



Equality duties framework

Audience:	Parents/carers School staff (in particular Heads, Senior Leadership Teams and inclusion/related managers or similar) Local Governing Bodies Trustees Regional Boards
Approved:	Local Governing Body (LGB) – May 2021
Other related policies:	Most other education and HR policies
Policy owner:	Anna Thompson, Head of Governance & Policy
Policy model:	Principles: this means REAch2 schools can use this framework directly <u>or</u> maintain their own documentation, ensuring at the next opportunity that this aligns with REAch2 principles set out here
Review:	every 4 years minimum, as an overall framework (with <u>annual</u> review of progress towards the chosen objectives)
Version number:	1.0 (July 2017)

REAch2 equalities duty framework



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

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OVERVIEW

Overarching Principles

- In REAch2, both as an overall Trust and as individual academies, we are committed to at least meeting and, in many respects, going beyond the minimum requirements in equality legislation. Many of our schools serve diverse and/or disadvantaged communities; and, as a Trust, we have chosen to be primary-only because we know how important the earliest years of learning and engagement are for our pupils. All this reflects our fundamental belief that education must increase equality of life chances – as captured in our Touchstones of inclusion, enjoyment, inspiration and learning set out on p.2.
- We believe in equality for all, not just those sharing characteristics that are ‘protected’ within the law (see under Definitions section below). Just as important for us is, for example, equality for those from socially and/or economically disadvantaged backgrounds, or with English as an additional language.
- We see positive action for equality as providing tangible benefits for all the stakeholders in and around our schools, particularly pupils, staff and parents/carers (see section on Intended impact below).
- In our experience, action for equality works best where it’s an integrated part of planning and delivery, not just some kind of ‘bolt on’. At school level, therefore, equality objectives are likely to mirror or draw directly on key aspects of the Self-Evaluation Summary, the School Development Plan, Pupil Premium action plans and work to realise Visual Learning (see under Definitions section below). Within the Trust’s central/regional teams, it’s about integrating equality considerations into how we do things - day in and day out.
- Key information, including about specific equalities objectives, will be published on the REAch2 website and/or every academy’s website and will be made available in other formats on request.

Intended impact

For pupils, we expect action on equalities as set out in this framework to deliver improving outcomes for all children, with accelerated improvements for pupils in vulnerable groups and/or sharing ‘protected characteristics’. We also expect pupils to benefit from equality being a key driver in our learning provision much more widely, developing the ‘whole child’ over time including through curriculum innovation and enrichment activities such as REAch2’s 11 before 11.

For staff, we believe that positive action for equality makes its own business case, by helping to ensure that our organisation taps into all the skills and talent available. We expect action on equalities as set out in this framework and reflected in our Human Resources (HR) policies and practices to mean that: we promote equality of opportunity and diversity across our workforce; our workforce is increasingly representative of the communities we serve; we recognise and value the differences and individual contribution that people make; we work in an environment free from discrimination, bullying and harassment; and we provide support and encouragement to staff to develop their careers and increase their contributions to the organisation through the enhancement of their skills and abilities.

We expect parents/carers to benefit from their children's outcomes and development but also more broadly through them and their children being part of an inclusive community. We would not expect to be able to gauge this impact in measurable terms.

Roles & responsibilities

- REAch2 schools will: ensure they go beyond minimum legal requirements by developing and implementing equalities action in line with the key principles in this framework.
- REAch2 central staff will: support our academies in delivering on this expectation, while also embedding equalities in the work of central and regional teams.
- REAch2 non-executives will: support and challenge us at every level, particularly local governors in relation to individual schools, to be ambitious, committed and effective in relation to our equalities actions.

How this relates to national guidance & requirements

Under the Equality Act 2010, schools are subject to the requirements placed on public bodies in England. This means we must:

- have regard to the three aims of the general equality duty:
 1. eliminate discrimination, harassment and victimisation
 2. advance equality of opportunity between people with/without protected characteristics (see list in the Definitions section below)
 3. foster good relations between people with/without those characteristics.
- carry out specific duties:
 4. publish information annually about protected characteristics in relation to employees and those affected by our policies and practices
 5. set and review at least one specific, measurable equality objective at least every 4 years.

It is recommended that the specific duties are reflected in a separate document for ease of demonstrating compliance, but there is no requirement for the equality objectives in substance to be separate from, or additional to, our wider planning and delivery. Indeed, as set out in our principles we believe integrating equalities into our core school improvement and continuous professional development processes is the best way to advance equality effectively.

More information is made available by the Equality and Human Rights Commission, including in this comprehensive guidance: www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf

Any key definitions

“Protected characteristics” - under the Equality Act 2010, these are: age; being or becoming a transsexual person; being married or in a civil partnership (note only the first equality aim above applies in legislation here); being pregnant or on maternity leave; disability; race including colour, nationality, ethnic or national origin; religion, belief or lack of religion/belief; sex/gender; and sexual orientation.

“Visual Learning” – Prof John Hattie’s ‘Visible Learning: A Synthesis of over 800 Meta-analyses in Education’ (2009) is based on over 15 years’ research into what really makes a difference to student achievement and learning. For more information, see <https://visible-learning.org/>. This is the key

framework for school improvement in REAch2 schools 2017-2020, working directly with Prof Hattie and Osiris (the only licensed UK facilitator) on the largest ever collaborative VL programme. In essence, VL asks every school leadership team to identify what has the biggest impact in their school, quantify that impact and develop ways – if possible – to ‘scale it up’. A school’s VL plans may well include action that directly promotes equality. More widely, the focus on impact and the whole school make the VL methodology useful and relevant to how we plan and deliver on equality.

PRINCIPLES AND IMPLEMENTATION IN MORE DETAIL

A. Requirement to publish information annually: as a Trust, we will publish an annual update on the REAch2 website, starting in Spring 2018 (when pupils' 2017 outcomes are confirmed and the Trust's returns to the annual School Workforce Census have been made). This update will include:

- **pupil information:** Trust level data about the composition of our pupil population and their outcomes, in relation to gender, Special Educational Needs (SEN) and disability, race/ethnicity and those with English as an Additional Language (EAL), Children who are/have been Looked After (CLA) and pupils who are eligible for Free School Meals (FSM), or who more broadly qualify for the Pupil Premium. We will include national averages wherever possible as comparators. Other protected characteristics are either not relevant to primary pupils or data is only available at school level where publishing that data would risk compromising individuals' personal information.
- **workforce information:** Trust level information about the composition of our workforce in relation to gender, age, disability and race/ethnicity. Currently, we are not able to publish information in relation to other protected characteristics as we do not have reliable data at Trust level and publishing information at school level would risk compromising individuals' personal information. We will also publish information on gender and pay.

B. Requirement to have equality objectives

Our schools will set their own objectives (all of them specific and measurable), wherever possible directly drawing on aspects of their Self-Evaluation Summary, School Development Plan, Visual Learning plans and/or Pupil Premium action plans/statements. Annex 1 provides a possible format. Head Teachers and Senior Leadership Teams will discuss proposed objectives with their Local Governing Body who should approve the final objectives and be directly involved in reviewing progress against them at least annually. Ideally, the objectives themselves should not be changed every year, in order to assess/demonstrate progress over time – though changes can of course be made where new school improvement or wider priorities emerge, including where these are identified by a new Head Teacher and/or Chair of Governors.

In most circumstances, we expect our schools to set at least three objectives:

- One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of their pupils compared to the national average; this will help to ensure that schools take action which will have an impact on a significant scale.
- One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn 'gaps' in outcomes are in schools with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
- One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the 'whole child', whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

A Trust-wide equivalent set of objectives will be developed by end 2017 to align with our new 5-year strategy.

C. Requirement to progress the general duty to have regard to equalities

The Trust will ensure that equality and inclusion are fully factored into the new arrangements for induction of new REAch2 staff, whether based in school or in our regional or central teams, with a focus on prompting every individual to think through how their role – no matter what it is – tangibly impacts on equality of opportunity for our pupils, staff, parents/carers or wider communities.

Other actions include:

- We use templates for Trust Board papers that should help to ensure our policies, decisions and their implementation identify and take account of any significant equalities considerations.
- From school/performance year 2017/18, we will encourage/expect all central and regional staff to have a specific, measurable equalities-related item as part of their personal performance objectives/appraisals or to have factored equalities in to their objectives in some way. We are not at this stage replicating this for staff based in school because the great majority of staff interacting with/supporting pupils and/or parents/carers will already have such provisions in their objectives.
- We will include specific equality-related analysis/commentary in our Trust level reviews of the REAch2 Visible Learning programme 2017-2020.

Communications/transparency

Information compiled for section A above and the objectives maintained for section B above will be published on the REAch2 and/or individual school websites, and will also be made available in hard copy on request (to the REAch2 or school office). Schools may wish to consider also making this information available in relevant community languages and/or via on-line translation services.

ANNEX 1: suggested format for equality objectives



School name:

Green Ridge Primary Academy

Date objectives were approved by the Headteacher and the Local Governing Body:

10th May 2021

Date of most recent review:

10th May 2021

Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
<p>1. Gender Gap</p> <p>To diminish the gap in attainment between boys and girls at the end of Reception, Year Two and Year Six.</p> <p><i>(this should be related to outcomes for a <u>large</u> pupil grouping in your school, as set out in section B above)</i></p>	<ul style="list-style-type: none"> At the end of YR in 2018, we had a 9% gap in attainment between boys and girls achieving a GLD. Although this was lower than the national average in 2017 (13.7%), there was still too much variation between the genders. In 2019, the gap was 17%. At the end of Y2 in 2018, only 53% of boys achieved the expected standard or greater in writing, compared with 90% of girls; in reading boys achieved 54% whilst girls achieved 90%; in Maths, boys achieved 71%, against the girls who achieved 90%. Comparable gaps in 2019 also (see progress over time). 	<ul style="list-style-type: none"> SDP 17-18 SDP 18-19 SDP 19-20 SES 17-18 SES 18-19 SES 19-20 Year Group Data Published data for YR and Y2 DfE reports 	<p>July 2018</p> <ul style="list-style-type: none"> YR: There was a 9% gender gap between those boys and girls who achieved the GLD (68% for girls, 59% for boys), this has reduced from 16% in spring 2 and 25% in spring 1, showing clear improvement and progress over time. However, a 9% gap is still below the National average of 13.7%. Y2: See ‘rationale column which shows gender gaps in reading of 36% in reading, 37% in writing and 19% in maths. <p>July 2019</p> <ul style="list-style-type: none"> YR: There is currently a 17% gender gap between those boys and girls who achieved the GLD (87% for girls, 60% for boys), although this has narrowed from a 20% gap which existed since spring 2, showing how the gap has continued to close. Y2: 58% of boys achieved the expected standard or greater in writing, compared with 85% of girls giving a gap of 27%; in reading boys achieved 67% whilst girls achieved 85% giving a gap of 18%; in Maths, boys achieved 75%, against the girls who achieved 85%, giving a gap of just 10%. <p>July 2020</p> <p><i>During the academic year 2019/2020, the COVID19 pandemic emerged which meant that most pupils were not in school for approximately three months, and some of them nearly six months. Statutory assessments were suspended, and so data for this academic year is unable to be compiled as a full year. Data is shown for the half-yearly point at February 2020 only.</i></p>

Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time																
	<ul style="list-style-type: none"> We have prioritised this because if we closed the gap in attainment between boys and girls, overall results would be significantly increased. 		<ul style="list-style-type: none"> YR: In September 2019 during baseline assessments, only 13% of boys, whilst 54% of girls were on-track to achieve the GLD (41% gap); by the half-way point in the academic year, 29% of boys were then on-track, whilst 59% of girls were (30% gap). Whilst the gap is still large, it had diminished by 11% and was projected to diminish further by the end of the academic year. Y2: By the half-way point in the academic year <ul style="list-style-type: none"> Reading - 58% of boys were on-track to achieve at least the expected standard, whilst 72% of girls were (14% gap) Writing - 58% of boys were on-track to achieve at least the expected standard, whilst 66% of girls were (8% gap) Maths - 61% of boys were on-track to achieve at least the expected standard, whilst 72% of girls were (11% gap) <p>May 2021 <i>During the academic year 2020/2021, the COVID19 pandemic continued which meant that most pupils were not in school for approximately three months in the spring term due to a national lockdown. Statutory assessments were suspended, and so data for this academic year is unable to be compiled as a full year. Data is shown from baseline in September 2020 and again for the re-baseline assessment in April 2021 after return from lockdown:</i></p> <ul style="list-style-type: none"> YR: Overall, data suggests that after two terms although the gap has increased by 10.2% over the year, the overall gap is still less than the national average, which is one of the smallest gaps over recent years. <table border="1" data-bbox="1090 1110 1848 1297"> <thead> <tr> <th><i>On-Track for achieve GLD</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>15.4%</td> <td>36.0%</td> <td>+20.6%</td> </tr> <tr> <td>Girls</td> <td>20.6%</td> <td>51.4%</td> <td>+30.8%</td> </tr> <tr> <td>Gap</td> <td>5.2%</td> <td>15.4%</td> <td>+10.2%</td> </tr> </tbody> </table>	<i>On-Track for achieve GLD</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Boys	15.4%	36.0%	+20.6%	Girls	20.6%	51.4%	+30.8%	Gap	5.2%	15.4%	+10.2%
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			<p data-bbox="1086 248 2119 352"><i>Each YR cohort has been different so it is difficult to compare like-for-like closing of the gap year-on-year; however, each year, the gender gap diminishes compared to its previous/starting points.</i></p> <ul data-bbox="1086 392 2092 459" style="list-style-type: none"> • Y2: Overall, data suggests that after two terms although the gap has increased by slightly in English, but diminished in Maths. <table border="1" data-bbox="1086 496 2092 683"> <thead> <tr> <th><i>On-Track to achieve Expected standard: READING</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>55.2%</td> <td>55.2%</td> <td>0%</td> </tr> <tr> <td>Girls</td> <td>77.4%</td> <td>83.9%</td> <td>+6.5%</td> </tr> <tr> <td>Gap</td> <td>22.2%</td> <td>28.7%</td> <td>+6.5%</td> </tr> </tbody> </table> <table border="1" data-bbox="1086 719 2092 906"> <thead> <tr> <th><i>On-Track to achieve Expected standard: WRITING</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>55.2%</td> <td>55.2%</td> <td>0%</td> </tr> <tr> <td>Girls</td> <td>77.4%</td> <td>83.9%</td> <td>+6.5%</td> </tr> <tr> <td>Gap</td> <td>22.2%</td> <td>28.7%</td> <td>+6.5%</td> </tr> </tbody> </table> <table border="1" data-bbox="1086 943 2092 1161"> <thead> <tr> <th><i>On-Track to achieve Expected standard MATHS</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Boys</td> <td>69.0%</td> <td>75.9%</td> <td>+6.9%</td> </tr> <tr> <td>Girls</td> <td>87.1%</td> <td>90.3%</td> <td>+3.2%</td> </tr> <tr> <td>Gap</td> <td>18.1%</td> <td>14.4%</td> <td>-3.7%</td> </tr> </tbody> </table>	<i>On-Track to achieve Expected standard: READING</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Boys	55.2%	55.2%	0%	Girls	77.4%	83.9%	+6.5%	Gap	22.2%	28.7%	+6.5%	<i>On-Track to achieve Expected standard: WRITING</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Boys	55.2%	55.2%	0%	Girls	77.4%	83.9%	+6.5%	Gap	22.2%	28.7%	+6.5%	<i>On-Track to achieve Expected standard MATHS</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Boys	69.0%	75.9%	+6.9%	Girls	87.1%	90.3%	+3.2%	Gap	18.1%	14.4%	-3.7%
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<p>2a. Inclusion</p> <p>To diminish the gap in attainment and accelerate progress between those disadvantaged learners (eligible for Pupil Premium) and those non-disadvantaged learners.</p> <p>(this should be related to outcomes for a <u>small</u> pupil grouping in your school, as set out in section B above)</p>	<ul style="list-style-type: none"> In YR 2018, the gap between disadvantaged and non-disadvantaged children was 50.9% compared to a National Average of 17%; however, the group of children had very low starting points and have made better than expected progress across the year at 4.9 steps (4 steps being expected progress). Within this group of 15, there were 6 boys and 9 girls. In Y2 in 2018, only three pupils in in Year Two were eligible for Pupil Premium and so we are unable to comment on trends within this group for progress. However, 66% achieved a combined expected standard, and 33% achieved a combined greater depth standard. We have prioritised this because the academy receives significant additional funding per pupil eligible for Pupil Premium, and we have a duty to ensure we diminish the gap in attainment and progress between those disadvantaged and non-disadvantaged, to ensure equality of opportunity. 	<ul style="list-style-type: none"> SDP 17-18 SDP 18-19 SES 17-18 Year Group Data Published data for YR and Y2 DfE reports 	<p>July 2018</p> <ul style="list-style-type: none"> YR: Although there was a 59% gap between those disadvantaged and non-disadvantaged who achieved the GLD, at the start of the academic year none of the children eligible for Pupil Premium were on-track to achieve the GLD, compared with the 20% who achieved this at the end of the year, showing clear improvement and progress over time. However, a 59% gap is still far greater the National average of 17%. Y2: The gap closed the most where 66% of pupils eligible for Pupil Premium achieved the expected standard, against a cohort figure of 70%, and 33% achieved a greater depth combined standard. However, this is only three children who are disadvantaged, and so statistics are not representational of a group. <p>July 2019</p> <ul style="list-style-type: none"> YR: There were a total of 8 disadvantaged pupils this year, and 38% achieved the GLD, whilst 79% of non-disadvantaged achieved it, giving a 41% gap between those disadvantaged and non-disadvantaged who achieved the GLD. At the start of the academic year none of the children eligible for Pupil Premium were on-track to achieve the GLD and 63% of those disadvantaged were working significantly below age related expectations, compared with the 38% who achieved the GLD at the end of the year, showing clear improvement and progress over time. However, a 41% gap is still far greater the National average of 17%. The disadvantaged children made better than expected progress from very low starting points across the year at 4.9 steps (3 steps being expected progress). Y2: Only one child within Y2 was eligible for Pupil Premium in 2018/2019, and they achieved the expected standard. On this basis, we are unable to make comparisons due to the group size. <p>July 2020</p> <p><i>During the academic year 2019/2020, the COVID19 pandemic emerged which meant that most pupils were not in school for approximately three months, and some of them nearly six months. Statutory assessments were suspended, and so data for this academic year is unable to be compiled as a full year. Data is shown for the half-yearly point at February 2020 only.</i></p>

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			<ul style="list-style-type: none"> • YR: There were a total of 4 disadvantaged pupils this year and their data cannot be represented as a group due to small numbers giving statistical misrepresentation within the group. Although none of the children were on-track to achieve the GLD, upon entry to the school all of those pupils were working significantly below age related expectations and made accelerated progress from their individual starting points to try and catch up with their peers over the year through in-school support. • Y2: 21/60 (35%) of pupils were eligible for Pupil Premium in 2019/2020 in Y2, and the gap remained large in each subject area (as at spring 1 data predictions): <ul style="list-style-type: none"> ○ Reading – 33% of PPG children vs. 82% of non-PPG children were on-track to achieve the expected standard or better, giving a gap of 49%. ○ Writing – 33% of PPG children vs. 77% of non-PPG children were on-track to achieve the expected standard or better, giving a gap of 44%. ○ Maths - 43% of PPG children vs. 79% of non-PPG children were on-track to achieve the expected standard or better, giving a gap of 36%. <p><u>May 2021</u></p> <p><i>During the academic year 2020/2021, the COVID19 pandemic continued which meant that most pupils were not in school for approximately three months in the spring term due to a national lockdown. Statutory assessments were suspended, and so data for this academic year is unable to be compiled as a full year. Data is shown from baseline in September 2020 and again for the re-baseline assessment in April 2021 after return from lockdown:</i></p> <ul style="list-style-type: none"> • YR: Overall, data suggests that after two terms although the gap has increased by 11.6% over the year, the numbers of pupils who are disadvantaged who are now on-track have increased since the baseline where no pupil was on-track. <table border="1" data-bbox="1088 1219 1861 1441"> <thead> <tr> <th><i>On-Track for achieve GLD</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>0%</td> <td>18.2%</td> <td>+18.2%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>21.2%</td> <td>51%</td> <td>+29.8%</td> </tr> <tr> <td>Gap</td> <td>+21.2%</td> <td>+32.8%</td> <td>+11.6%</td> </tr> </tbody> </table>	<i>On-Track for achieve GLD</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Disadvantaged	0%	18.2%	+18.2%	Non-disadvantaged	21.2%	51%	+29.8%	Gap	+21.2%	+32.8%	+11.6%
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			<p>• Y2: Overall, data suggests that after two terms although the gap has increased by slightly in each subject area, but widened mostly in writing which coincides with the national lockdown and the area most difficult to undertake remotely.</p> <table border="1" data-bbox="1088 424 2094 611"> <thead> <tr> <th><i>On-Track to achieve Expected standard: READING</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>36.4%</td> <td>36.4%</td> <td>0%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>74.5%</td> <td>78.7%</td> <td>+4.2%</td> </tr> <tr> <td>Gap</td> <td>+38.1%</td> <td>+42.3%</td> <td>+4.2%</td> </tr> </tbody> </table> <table border="1" data-bbox="1088 647 2094 834"> <thead> <tr> <th><i>On-Track to achieve Expected standard: WRITING</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>27.3%</td> <td>36.4%</td> <td>+9.1%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>78.7%</td> <td>78.7%</td> <td>+0%</td> </tr> <tr> <td>Gap</td> <td>+51.4%</td> <td>+42.3%</td> <td>+9.1%</td> </tr> </tbody> </table> <table border="1" data-bbox="1088 871 2094 1091"> <thead> <tr> <th><i>On-Track to achieve Expected standard MATHS</i></th> <th><i>September 2020</i></th> <th><i>April 2021</i></th> <th><i>Change +/-</i></th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>45.5%</td> <td>54.5%</td> <td>+9%</td> </tr> <tr> <td>Non-disadvantaged</td> <td>87.2%</td> <td>89.4%</td> <td>+2.2%</td> </tr> <tr> <td>Gap</td> <td>+41.7%</td> <td>+34.9%</td> <td>+6.8%</td> </tr> </tbody> </table> <p><i>Each YR and Y2 cohort has been different so it is difficult to compare like-for-like for disadvantaged pupils' year-on-year because of the size of numbers and context of pupils; however, each year, the disadvantaged attainment gap diminishes compared to its starting points but is still an area of focus for the whole in comparison with outcomes comparing disadvantaged and non-disadvantaged.</i></p>	<i>On-Track to achieve Expected standard: READING</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Disadvantaged	36.4%	36.4%	0%	Non-disadvantaged	74.5%	78.7%	+4.2%	Gap	+38.1%	+42.3%	+4.2%	<i>On-Track to achieve Expected standard: WRITING</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Disadvantaged	27.3%	36.4%	+9.1%	Non-disadvantaged	78.7%	78.7%	+0%	Gap	+51.4%	+42.3%	+9.1%	<i>On-Track to achieve Expected standard MATHS</i>	<i>September 2020</i>	<i>April 2021</i>	<i>Change +/-</i>	Disadvantaged	45.5%	54.5%	+9%	Non-disadvantaged	87.2%	89.4%	+2.2%	Gap	+41.7%	+34.9%	+6.8%
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Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
<p>2b. Inclusion</p> <p>To accelerate progress between for those learners with specific learning difficulties in Literacy and maths (SpLD) and those non-SEND learners through Quality First Teaching.</p> <p>(this should be related to outcomes for a <u>small</u> pupil grouping in your school, as set out in section B above)</p>	<ul style="list-style-type: none"> • There is a growing number of pupils with SEND who have or are in the process of being diagnosed with specific learning difficulties in Literacy or Maths. Typically, these are dyslexia or dyscalculia. • There is little external provision or support for children with SpLD, and the main focus is through quality first teaching and classroom adjustments as necessary (such as use of coloured overlays, over-learning and use of writing frames etc.) • Because of other high levels of SEND need within the academy, some children with SpLD may be at risk of falling behind because their progress and support is not closely monitored and not enough is done to support the closing of their achievement gap. 	<ul style="list-style-type: none"> • SDP 20-21 • SES 21-21 • SEN register 	<p>THIS IS A NEW TARGET, EFFECTIVE FROM SEPTEMBER 2019.</p> <p>Strategies to be implemented:</p> <ul style="list-style-type: none"> • Whole staff training and resources to support those pupils with SpLD • SENCo monitoring of children with SpLD • Use of Cognition and Learning SEN team within Local Authority • Use of Specialist Teaching Service (STS) to provide further strategies and support <p><i>Overall, good progress has been made with this objective, in the time given during 2019/2020 when the school was shut between April and June and in 2020/2021 when the school was shut between January and March. Key points to note of outcomes so far:</i></p> <ul style="list-style-type: none"> • Cognition and learning team has been used to support individual children across the school with strategies and support, which has also benefited other children with good practice • Training has been providing for education-based staff to support those pupils with SpLD, through interventions, whole-class teaching strategies and personalised in-class support where necessary • Monitoring demonstrates that a greater number of pupils are accessing quality first teaching who experience SpLD using the additional resources and adjustments implemented. • Monitoring demonstrates that learners with SpLD are able to make better progress with adjustments to their quality first teaching, leading to improved outcomes for this group of pupils overall. <p>This target will continue into the new academic year to allow further time for progress and impact.</p>

Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
<p>3. Academy community</p> <p>To develop wider partnerships with the local area in order that those of different faith, belief, culture and characteristics are invited to share their experiences and knowledge.</p> <p>(this should be related to something wider than pupil outcomes, as set out in section B above).</p>	<ul style="list-style-type: none"> • The majority of children in the academy are white British and there are a lack of other faiths/cultures on which to draw-upon. • The academy knows it must provide religious education which is predominantly Christian and worship which is broadly of a Christian nature, but wishes to further explore other faiths, beliefs and backgrounds as part of its diversity. • There appears a lack of local diversity or willingness upon which to draw upon and work with the school to promote wider diversity (e.g. local Rabbi, Imam) • We have prioritised this because our children need to develop broader understanding. 	<ul style="list-style-type: none"> • SDP 20-21 • SDP 20-21 • SES 20-21 • DfE reports • Parent Forum minutes • Parent Survey results 	<p><u>July 2018</u></p> <ul style="list-style-type: none"> • The academy held a ‘Global Diversity Week’ in May 2018 in order to further promote other world faiths, beliefs and cultures. This was extremely positive, with children having many additional curriculum opportunities, such as African drumming and dance workshops. • The academy pursued contacting the local Imam in order that they come into assemblies to talk with the children. • The academy looked at taking the children to visit a range of places of worship, including a synagogue, a mosque and a Gurdwara. They successfully visited a Church. • The academy sought to use the local community to invite in to support with developing the sharing of experiences and knowledge of other faiths and beliefs. • The academy ensured full coverage of other faiths within its curriculum maps for RE. <p><u>July 2019</u></p> <ul style="list-style-type: none"> • The academy held another successful ‘Global Diversity Week’ in May 2019 in order to further promote other world faiths, beliefs and cultures. Again, extremely positive, with children having many additional curriculum opportunities, such as dance workshops and story-telling workshops based on the country and culture. • The academy invited a representative from the humanist society to talk to the children during assembly about their beliefs. • The academy has planned trips to various places of worship for the following academic year. • The academy continues to seek to use the local community to invite in to support with developing the sharing of experiences and knowledge of other faiths and beliefs. • The academy continues to ensure full coverage of other faiths within its curriculum maps for RE. <p><u>2020/2021</u></p> <ul style="list-style-type: none"> • Much of the school’s plans for this area were postponed due to COVID19, and this limited visitors and speakers to the school who could share their experience.

Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
			<ul style="list-style-type: none"> • Plans were in place to visit different places of worship including a synagogue, mosque and a temple. • Efforts have been continued to be made to get more people of different faiths and those of none into the school to work with the pupils and share their experiences. <p><i>Overall, good progress is being made in this area as the school community is established and this now needs to continue into the next academic year, following the COVID19 pandemic which stopped many plans from happening.</i></p>