

Date: October 2023

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Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to-

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and(b)promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

Date last reviewed: October 2023

Age

- In EYFS (aged 4 and 5) there has been a focus on addressing their social and emotional needs to prepare for year 1 curriculum (aged 5 and 6)
- We have previously worked with a local secondary academy to provide a summer school to support transition of our new year 6 pupils (aged 10 and 11) to prepare for secondary education.

Disability

- The academy is working towards achieving the Equality, Diversity and Inclusion Quality Mark.
- In making reasonable adjustments to support pupils with a variety SEND needs.

Gender re-assignment

0

Marriage and Civil Partnership

0	As part of our PSHE curriculum pupils have an opportunity to cover relationships and marriage and different types of family
Pregr	ancy & Maternity
0	We have updated our RSE policy in light of the revised Government guidance.
Race	
0	We have used the GAT Equity, Diversity & Inclusion guidance (EDI) to increase the diversity of texts used across the curriculum.
Religi	on or Belief
0	We continue to develop our links with local religious leaders and invite them into school.
0	We continue to teach children about different religions via our RE curriculum which is aligned to SACRE.
Sex	
0	We have set up a 'Girls Active group to focus on engagement of girls in sport across the school.
Sexua	al Orientation
0	We have displays in communal awareness to raise awareness and celebrate differences and diversity.
0	As part of our PSHE curriculum pupils have an opportunity to cover relationships and marriage and different types of family

Part B- Statistical data (annual review of data)

- Date last reviewed:
- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

Cohort profile (as included in GAT outcomes reports)

*%Boys *%Girls *%SEND overall *%SEND SENK **SEND EHCP *%Disadvantage *%Non-disadvantage *% White British *% Non-white British/other Pupil Numbers

	Year N1		Year N2		Year R		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		All Year	8
Pupils of this school		1		18		30		30		30		28		30		29		29		225
Male			38.89%	7	50.00%	15	60.00%	18	56.67%	17	53.57%	15	50.00%	15	58.62%	17	51.72%	15	52.89%	119
Female	100%	1	61.11%	11	50.00%	15	40.00%	12	43.33%	13	46.43%	13	50.00%	15	41.38%	12	48.28%	14	47.11%	106
Free School Meals					3.33%	1	26.67%	8	43.33%	13	21.43%	6	23.33%	7	41.38%	12	37.93%	11	25.78%	58
Englishas Additional Language			22.22%	4	40.00%	12	43.33%	13	43.33%	13	39.29%	11	56.67%	17	34.48%	10	41.38%	12	40.89%	92
Pupil Premium							26.67%	8	43.33%	13	21.43%	6	23.33%	7	41.38%	12	37.93%	11	25.33%	57
Medical Condition			22.22%	4	10.00%	3	26.67%	8	10.00%	3	21.43%	6	23.33%	7	31.03%	9	13.79%	4	19.56%	44
Service Children															3.45%	1			0.44%	1
SEN Needs			5.56%	1	6.67%	2	30.00%	9	26.67%	8	21.43%	6	26.67%	8	20.69%	6	17.24%	5	20.00%	45
SEN Status			5.56%	1	6.67%	2	30.00%	9	26.67%	8	21.43%	6	26.67%	8	13.79%	4	13.79%	4	18.67%	42

SEND and non-SEND information

*achievement *attendance *exclusions

P	upils with SEND)											
	Well below 📒 Just below 📒	Expected Above	No data										
Reading 12 pupils · Average: BLW	24	6	11 1										
Writing 2 pupils · Average: BLW	26	7	8 1										
Maths 12 pupils · Average: BLW	21	10	8 2 1										
P	upils without SI	END											
	Well below 📕 Just below 📕	Expected Above	No data										
Reading 32 pupils - Average: EXS	22		32				79				21	8	
Writing 52 pupils · Average: EXS	21		42				84	4			7	8	
Maths 62 pupils - Average: EXS	19		38				86				12	7	
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	ys ell below 📕 Just below 📕 i	Expected Above	No data										
Reading		33			25			37			10		1
pupils · Average: INT Writing												Ť	
pupils · Average: INT		36			28				38			3 6	
Maths pupils · Average: INT	26			29				42			9	5	
Gir	ls												
	ell below 📕 Just below 📕 I	Expected 📕 Above 🔳	No data										
Reading oupils · Average: EXS										2			
	13	13			5	53				5			
Writing	13	13 21			5	53			4	3			
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Part C- Equality Objectives (4-yearly priorities)

 Readily available data/information within your academy should be used to help shape these

Date objectives set:

N)

Objective	Actions	Who	By when	Commentary of progress (yearly)									
Leadership of our pupil's & people													
To address any knowledge gaps of staff to support and	Implement a CPD programme to enable all staff to know how	Principal	July 2026	End of year 1 progress summary									
understand protected characteristics.	to recognise concerns and respond appropriately.			End of year 2 progress summary									
				End of year 3 progress summary									
				End of year 4 progress summary									
•	or our pupils & people												
To further increase pupil knowledge and	Ongoing curriculum development and refinement.	All staff	July 2026	End of year 1 progress summary									
understanding of diversity in the local community and	Implementation of assembly programme.			End of year 2 progress summary									
modern Britain.				End of year 3 progress summary									
				End of year 4 progress summary									
•	t of our pupils & people	r	ſ										
To continue to support the development of pupil	To further develop opportunities for pupils to	All staff	July 2026	End of year 1 progress summary									
aspirations and skills in preparation for life in	interact with and learn about a wide variety of aspects of the			End of year 2 progress summary									
modern Britain	world of work.			End of year 3 progress summary									
	To continue to embed the teaching of key life skills (Skills			End of year 4 progress summary									
	Builder) needed to succeed in the world of work.												
Behaviour & Attitudes	s of our pupils & people												
To reduce the number of	To continue to ensure the	SENDCo &	July 2026	End of year 1 progress summary									
suspensions of SEND pupils.	necessary support is in place for pupils with complex SEMH needs.	Principal		End of year 2 progress summary									
				End of year 3 progress summary									
				End of year 4 progress summary									