





North Heath Community Primary School  
Single Equality Scheme  
2021 – 2025

This document is intended to replace/cover the following:

-  Race Policy and action plan
-  Disability Equality Scheme and action plan, inclusive of an Accessibility Plan
-  Gender Equality Scheme and action plan
-  Equal Opportunities Policy that covers:
  - Sexual orientation
  - Age
  - Religion or belief
  - A strategy for promoting community cohesion

It is still a requirement to have an Accessibility Plan.

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

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If you have any comments about our Scheme please contact us.

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This Single Equality Scheme is designed to bring together the school's approach to promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with our school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and local organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children.

M J Gildea  
Headteacher

C Coles  
Chair of Governors

Current Equalities Objective(s):

- **To narrow the gap in attainment of between boys and girls in mathematics and writing**
- **To ensure the progress of vulnerable groups, including FSM (free school meals), across the school following Covid lockdown**

## **1. What is the Single Equality Scheme and Action Plan?**

This Single Equality Scheme (SES) and action plan covers a 4 year period from 2021 to 2025. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities **regarding** the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Governors and will cover activity undertaken in relation to the six equality strands (Race equality, Disability equality & Access, Gender equality, Age, sexual orientation, religion and belief) and promoting community cohesion.

## **2. Meeting our duties**

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

### **Race equality**

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

We follow the Local Authority Procedures for dealing with racist actions or any form of discrimination.

### **Disability equality**

The general duty to promote disability equality is owed to all disabled people, so we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people

5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### **Accessibility (see also Accessibility Plan)**

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

### **Gender equality**

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys

### **Community cohesion**

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socioeconomic groups.

### **Age, sexual orientation, religion and belief**

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

To help meet the Equalities Duty, the school will follow the procedures outlined in West Sussex's Schools' HR Guide for any further matters relating to Human Resources.

### 3 Our school aims and core values

The schools Vision/ Values statement also reflects our aim to promote equality

#### MISSION STATEMENT

Working together, we enjoy and achieve.

#### INTELLECTUAL LEARNING

North Heath Community Primary School aims to support, challenge and motivate its pupils to achieve within the framework of a comprehensive curriculum. We aim to build on skills and knowledge, and through planned activities, experiences and creativity, develop and maximise their potential.

#### SOCIAL LEARNING

Our aim is for pupils to care and have respect for themselves and to care and respect others irrespective of their gender, disability, social standing, religion colour or race.

Our aim is to foster respect for their environment and property, and promote economic understanding and give pupils a voice, so supporting them to become good citizens.

#### PHYSICAL LEARNING

We aim to provide indoor and outdoor activities and opportunities to develop pupils' co-ordination, promoting the importance of a healthy lifestyle including exercise, diet, co-operation and sportsmanship.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understood each of the **protected characteristics**, and what they mean in terms of an individual's experience and opportunities; each characteristic is an experience rather than a condition. For example, a person with a physical impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

In addition, the following agreed core values that underpin all teaching and learning at our school have been agreed:-

ENJOYMENT      RESPECT      HAPPINESS

ACHIEVEMENT      COOPERATION

KNOWING YOURSELF

LEARNING FOR LIFE

We aim to:

1. develop an enjoyment of learning
2. make every individual feel valued and respected
3. have a happy and positive ethos which encourages the celebration of all achievement
4. provide a safe and inclusive environment that encourages everyone to reach their full potential
5. communicate effectively and collaborate through positive partnerships and teamwork within and beyond the school
6. develop self-awareness and lifelong learning skills

#### **4. Our school's context**

North Heath Community Primary School is a large school in a town location. It serves a sector of mixed housing, ranging from social priority dwellings and women's refuges to detached houses.

We aim to provide an excellent education across the whole curriculum to all pupils in a stimulating and encouraging way. We work hard with parents and other agencies as a community school to achieve high standards of behaviour, social responsibility and academic achievement for all pupils. Staffing is stable – there were no changes in teachers from 2022/3 to 2023/4. Numbers on role are high and maintained – usually around 400, **though YR 2023 has a dip due to low birth-rate.**

Initial assessments completed in the first 6 weeks of pupils starting school in Reception classes show that cohorts are predominantly confident though there is an increasing need to manage social communication skills and delays in speech and language. The impact of Covid on the Good Level of Development of the 2020/21 and 2021/22 **YR cohorts is still notable in their ongoing attainment.**

In **Mathematics** most children recognise numerals 1 - 10 but have little understanding of numerical value. They can recognise common 2D shapes and use simple positional language.

In **English** many children will respond appropriately to an adult question using a simple sentence and start learning phonics straight away.

In **PSHE** many children show initiative, play imaginatively and co-operate with each other and take turns, though it is evident that more input is required in this area than previously.

By and large, deprivation is more to do with working parents having less time to spend with their children, though widespread and serious lack of money is increasing, as evident by the financial support that has been necessary for swimming and residential trips.

In April **2011** pupil premium monies was devolved to support just **4** pupils. In **2013** it rose to **16**. It rose gradually to reach **39** pupils receiving funding through **2016 to 2017**, though reduced to **fewer than 20** by the start of the **2019** academic year. Part of the rises seen were due to a change in the previous designation to Ever 6 entitlement. By the start of the **2020** academic year, the number had risen to **26** and we are monitoring this carefully in response to furloughing and the impact of Covid-19. By the end of September **2021**, pupil premium numbers had risen again to **36**. By September 2022, pupil premium numbers were **34**. **In September 2023, pupil premium number remained at 34.**

### **Pupils on roll with SEN Provision in October 2019 to 2023**

<b>SEN Provision</b>	<b>Sept 19</b>	<b>Sept 20</b>	<b>Sept 21</b>	<b>Sept 22</b>	<b>Sept 23</b>
SEN Provision - EHCP	4	3	4	3	4
SEN Provision - SEN support (code K)	41	38	35	35	38
Total number of pupils with SEN (codes E, S and K)	45	41	39	38	42
No special educational needs (code N)	350	349	356	369	358
Total pupils on roll	395	390	395	407	400

### **September 2023**











	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year R</b>	<b>Total</b>
<b>Any other Asian background</b>		2		1	2		1	6
<b>Any other White background</b>	2	2	1	2	3	2		12
<b>Any other ethnic group</b>	1	1	2	1	1			6
<b>Any other mixed background</b>	1	3		2		2	2	10
<b>Bangladeshi</b>		2	1	1	1			5
<b>Black - African</b>		1	1		1	1		4
<b>Black Caribbean</b>			1		1			2
<b>Indian</b>		2	2		1	1	1	7
<b>Pakistani</b>	1				1	1		3
<b>Refused</b>								0
<b>White - British</b>	47	42	49	51	41	51	37	318
<b>White and Asian</b>	4	1	1	2	1	3	2	14
<b>White and Black African</b>	3	2	2	1	1	1		10
<b>White and Black Caribbean</b>		2					1	3
<b>Total</b>	59	60	60	61	54	62	44	400

## **5. Collecting and analysing equality information for pupils at North Heath Community Primary School**





North Heath Community Primary School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.



We collect and analyse the following equality information for our pupils/students:

-  Attainment levels
-  Progress levels
-  Attendance levels
-  Exclusions
-  Attendance at Extended School activities/extra-curricular activities (eg school trips)
-  Complaints of bullying and harassment
-  Racist/Hate Incidents
-  Participation in the School Council
-  Attendance at Parents' Evenings
-  Wellbeing Surveys

**We have identified the following issues from this information-gathering exercise:**








-  Progress and attainment of girls in mathematics
-  Progress and attainment of boys in writing
-  Attainment of pupil premium groups across the school
-  Attainment and progress for all pupils following lockdown

## **6. Collecting and analysing equality information for employment and governance at North Heath Community Primary School**

North Heath Community Primary School is committed to providing a working environment free from discrimination, victimisation, and harassment.

We also aim to fairly recruit an appropriately experienced and qualified workforce and a governing body that is representative of all sections of the community in order to provide a service that respects and responds to the needs of our local population.

We collect and analyse the following information for our staff and governors:

-  Applicants for employment (via local authority recruitment forms)
-  Staff profile
-  Governing body profile
-  Attendance on staff training events
-  Disciplinary and grievance cases - if any
-  Staff performance management
-  Staff wellbeing and alignment surveys

### **September 2023**

There are **22** teachers, **19** female and **3** male. There are **17** female adults with Classroom Assistant responsibilities. The site manager is male, as is one other adult with site responsibilities, and the headteacher. **20** female staff have







midday meals responsibilities, 8 female staff have cleaning responsibilities. 3 female staff members represent the admin team

We currently have 9 governors and are actively pursuing interest through the one-stop shop and other routes. 6 governors are female and 3 are male.

## **7. Consultation and involving people**



We aim to involve pupils, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme and action plan. This will help to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and action plan.

Examples include:

-  Discussions at School Council
-  Contact with parent/carers/community focus group representing a range of protected characteristics
-  Discussions at staff meetings
-  Discussions at governing body meetings
-  Contact with local community groups
-  Contact with local community activities

## **From 2017 we identified the following issues from this information-gathering exercise:**

The need to:

-  Publicise and take comments on this scheme from the school and local community
-  Update staff knowledge about their statutory duties in relation to race, disability and gender and promoting community cohesion

## **8. What we have achieved so far – this section details what we have achieved so far in relation to the equality duties and celebrating the outcomes.**

There are no vulnerable groups for attendance. Attendance overall was around 97% in 2017 – 18 and 2018 – 19. There was no overall figure for 2019 – 20 due to lockdown and partial closure, but overall attendance was above 97% for 2020 – 21 and remained good through 2021-22. **Our overall attendance for 2022-3 was 95.9% vs 94.0% national. Attendance for year groups ranged from 95.3% to 97.0%. Persistent absence was 6.9% compared to 17.1% national.**

## Race equality

From Autumn 2022 to Summer 2023, there were 4 recorded racist incidents, all of which were rigorously followed up with children and families. **One of these incidents was during after school provision elsewhere.** The School Ethos and multicultural elements in the curriculum, ensure that similarities and differences are celebrated above and beyond the core curriculum.

## Disability equality & Accessibility

Minor adjustments were made to the duties of 1 staff member in 2020 following a phased return to support them. Seating and new desks have been purchased for all teachers where required and we have redesigned the library. Adjustments to classroom organisation, staffing and the timing of movements enabled full access to the curriculum and play for any injured pupils. Additional first aid stations outside have reduced movement around the site. 2021 – 22 provision has included laptop risers, CleverTouch technology, larger screens for split document work, and display units with variable heights.

Special arrangements were not necessary for SATS as they did not take place in May 2020 or May 2021. Arrangements for visual impairment were made for 2021-22 for KS1 sats. **Training for auditory impairment took place in 2023 and is ongoing.**

If we foresee that mobility or accessing the curriculum could be an issue for staff or a pupil, action will be taken. We recognise that whilst our classrooms in the main building are fully accessible, access to the mobiles could be an issue. For example:

- In 2015 we attended to accessibility issues related to a mobile hut, a playgroup and one of our entrances
- In 2017 – 18 new fencing and more play space on the top playground improved accessibility further
- In the Summer of 2019 there was a focus on transition arrangements for SEN pupils and those with sight specific needs
- In 2020 we considered the placement of one class to include a pupil with progressively widening needs and we started the year over-staffed to help pupils settle in and implement catch – up interventions from the start of the academic year
- In 2021 the bin shed was removed from the front play space
- In 2022 a retaining wall was built to hold back soil and reduce slipping
- In 2022 many sinks were replaced with some double sinks at different heights in the infants
- **In 2023 the YR outdoor learning project will ensure accessibility is improved to that area. The pathway works to the playgroup helped access too.**

## **Gender equality**

We closely monitor the performance and attainment of boys and girls at the school, as well as all groups (see later review section). Our single equality targets reflect the outcomes of this analysis. Governors reflect on their own profile before recruitment.

## **Age**

This applies to staff/adults not children. Age is not seen as a barrier. Staffing is based on the needs of our pupils and the professional ability of our staff to deliver appropriate provision. We recruited 1 Early Careers Teacher for September 2022. Governors are involved in the recruitment process for senior roles.

Some elements of a child's involvement in school discussions is developmental, however there is representation on our School Council from children of all ages. The School Council meets regularly and is supported by a member of staff. They disseminate discussions and decisions via class councils, whole school assemblies and contributions to the school newsletter. As children progress through the school they begin to gain responsibilities. These encourage children to become fully involved in the life of the school and to gain an understanding of what it means to be an active member of a community. Junior pupils also represent their year groups on a Gallery Council.

## **Sexual orientation**

We do not discriminate on these grounds and we will take action to eliminate discrimination and harassment for any equality area.

To help meet the Equalities Duty, the school follows the procedures outlined in West Sussex's Schools' HR Guide for matters relating to Human Resources.

## **Religion and Belief**

North Heath is not a faith school, but we do have very close links to the local church. A local vicar often leads our assemblies and we, as a school community, celebrate key services in the church throughout the year. Our Year 5 and 6 children plan and lead a Christmas Service each year.

Throughout the school, following the West Sussex agreed syllabus, pupils are taught about the major festivals of the world religions, and about some, such as Christianity, in detail. Throughout Key Stage 2, all major religions are taught. Factual information is given about the different religions, but more importantly children are taught to respect faith and belief. Respect is one of our core values and the curriculum and SMSC links also promote British values.

Worship and prayer are explored in the context of all religions and we try to impart on children how important faith, belief, worship and prayer are to some people.

Our 2020 RSE policy and membership of the PSE society enables us to be compliant with national RSE requirements.

**In addition we believe that North Heath Community Primary School can also celebrate the following good practice:**

### Community Cohesion

The school has close links to other groups in Horsham - St Mark's Church, The Holbrook Club, and Horsham Leisure Link. We support them in the running of a number of local events eg. our artists provide church displays and our Country Dancing Team performs at the town dance festival.

We have strong links to our locality group of schools (HSP – Horsham Schools Partnership), and value the support and input that it gives. The school plays an active role in the group and has benefitted from a number of initiatives set up and funded by the group (eg. staff training/ development, shared pupil activities, pupil mentoring programme).

Our PTA (Friends of North Heath) are strongly linked to the school and are supportive of additional provision of resources.

We perform for grandparents at Christmas (the hall has improved accessibility and comfort) as well as parents and siblings.

We progressively review our provision in line with the National Curriculum so that it is fully accessible to all children. Parent/s/carer/s are regularly informed of the learning to take place through curriculum training evenings, termly topic plans, interim reports, annual reports, headteacher newsletters, outcomes of surveys and individual consultations. We feel our curriculum has a global perspective, enabling children to see themselves in context of the wider world community. It also has a British perspective through topic based planning and whole school areas of study such as commemorating World War 1. We will continue to harness the opportunities of our House System to further strengthen community links. **We take part in the annual Horsham Children's Parade.**

### Engagement and extended services

The school provides a wider range of appropriate after school clubs for its pupil profile. Clubs are changed termly so that through the year we provide a range suitable for boys and girls of different ages, interests and abilities. Examples include homework, sewing, first aid, golf and dance – some provided by external agencies, harnessing the capacity of the new hall. From 2015/6 we added karate and football to external provision and in 2018 we added a 'rhythm masters' club. **In 2022 – 3 there was not enough interest to make a holiday club viable. We now run the new 'rocksteady' music provision.**

## **9. Equality impact assessments**

Equality impact assessment (see appendix 1) is a systematic method of checking school plans, policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.










North Heath Community Primary School is keen to ensure that none of its policies and practices disadvantages people with disabilities, from different ethnic backgrounds or of differing gender.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

## **10. Other School Policies**

We have used our existing school policies to inform our Single Equality Scheme.

These include:

-  School development plan
-  School inclusion policy
-  Accessibility plan
-  Racial equality policy
-  Anti - Bullying policy
-  Behaviour for Learning policy
-  Confidential Reporting/ Whistle blowing Policy
-  Local Authority Admissions
-  RSE Policy

## **11. Roles and Responsibilities**

### **The role of governors**

The governing body has set out its commitment to equality in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with protected characteristics are not discriminated against when applying for jobs at our school.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities. The governing body will, in its annual report, make reference to arrangements for disabled pupils.

The governors welcome all applications to join the school, whatever background a child may have.

The governing body ensures that no child is discriminated against whilst in our school. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

### **The role of the headteacher**

It is the headteacher's role to implement the school's equality policy and he is supported by the governing body in so doing.

It is the headteacher's role to ensure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The headteacher promotes the principle of equality when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly and in displays shown around the school

The headteacher treats all incidents of discriminatory treatment with due seriousness.

### **The role of the class teacher**

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist, sexist or otherwise discriminatory in nature. Teachers strive to provide material that gives positive images of minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.






All our teachers challenge any incidents of discriminatory behaviour and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## **12. Commissioning and Procurement**

North Heath Community Primary School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a factor in selection during any tendering process. From 2015, we have used a benchmarking service to help provide best value with IT purchases. Our locality group of school have commissioned a digital media group to enhance our collaborative digital footprint through 2019 – 20 and beyond. Speech and language assessments in YR are also procured through locality commissioning, as is additional EP advice and supervision and coaching for Headteachers. Being mindful of all protected characteristics, thus ensuring compliance with equal opportunities, in 2020 – 22, we worked collaboratively with other Horsham schools and wider agencies to jointly secure funds and provide a counselling service – **this continues. HSP are the driving force behind SEND training across all of our schools through 2022 – 25.**






## **13. Publicising our scheme**

Our Single Equality scheme will be made accessible to all persons within our local and school community in the following ways:

-  School website
-  School newsletter
-  On display in the school entrance
-  Staff and pupil induction – School Prospectus and Staff Handbook
-  Send our scheme to local community groups

## **14. Annual Review of Progress**

We will review annually the actions we have taken in the development of our Single Equality Scheme which include:

-  The results of any information gathering and how we have used this information towards improvement
-  The outcomes of involvement activities from groups within our community
-  A summary from equality impact assessments undertaken
-  An update of the progress made against priorities
-  Celebrating what we have achieved in relation to promoting community cohesion




We will revise our Single Equality Scheme and Action Plan every 4 years along with our Accessibility Plan.



## **15. Ongoing involvement of our Scheme**

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Scheme and Action Plan.

This includes:

-  A regular slot at School Council meetings to discuss equality and diversity issues
-  A regular slot at staff meetings
-  Periodic school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback, including plays and performances.

**Full update required: Autumn 2025**

## Appendix 1

### Annual Review – 2019 – 20

Current Equalities Objective(s):

To narrow the gap in attainment of between boys and girls in mathematics and writing	Internal data from Spring 2020, prior to lockdown shows that the gender gap in mathematics remains an area to focus on:									
	Y2 Spring 2020 Mathematics									
	<table border="1"> <thead> <tr> <th>Gender</th> <th>Expected +</th> <th>Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>62</td> <td>29</td> </tr> <tr> <td>Boys</td> <td>74</td> <td>52</td> </tr> </tbody> </table>	Gender	Expected +	Higher Level	Girls	62	29	Boys	74	52
	Gender	Expected +	Higher Level							
	Girls	62	29							
	Boys	74	52							
	The gender gap in mathematics is currently evident at expected but more so at the higher level for this cohort									
	Y6 Spring 2020 Mathematics									
	<table border="1"> <thead> <tr> <th>Gender</th> <th>Expected</th> <th>Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>84</td> <td>34</td> </tr> <tr> <td>Boys</td> <td>79</td> <td>50</td> </tr> </tbody> </table>	Gender	Expected	Higher Level	Girls	84	34	Boys	79	50
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Girls	84	34								
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Girls	50	20								
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Gender	Expected	Higher Level								
Girls	59	17								
Boys	52	12								
The gender gap in writing is insignificant										

To ensure the progress of vulnerable groups, including FSM (free school meals), across the school

Internal data from Spring 2020, prior to lockdown shows:

**Y2 on target**

	Reading	Writing	Mathematics
Boys	1/2	1/2	1/2
Girls	0/2	0/2	1/2

**Y6 on target**

	Reading	Writing	Mathematics
Boys	3/5	2/5	1/5
Girls	2/4	2/4	2/4

## Annual Review – 2020 – 21

Current Equalities Objective(s):

To narrow the gap in attainment of between boys and girls in mathematics and writing	Internal data from Summer 2021, post lockdown, shows that the gender gap in mathematics remains an area to focus on:									
	<b>Y2 Summer 2021 Mathematics</b>									
	<table border="1"> <thead> <tr> <th>Gender</th> <th>Expected +</th> <th>Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls (22)</td> <td>64</td> <td>23</td> </tr> <tr> <td>Boys (31)</td> <td>81</td> <td>39</td> </tr> </tbody> </table>	Gender	Expected +	Higher Level	Girls (22)	64	23	Boys (31)	81	39
	Gender	Expected +	Higher Level							
	Girls (22)	64	23							
	Boys (31)	81	39							
	The gender gap in mathematics remains significant at EOKS 1									
	<b>Y6 Summer 2020 Mathematics</b>									
	<table border="1"> <thead> <tr> <th>Gender</th> <th>Expected</th> <th>Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls (30)</td> <td>83</td> <td>30</td> </tr> <tr> <td>Boys (28)</td> <td>82</td> <td>21</td> </tr> </tbody> </table>	Gender	Expected	Higher Level	Girls (30)	83	30	Boys (28)	82	21
	Gender	Expected	Higher Level							
Girls (30)	83	30								
Boys (28)	82	21								
The gender gap in mathematics is currently not significant at EOKS 2										
<b>Y2 Summer 2021 Writing</b>										
<table border="1"> <thead> <tr> <th>Gender</th> <th>Expected</th> <th>Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls (22)</td> <td>73</td> <td>14</td> </tr> <tr> <td>Boys (31)</td> <td>65</td> <td>10</td> </tr> </tbody> </table>	Gender	Expected	Higher Level	Girls (22)	73	14	Boys (31)	65	10	
Gender	Expected	Higher Level								
Girls (22)	73	14								
Boys (31)	65	10								
The gender gap in writing is slightly in favour of girls at the EOKS 1										
<b>Y6 Summer 2021 Writing</b>										
<table border="1"> <thead> <tr> <th>Gender</th> <th>Expected</th> <th>Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>90</td> <td>23</td> </tr> <tr> <td>Boys</td> <td>84</td> <td>14</td> </tr> </tbody> </table>	Gender	Expected	Higher Level	Girls	90	23	Boys	84	14	
Gender	Expected	Higher Level								
Girls	90	23								
Boys	84	14								
The gender gap in writing is more significant at the higher level at the EOKS 2										

To ensure the progress of vulnerable groups, including FSM (free school meals), across the school

Internal data from Summer 2021, for FSM post lockdown shows:

**Year 2**

	Reading	Writing	Mathematics
Boys (3)	67	33	100
Girls (3)	67	33	0
Disadv (6)	67	33	50
Non Disadv (47)	79	78	77

**Year 6**

	Reading	Writing	Mathematics
Boys (2)	0	0	50
Girls (3)	67	33	33
Disadv (5)	40	20	40
Non Disadv (53)	96	93	94

Low numbers make this data statistically insignificant as it is dependent on specific individual rather than generic group needs.

## Annual Review – 2021 – 22

Current Equalities Objective(s):

To narrow the gap in attainment of between boys and girls in mathematics and writing	Summer 2022 data shows:									
	<b>Y2 Summer 2022 Mathematics</b>									
	<table border="1"> <thead> <tr> <th>Gender</th> <th>% Expected +</th> <th>% Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls (30)</td> <td>73</td> <td>23</td> </tr> <tr> <td>Boys (27)</td> <td>85</td> <td>41</td> </tr> </tbody> </table>	Gender	% Expected +	% Higher Level	Girls (30)	73	23	Boys (27)	85	41
	Gender	% Expected +	% Higher Level							
	Girls (30)	73	23							
	Boys (27)	85	41							
	The gender gap in mathematics is significant at EOKS 1, with boys outperforming girls									
	<b>Y6 Summer 2022 Mathematics</b>									
	<table border="1"> <thead> <tr> <th>Gender</th> <th>% Expected</th> <th>% Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls (31)</td> <td>84</td> <td>26</td> </tr> <tr> <td>Boys (28)</td> <td>82</td> <td>39</td> </tr> </tbody> </table>	Gender	% Expected	% Higher Level	Girls (31)	84	26	Boys (28)	82	39
	Gender	% Expected	% Higher Level							
Girls (31)	84	26								
Boys (28)	82	39								
The gender gap in mathematics is not significant at the expected level at EOKS 2 for this cohort										
<b>Y2 Summer 2022 Writing</b>										
<table border="1"> <thead> <tr> <th>Gender</th> <th>% Expected</th> <th>% Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls (30)</td> <td>60</td> <td>7</td> </tr> <tr> <td>Boys (27)</td> <td>67</td> <td>15</td> </tr> </tbody> </table>	Gender	% Expected	% Higher Level	Girls (30)	60	7	Boys (27)	67	15	
Gender	% Expected	% Higher Level								
Girls (30)	60	7								
Boys (27)	67	15								
The gender gap in writing is slightly in favour of boys at the EOKS 1 for this cohort, with %s lower than usual due to the impact of Covid-19 restrictions										
<b>Y6 Summer 2022 Writing</b>										
<table border="1"> <thead> <tr> <th>Gender</th> <th>% Expected</th> <th>% Higher Level</th> </tr> </thead> <tbody> <tr> <td>Girls (31)</td> <td>74</td> <td>6</td> </tr> <tr> <td>Boys (28)</td> <td>72</td> <td>11</td> </tr> </tbody> </table>	Gender	% Expected	% Higher Level	Girls (31)	74	6	Boys (28)	72	11	
Gender	% Expected	% Higher Level								
Girls (31)	74	6								
Boys (28)	72	11								
There is a small gender gap in writing at the EOKS 2 for this cohort										

To ensure the progress of vulnerable groups, including FSM (free school meals), across the school

Internal data from Summer 2022, for FSM shows:

**Year 2 – Expected level**

2022	Reading	Writing	Mathematics
Boys (27)	70	67	85
Girls (30)	73	57	73
Disadv (7)	29	29	43
Non Disadv (50)	78	68	84

The 7 pupils identified as disadvantaged performed **significantly below** their peers at EOKS1

**Year 6 – Expected level**

2022	Reading	Writing	Mathematics	GPS
Boys (28)	89	72	82	82
Girls (31)	90	74	84	87
Disadv (9)	67	67	67	67
Non Disadv (50)	94	74	86	82
All (59)	90	74	83	80

This data is statistically more significant than previously, with 9 pupils included in the disadvantaged group. Disadvantaged pupils performed **below** their peers at EOKS2.

## Annual Review – 2022 – 23

Current Equalities Objective(s):

To narrow the gap in attainment of between boys and girls in mathematics and writing	<b>Summer 2023</b> data shows:		
	<b>Y2 Summer 2023 Mathematics</b>		
	Gender	% Expected +	% Higher Level
	Girls (30)	76	31
	Boys (30)	73	20
	The gender gap in mathematics is currently <b>slightly in favour of the girls</b> at the higher level		
	<b>Y6 Summer 2023 Mathematics</b>		
	Gender	% Expected	% Higher Level
	Girls (29)	76	17
	Boys (24)	92	29
The gender gap in mathematics was <b>significantly in favour of the boys</b> in this cohort			
<b>Y2 Summer 2023 Writing</b>			
Gender	% Expected	% Higher Level	
Girls (30)	76	17	
Boys (30)	47	7	
The gender gap in writing is currently <b>significantly in favour of the girls</b> at the expected level			
<b>Y6 Summer 2022 Writing</b>			
Gender	% Expected	% Higher Level	
Girls (29)	72	10	
Boys (24)	71	13	
There was no significant gender gap in writing for this cohort.			



To ensure the progress of vulnerable groups, including FSM (free school meals), across the school

**Summer 2023** data shows:

**Year 2 – Expected level**

2023	Reading	Writing	Mathematics
Boys (30)	70	47	73
Girls (30)	86	76	76
Disadv (4)	75	25	25
Non Disadv (56)	78	64	78

The 4 pupils identified as disadvantaged are an insignificant group size for direct comparison

**Year 6 – Expected level**

2023	Reading	Writing	Mathematics	GPS
Boys (24)	84	71	92	88
Girls (29)	82	72	76	79
Disadv (9)	77	56	67	78
Non Disadv (44)	84	75	86	84
All (53)	84	71	83	83

Disadvantaged pupils performed strongly against their peers at EOKS2 in Reading and GPS, but less so in writing and mathematics.