



Equality Data and Objectives

To be Reviewed November 23
Date of Next Review September 27

EQUALITY OBJECTIVES

WELCOME TO WOODSIDE PRIMARY SCHOOL

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

215 Pupils in total

- What information on pupils is collected by protected characteristics?

The following information was correct as of September 23:

Ethnic Categories							
White British	205	White & Black Caribbean	3	Indian	0	Any Other Black Background	0
Irish	0	White & Asian	1	Pakistani	0	Refugee	0
Any other white background	5	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	1	Any other Asian background	0	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	0
White European	0	Any other Chinese background	0	Black African	0	Information Not Obtained	0

Disability Categories

Not Collected	0	Needs Medication	0
No disability	38	Speech and Language	15
Mobility	0	Hearing Impairment	0
Hand Function	0	Visual Impairment	0
Personal Care	2	ASD/ADHD	12
Eating and Drinking	0	Other Disability / Health	0

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	82	177
SEN without a statement/EHC Plan	16	35
SEN with a statement/EHC Plan	1	3

Gender	
Girls	109
Boys	106

Deprivation	Number	Percentage
Pupil Premium*	47	22%
Non-Pupil Premium	168	78%

*Any pupil in receipt of Free School Meals at any time during the last 6 years

No Information was available on the following protected characteristics which are not relevant to the Primary Age Range:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender as the question had never been asked as it was not appropriate to the Primary age range.
- **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 as it was not appropriate to the Primary age range.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g school councils,

Following our analysis, we have developed four Equality Objectives in order to meet the following requirements of the Equality Act:

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity, between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it

Objective 1: Attendance

Equality Objective	To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.
Why	School attendance had reached 95% last academic year after being in the bottom 20% of the country the previous year where whole school attendance had fallen significantly which if allowed to continue would impact on pupil's ability to make progress. Whilst there has been improvements last academic year, this is something that needs further continuation.
How	<p>The deployment of a school attendance officer- CSAWS and Family Support Worker/Senco Assistant promotes positive relationships with parents and carers within the school community.</p> <p>Weekly attendance monitoring, concern letters, meetings with parents and if necessary, fines. The use of positive rewards gives recognition to pupils with good attendance.</p>
Outcome	Whole School Attendance reaches the school target of 97%.

Objective 2: Attainment

Equality Objective	To continue to close the gap between disadvantaged pupils and non-disadvantaged pupils in reading.
Why	The gap between disadvantaged and non-disadvantaged pupils in reading and writing needs to be addressed.
How	<p>A whole school focus on reading and writing is prioritised across the curriculum to ensure the best outcomes in all areas of learning. This, alongside the provision of high-quality staff CPD, ensures the most effective, current practice occurs in the teaching of reading. Where pupils are not attaining age-related expectations, targeted interventions are used to address identified gaps leading to accelerated progress.</p> <p>The reading for pleasure agenda, and pupils' access to high-quality texts is upheld through the provision of high quality, age-appropriate books stored in class for pupils to access both at home and school, thus ensuring that all pupils, regardless of background or circumstance have access to these.</p>
Outcome	The gap in performance will be narrowed with the majority of our pupils achieving ARE in reading by the end of Key Stage 2, thus giving our disadvantaged pupils the best chance of academic success at secondary school.

Objective 3: Understanding and Valuing Diversity

Equality Objective	To increase understanding of equality, diversity and inclusion by the whole school community including SLT, governors, staff, pupils and parents.
Why	The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health. There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the needs of neurodiverse pupils.
How	<p>CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils.</p> <p>Sharply focused SEMH interventions are used to support individuals' specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves in order for them to develop strategies to enable them to engage successfully and happily in school and the wider community.</p> <p>Parents are kept informed about the children's learning in relation to the school values via displays, the school newsletter and parents' evenings.</p>
Outcome	<p>Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs.</p> <p>The whole school community, including staff, pupils and parents show respect and understanding to others.</p>

Objective 4: Prejudice

Equality Objective	To educate pupils in relation to their understanding of prejudice and inequality in all its forms.
Why	There have been a few incidents in school in the last year particularly, involving the use of prejudice language linked predominantly to the protected characteristics of race and sexuality. As well as this there have been comments made about this from parents and other members of the community in the village.
How	<p>Implementation of carefully designed PSHE/RSE and Religious Education curriculums deepen pupils' understanding of differences within our community and teach them to value these.</p> <p>The school values promote a shared understanding of the importance of positive relationships in all aspects of school life and the wider communities to which children belong.</p>
Outcome	To eradicate incidents of prejudice behaviour from pupils, parents and other members of the community – this is shown through a reduced number of incidents logged on the school's reporting system.

Objective 5: Race and Religion

Equality Objective	To use the curriculum to find out about different religions and cultures and celebrate diversity.
Why	Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups.
How	<p>In order to address and celebrate our cultural diversity we will continue to deliver a PSHE/RSE Programme which explores and values cultural difference. This, alongside a robust RE syllabus which incorporates the use of both visitors and visits to different places of worship, as part of our school curriculum activities, will develop a deep understanding of other cultures.</p> <p>The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We actively aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.</p>
Outcome	<p>Pupils will progressively develop their understanding of, and empathy for, people from different regions, races, religions and cultures.</p> <p>The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of racial equality.</p>

Evaluating Impact

We will engage with our school community to ensure the objectives identified are the most appropriate given the needs of the school at the current time. The Local Academy Board will monitor progress on all Equality Objectives.