



# Ark Atwood Primary Academy

## Equality Objectives

**2021/22 – 2025/26**

This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

### **1) School Context – Pupil**

This section provides information on the composition of the pupil population at the school with respect to the ‘protected characteristics’ outlined in the Equality Act. The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

#### **Gender (%)**

Male: 48

Female: 52

Other/ Not Stated: 0%

#### **Special Educational or Medical Needs and Disability**

Pupils with a EHCP (%): 4.5%

### Ethnicity & Race (top 6 only)

| <b>Ethnicity and Race</b> | <b>% of all pupils</b> |
|---------------------------|------------------------|
| White British             | 11%                    |
| Other                     | 15%                    |
| Other Mixed               | 12%                    |
| Other White               | 9%                     |
| Black African             | 8%                     |
| Black Caribbean           | 6%                     |

### Religion & Belief

| <b>Religion &amp; Belief</b> | <b>% of all pupils</b> |
|------------------------------|------------------------|
| Muslim                       | 43%                    |
| Christian                    | 10%                    |
| No Religion                  | 8%                     |
| Other Religion               | 1%                     |
| Not recorded                 | 42%                    |

### Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| <b>Pupils with English as an Additional Language</b> |             |              |              |                               |
|--|-------------|--------------|--------------|-------------------------------|
|  | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>% of school population</b> |
| English as an additional language                    |             |              | 109          | 26%                           |
| <b>Pupils from low-income backgrounds</b>            |             |              |              |                               |
| Number of pupils eligible for Pupil Premium          |             |              | 143          | 32%                           |
| <b>Number of Looked After Children: 1</b>            |             |              |              |                               |

## 2) Our Equality Objectives

**Equality Objective 1:** To support pupil's emotional and mental wellbeing (in context of post Covid recovery) so that groups (eg digitally disadvantaged, most affected by the pandemic, are as able to access learning as their peers – AIP Priority 8.

This will be achieved by:

- PSHE curriculum adapted to meet needs of pupils
- Mindfulness programme across school
- Restorative approach to behaviour across the school
- Review and audit of provision through assemblies and work shops
- Identify reasons for gaps in achievement in different classes and groups
- Review and revise provision for children with SEND in line with the Code of Practice
- Identify pupils in receipt of pupil premium; monitor and evaluate provision provided
- Graduated response charts completed on half-termly basis with intervention programmes
- Monitor and evaluate the impact of interventions
- Training for class teachers and TAs with developing class provision for identified pupils
- Identify and implement appropriate intervention strategies in order to close the gap
- KS2 RWI group for pupils identified at risk of falling behind
- AHT to co-plan with all year groups
- Targeted adult support in class (use of TAs and effective use of adult volunteers)
- Identification of pupils in need of school councillor support, Art therapy, the Stress management programme, Happy to be me programme to support self-confidence or the Wise behaviour programme to support self-esteem.

**Review date and comments:** Every term

**Equality Objective 2:** To continue to support and develop a whole school approach to Inclusion so that the academic and pastoral outcomes of children with SEND align more closely with those of other children – AIP Priority 9

This will be achieved by:

- Financial support for extracurricular activities.
- Provide a broad range of expressive art lessons, run by specialists, as part of the foundation stage curriculum to allow access to a range of activities.
- Close tracking of pupils through assessment data and Provision Mapping software
- Developing adaptations to curriculum for SEN pupils
- Digital Strategy providing online access for all KS2 children including bi-lingual library
- Make use of external professionals to provide specialist support
- Staff training on inclusive strategies (eg SCERTS Autism training)
- Utilise Atlas and Compass rooms for additional intervention/input
- Use Connecting Steps software to track progress

**Review date and comments:** Every term