"> SRE deals sensitively with children's questions relating to sexual orientation and resources used challenge stereotypes



St Saviour's RC Primary School

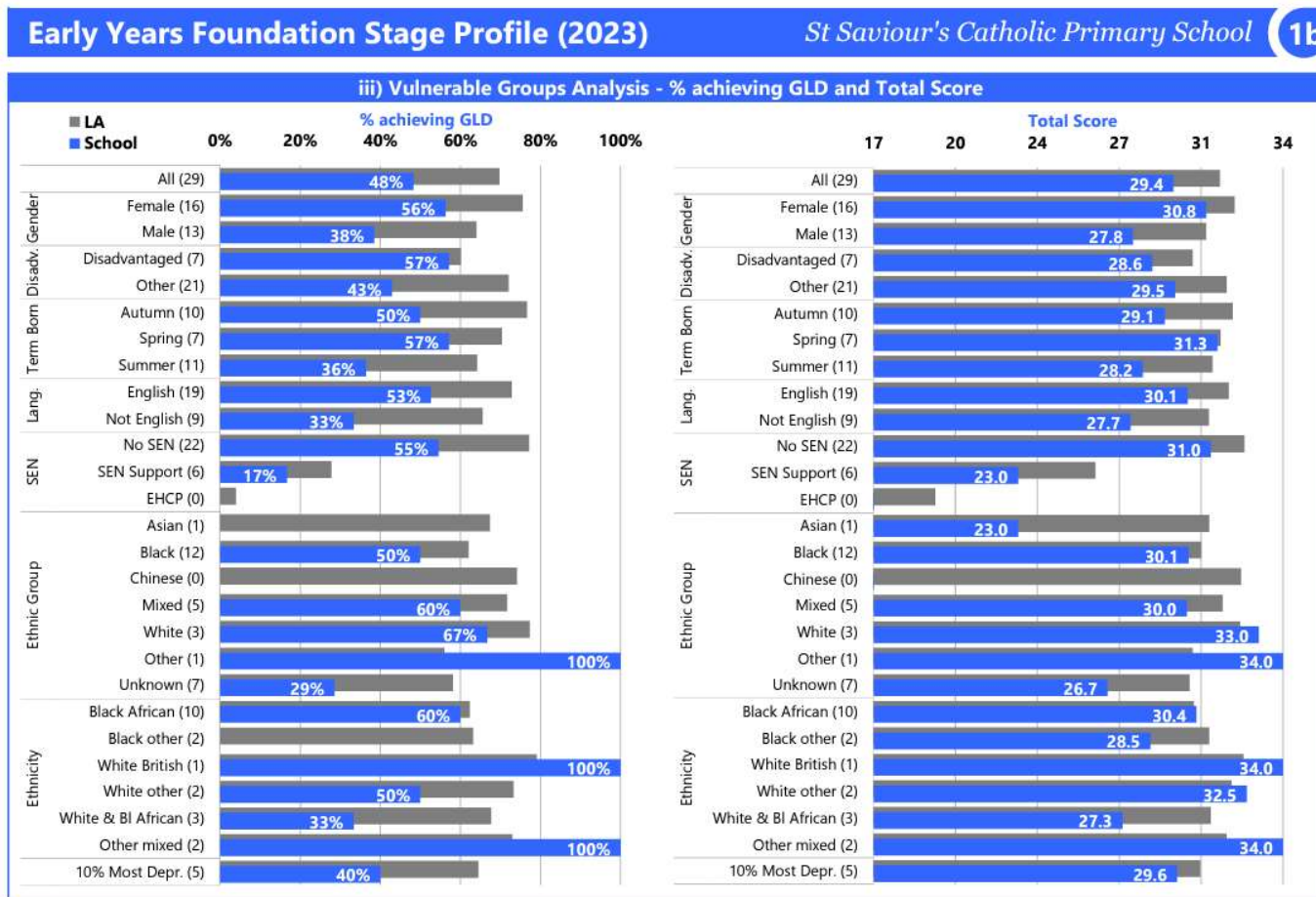
Pray Together, Learn Together, Stronger Together in Jesus



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Public Results 22-23



i) % Achieving Phonics Threshold Year 1

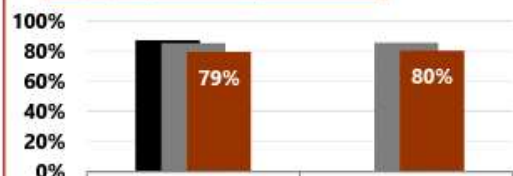
School	Comparisons		
	LA	England	Sch 2022
55%	77%	79%	76%
29 pupils			



	2018	2019	2022	2023
Eng	82%	82%	75%	79%
LA	84%	81%	73%	77%
Sch	83%	86%	76%	55%

ii) % Achieving Phonics Threshold Achieved by Year 2 (Cumulative)^

School	Comparisons	
	LA	Eng. 2022
80%	85%	87%
30 pupils		

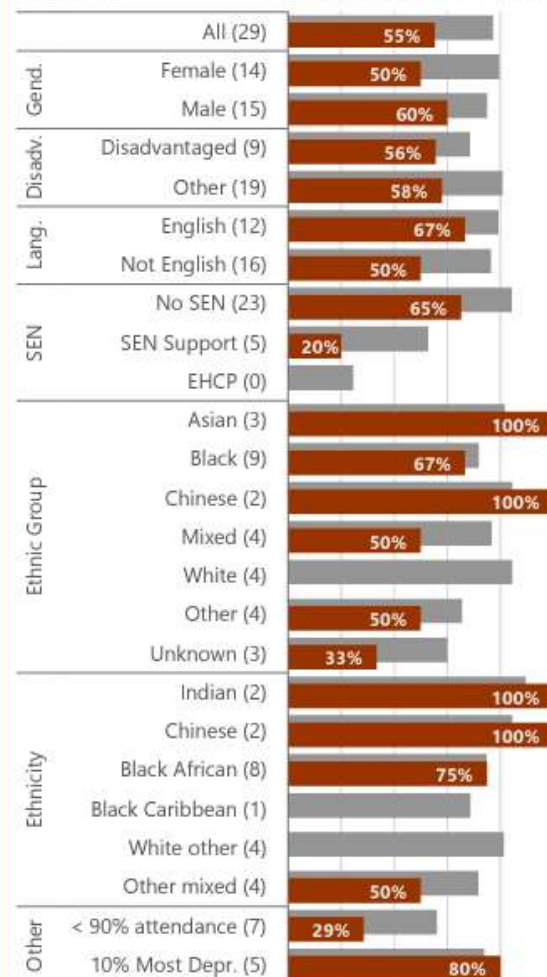


	2022	2023
Eng	87%	
LA	85%	85%
Sch	79%	80%

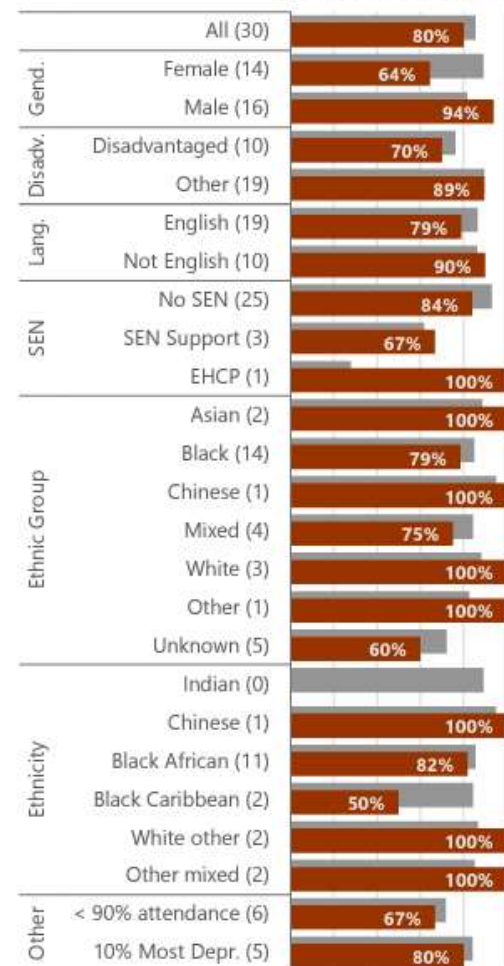
■ Eng ■ LA ■ Sch

iii) Vulnerable Groups Analysis

■ LA % Achieving Phonics Threshold in Yr1
■ School

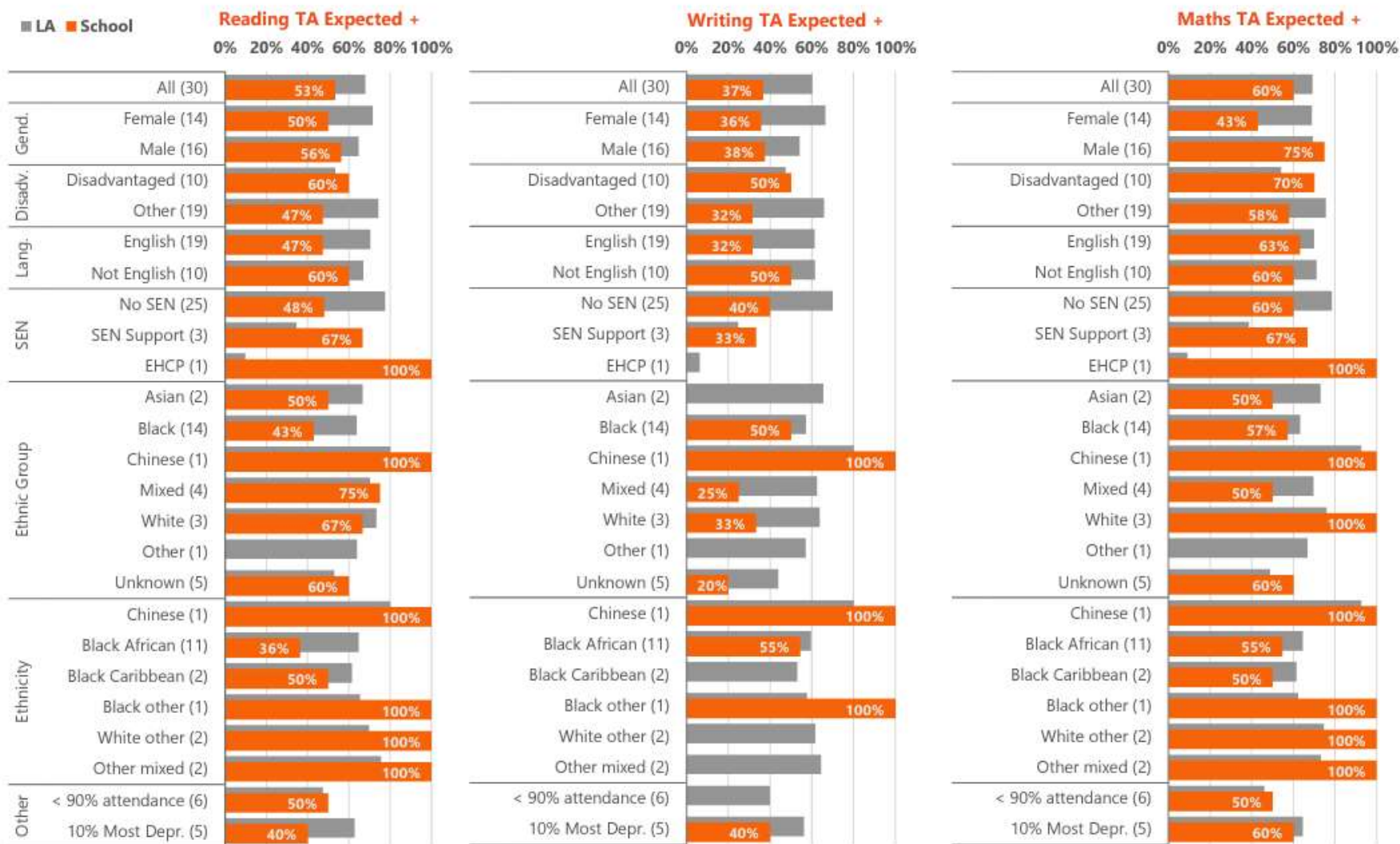


% Achieving Phonics Threshold by Yr2



^Year 2 analysis does not include pupils that had neither Year 1 or Year 2 phonics results in Lewisham

v) Vulnerable Groups Analysis - TA

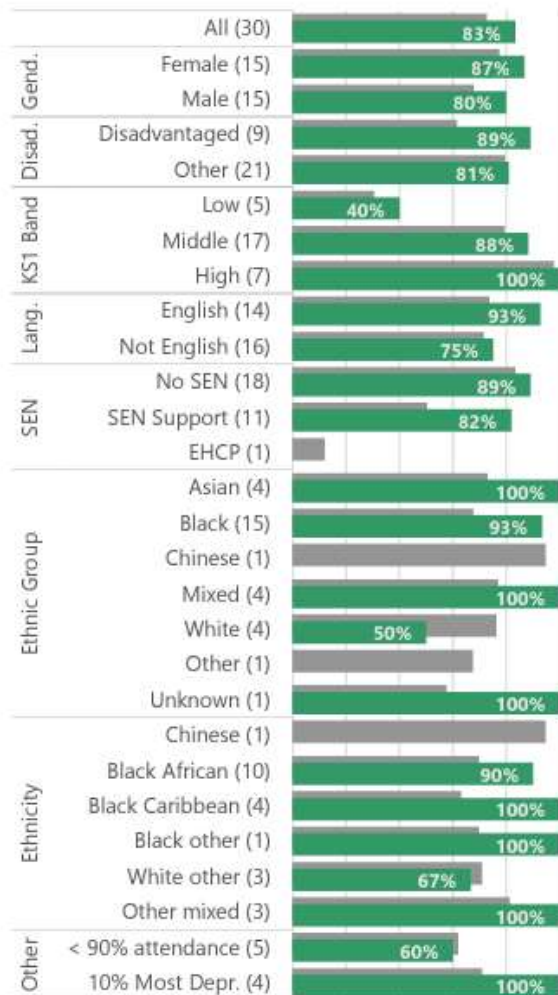


v) Vulnerable Groups Analysis

■ LA ■ School

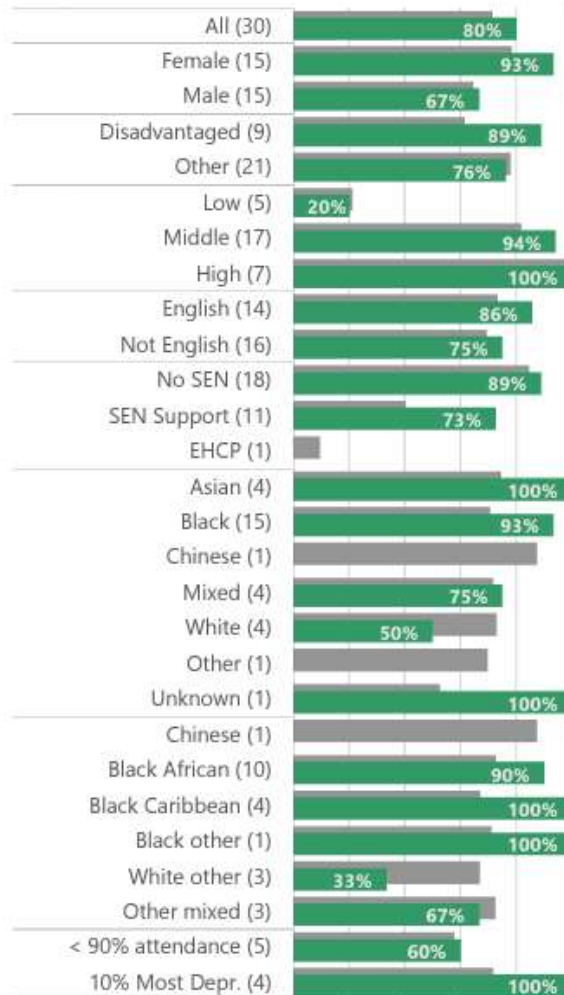
Reading Expected +

0% 20% 40% 60% 80% 100%



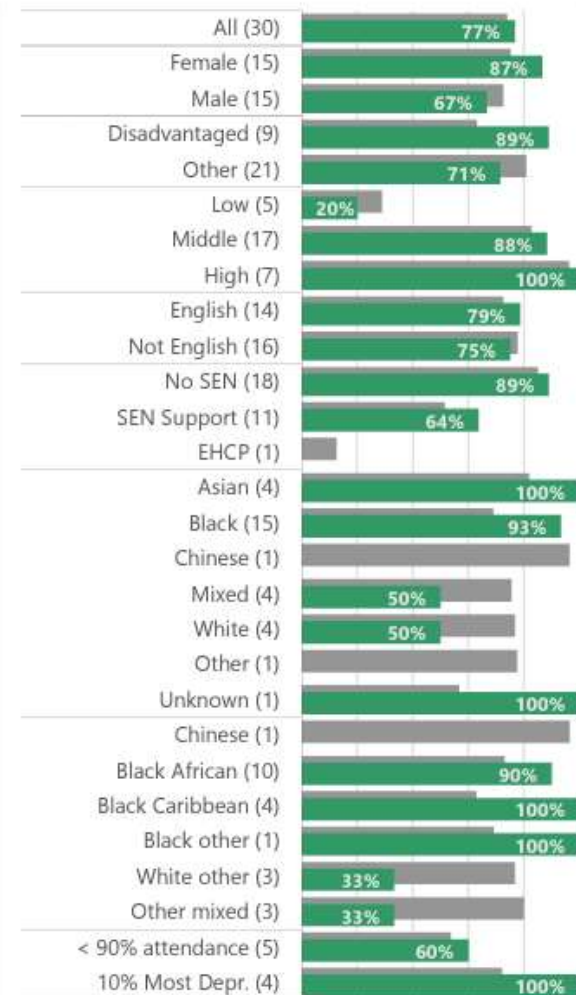
Writing TA Expected +

0% 20% 40% 60% 80% 100%



Maths Expected +

0% 20% 40% 60% 80% 100%



Exclusions and Suspensions

Exclusions & Suspensions (2022/23 Aut & Spr)

St Saviour's Catholic Primary School **3b**

i) Headline Exclusions & Suspensions Indicators

Indicator		Primary Comparisons		
		Sch (Aut/Spr 22/23)	LA (Aut/Spr 22/23)	Eng (Full Year 2021/22)
Permanent Exclusions (% of all pupils)		0 0.00%	0.00%	0.02%
Suspensions	No. of instances (suspensions as a % of all pupils)	0 0.00%	0.56% ↓	1.42%
	No. of pupils with suspensions (% of all pupils)	0 0.00%	0.37% ↓	0.68%
	Average length in days of suspensions	-	1.7	2.0
	0.5 to 5 Days	- -	99.3%	98.7%
	6 to 15 days	- -	0.7%	1.1%
	16+ Days	- -	0.0%	0.2%



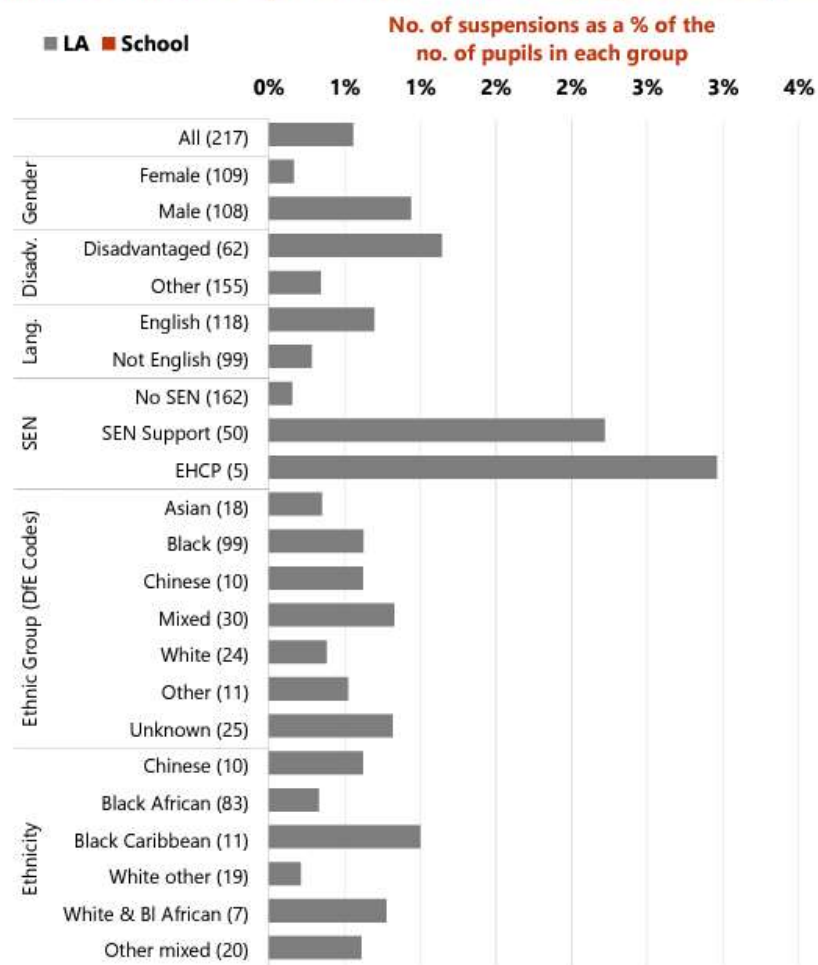
ii) Suspensions by Reason (% of all instances of suspensions)

Reason (Selected codes)	Code	Primary Comparisons^			% of all suspensions
		Sch (Aut/Spr 22/23)	LA (Aut/Spr 22/23)	Eng (Full Year 2021/22)	
Physical Assault Against a Pupil	PP	-	23.1%	17.6%	
Physical Assault Against an Adult	PA	-	28.4%	24.2%	
Verbal abuse/threatening behaviour - adult	VA	-	6.7%	12.3%	
Verbal abuse/threatening behaviour - pupil	VP	-	2.2%	5.5%	
Offensive Weapon	OW	-	0.7%	1.1%	
Bullying	BU	-	3.0%	0.7%	
Abuse - Race	RA	-	2.2%	0.9%	
Abuse - Sexual Orientation / Gender Identity	LG	-	0.7%	0.2%	
Sexual Misconduct	SM	-	0.7%	0.6%	
Damage	DM	-	2.2%	6.5%	
Theft	TH	-	0.0%	0.1%	
Drugs and alcohol related	DA	-	0.7%	0.4%	
Persistent Disruptive Behaviour	DB	-	29.1%	29.1%	
Inappropriate Use of Online Technology	MT	-	0.0%	0.4%	

2019/20 and 2020/21 data is affected by the periods of school closure due to the COVID-19 pandemic and therefore rates are lower than for a typical year.

^ School and LA reason code analysis shows the first reason stated for an exclusion, whereas England data shows all reasons given for each exclusion (i.e. one exclusion may have more than one reason).

iii) Vulnerable Groups Analysis - Suspensions (as a % of Pupils in Each Group)



NB. Because a pupil may have more than one suspension, the percentage for a particular group could be more than 100%. Numbers in brackets show the number of pupils in each group in the school.

Equalities Objectives 23/24

Objective	2023/24 Data	Target	How will it be achieved	Outcome (July 24)
EYFS To maintain the achievement of - Pupil Premium students	Pupil Premium children scored 57% compared to Non PP children who scored 43%.	2023/24 Cohort 66%	Class Teacher to be released for one hour a week to focus on most vulnerable students.	
EYFS To increase the achievement of - Black African students	Black African children scored 60%	2023/24 Cohort Black African - 80%		
Year 1 (Phonics) To increase the achievement of - SEND students Black African students	SEND – 20% Black African students - 75% <i>* Only 2 Black Caribbean students in Yr 2 - 22/23</i>	2023/24 Cohort Female – 10/14 pupils = 71% Black African students – 100%	Class Teacher to be released for one hour a week to focus on most vulnerable students.	
Year 2 (SATs) To increase the reading achievement of - Black African and Black Caribbean students	Black African – 36% Black Caribbean – 50% <i>* Only 2 Black Caribbean students in Yr 2 - 22/23</i>	2023/24 Cohort Black African – 60% Black Caribbean – 75%	SLT, Curriculum Leaders and Class TA to focus on most vulnerable students.	
Year 2 (SATs) To increase the writing achievement of - Black African and Black Caribbean students	Black African – 55% Black Caribbean – 0%	2023/24 Cohort Black African – 70% Black Caribbean – 60%		
Year 2 (SATs) To increase the maths achievement of - Black African and Black Caribbean students	Black African – 55% Black Caribbean – 50%	2023/24 Cohort Black African – 70% Black Caribbean – 75%		
Year 6 (SATs) To maintain the reading achievement of - Pupil Premium students Black African students Black Caribbean students	Pupil Premium – 89% Black African – 90% Black Caribbean – 100%	2023/24 Cohort Pupil Premium – 100% Black African – 100% Black Caribbean – 100%	SLT, Curriculum Leaders and Class TA to focus on most vulnerable students.	

Year 6 (SATs) To maintain the writing achievement of - Pupil Premium students Black African students Black Caribbean students	Pupil Premium – 89% Black African – 90% Black Caribbean – 100%	2023/24 Cohort Pupil Premium – 100% Black African – 100% Black Caribbean – 100%	SLT, Curriculum Leaders and Class TA to focus on most vulnerable students.	
Year 6 (SATs) To maintain the maths achievement of - Pupil Premium students Black African students Black Caribbean students	Pupil Premium – 89% Black African – 90% Black Caribbean – 100%	2023/24 Cohort Pupil Premium – 100% Black African – 100% Black Caribbean – 100%		
Overall Absence To improve the overall absence of – White students Black Caribbean students	White Students – 11.3% Black Caribbean Students – 10.6%	White Students – 5 to 7% Black Caribbean Students – 4 to 6%	HT and Attendance Officer to monitor the overall absence of groups each calendar month.	