



DEBDEN CHURCH OF ENGLAND PRIMARY ACADEMY

Equality Information and Objectives 2021-22 - Review

Debden Primary Academy Equality Information	
Number of Pupils	109 - Boys 47.7%, Girls 52.3%
Number of Staff (those based onsite only)	18 - Male 5.6%, Female 94.4%
Number of Governors	10 - Male 50%, Female 50%
Religion	Church of England – Voluntary Controlled
Mobility	50.4% of children are from service families, meaning that the school has higher than average mobility. In the last academic year, 19 children joined the school mid-year and 4 children left the school mid-year.
FSM	4 (3.7%)
English as an Additional Language	5 (4.6%)
Ethnicity	88.1% White British 4.6% Asian/ Asian British 2.8% Black African 4.5% Other Ethnicities
SEND	Total: 14 (12.8%) EHCP: 2 (1.8%) SEND Support: 12 (11%)
Average Attendance	95.43%

Equality Objective 1
Disadvantaged pupils make progress in line with or better than their peers.
Actions:
<ol style="list-style-type: none"> 1. Assessment lead maintains an overview of provision for disadvantaged pupils; 2. SENCO to review interventions and their impact January and June; 3. Class teachers to report on class-based interventions taking place for disadvantaged pupils – termly; 4. Access will be provided to Learning Mentor, Intervention Tutor and Art / Play Therapists.
Outcomes:
<p>Progress made will be assessed at SMT termly pupil progress reviews</p> <p>Progress will be measured against non-disadvantaged children – January and June</p> <p>Progress made will be used in evaluating the effectiveness of intervention programmes for disadvantaged pupils – January and June</p>
Review date: June 2022
<p>READING: -PIRA assessments of reading show that 75% of FSM children made at least the expected rate of progress, and 50% of children made above expected progress across 2021-22. -78.5% of SEND children made at least the expected rate of progress and 21.4% of SEND children made above the expected rate of progress. -This compares to 81.6% of all children making at least the expected progress and 29.3% of children making above expected progress across the whole school.</p> <p>MATHS: -PUMA assessments of maths show that 100% of FSM children made at least the expected rate of progress and 75% of children made above expected progress across 2021-22. -71.4% of SEND children made at least the expected rate of progress and 21.4% of SEND children made above the expected rate of progress.</p>

-This compares to 81.6% of all children making at least the expected progress and 22.9% of children making above expected progress across the whole school.

WRITING: -In writing, teacher assessments show that 75% of FSM children made at least the expected rate of progress and 50% of children made above expected progress across 2021-22.

-78.5% of SEND children made at least the expected rate of progress and 14.2% of SEND children made above the expected rate of progress.

-This compares to 80.7% of all children making at least the expected progress and 22% of children making above expected progress across the whole school.

-There are no discernible differences between the progress rates of different ethnicities across the school (the numbers are too small to compare different ethnicities, and there is no significant difference between the progress of White British children and other ethnicities combined).

RAG RATING: Green

Equality Objective 2

All pupils within school continue to have equal access to learning.

Actions:

1. All staff to be made aware of any barriers to learning that any pupil may have;
2. SENCO to obtain resources advice from external agencies when required.
3. Access will be provided to Learning Mentors, Intervention Tutor and Art / Play Therapist.

Outcomes:

Potential barriers to learning are identified & supported

Lessons are stimulating and engaging

Different learning styles are catered for

Resources are appropriate and do not increase / create barriers

All children make good rates of progress – June

Review date: June 2022

-Potential barriers to learning are identified by class teachers and LSAs and are reported to our learning mentor, who supports the children to overcome these barriers.

-Learning monitoring reports compliment the stimulating and engaging nature of lessons, and SEND monitoring visits demonstrate that teachers are utilising high quality teaching strategies within lessons. Where this was not the case, training was provided and follow up monitoring took place.

-Identified disadvantaged children received additional tuition (using the catch-up funding grants) in 2021-22, and most (but not all) of these children made stronger progress than they did in prior years as a result (see the school-led tuition report).

-Whilst the attainment of girls is higher than boys, there was no significant difference between the progress of girls and the progress of boys across 2021-22.

-Across all core subjects, the progress of service children was more polarised. For example, in reading, 33% of service children made above expected progress (higher than the whole school average), but also 24% of these children made below expected progress. There was a similar pattern in maths, in which 37% of children made above expected progress and 26% made below expected progress. We are exploring the potential reasons for this trend. Service children have been arriving at the school with lower attainment rates than their peers (see the service premium report) and

-For FSM, SEND and ethnicities progress comparison see above – all make comparative rates of progress considering their starting points as other children at the school.

RAG RATING: Amber

Equality Objective 3

Effective transitions in place for pupils joining the school mid-year/ mid-phase.

Actions:

1. Review induction processes and prospectus/handbook
2. Ensure that pupils feel supported
3. Pupil premium is used to support children where appropriate
4. The school will communicate effectively with parents of new pupils to facilitate positive partnerships

Outcomes:

Student surveys demonstrate an improvement in attitudes to learning and support received
Positive feedback from families of new families demonstrate positive impact
There are no misconceptions of any groups / individuals being unable to access learning
Pupil premium funds are used effectively.

Review date: June 2022 (additional detail added in October 2022)

-Transition processes solidified. All in-year arrivals are assessed using PUMA, PIRA, writing example, book band level, reading and spelling of high frequency words within the first 3 weeks.

-See pupil premium review for allocation of funds.

-Student surveys (October 2022) reveal that 87% of children across the school remark positively on their attitude to learning (e.g. did not disagree or strongly disagree with the statement 'I enjoy learning.'

-The same surveys revealed that 96% of students think that the school 'looks after my wellbeing' and that 'there is an adult I can talk to if something is worrying me.

-The school meets with new parents upon arrival, but we need to work further to ensure that a meeting is set up after the child's first few weeks in school.

RAG RATING: Amber

Equality Objective 4

To ensure that attitudes towards diversity and equality are enhanced throughout the curriculum.

Actions:

1. Curriculum review reveals opportunities for enabling students to understand and apply diversity and equality
2. Collective worship includes themes on celebrating differences, compassion and respect
3. Visual imagery is representative of our modern diverse society.
4. Develop the PSHE curriculum explicitly to ensure a deeper understanding of equality and diversity
5. Recognise events that celebrate diversity and equality – e.g. Martin Luther King Day

Outcomes:

Children demonstrate positive attitudes towards others
Books demonstrate evidence of children learning about diversity and equality
Student surveys and feedback will recognise this progress
Collective Worship overview demonstrates themes organised throughout the year.
School Council / pupil feedback will recognise this progress.

Review date: June 2022 (additional detail added in October 2022)

- Behaviour incidents fell once again in 21-22 (see behaviour analysis).
- PSHE further developed. Components of 'Me and My Relationships', 'Rights and Responsibilities' and 'Being My Best' all contain aspects of teaching equality and diversity.
- Student surveys (October 2022) show that almost all students 'strongly agree' or 'agree' that they enjoy school, that they feel safe in school, that their teachers give them work that challenges them and that behaviour in lessons is good.
- Feedback from numerous external sources (see reports) suggests that children learn in 'calm' and 'purposeful' learning environments.
- Celebrating Differences, compassion and respect all taught through collective worship for a period of 4 weeks each in 2021-22.
- Events through the year celebrated: Martin Luther King Day, Black History Month, International Women's Day, Autism Awareness Day, etc.

RAG RATING: Green