



Park Primary School

## Equality Data and Objectives

Reviewed: July 2023

Date of Next Review: July 2026

### 1. Understanding Our School Community - Pupils

#### School Profile

#### Number on Roll

- July 2023 - 208

#### Information collected on pupils protected characteristics

- July 2023:

#### Ethnicity

| Ethnicity                  | No. | Ethnicity                        | No. |
|----------------------------|-----|----------------------------------|-----|
| Any other Asian            | 18  | Pakistani                        | 11  |
| Any other Black            | 2   | Polynesian                       | 1   |
| Any other Ethnic Group     | 5   | Traveller of Irish Heritage      | 3   |
| Any other White background | 14  | White - British                  | 128 |
| Arab - other               | 1   | White - Northern Irish           | 1   |
| Black African              | 3   | White and Any Other Ethnic Group | 1   |
| Gypsy/ Roma                | 5   | White and Asian                  | 2   |
| Indian                     | 3   | White and Black African          | 1   |
| Nepali                     | 2   | White and Black Caribbean        | 4   |
| Other Ethnic Group         | 2   | White European                   | 1   |

#### Special Educational Needs (SEN)

| Level of SEN                         | %      | No. |
|--------------------------------------|--------|-----|
| No specific Special Educational Need | 72.1 % | 150 |
| SEN Support                          | 23.6 % | 49  |
| SEN - EHCP*                          | 4.3%   | 9   |

\*Educational, Health and Care Plan

## Gender

| Gender | %      | No. |
|--------|--------|-----|
| Girls  | 54.3 % | 113 |
| Boys   | 45.7 % | 95  |

## Pupil Premium

|                   | %      | No. |
|-------------------|--------|-----|
| Non-Pupil Premium | 53.3 % | 111 |
| Ever 6 *          | 41.3 % | 86  |
| Service Premium   | 5.3 %  | 11  |

\*In receipt of Free School Meals at any time in the last 6 years

## Religion and Belief

| Religion                   | No. | Religion             | No. |
|----------------------------|-----|----------------------|-----|
| Anglican/Church of England | 1   | No Religion          | 94  |
| Buddhist                   | 8   | Catholic             | 4   |
| Christian                  | 30  | Other Religion/Faith | 13  |
| Hindu                      | 10  | Refused Information  | 2   |
| Methodist                  | 1   | Unknown              | 34  |
| Muslim                     | 11  |                      |     |

No information was available on the following protected characteristics:

- Gender Reassignment
- Sexual Identity

## 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 all pupils, supporting good progress and attainment.  |
| Why                | Pre-Covid, the attendance in school was below national average but improving. Post-Covid, whole school attendance has fallen significantly, which will impact on student's ability to make progress and to reach attainment targets. Students eligible for Free School Meals and those with Special Educational Needs have particularly low attendance. |
| How                | <ul style="list-style-type: none"> <li>– Use of school attendance office</li> <li>– Pastoral support including TALA trained staff member</li> <li>– Weekly attendance monitoring</li> <li>– Concern letters</li> <li>– Meetings with parents and carers</li> <li>– Fines</li> <li>– Referral to Legal Intervention Team</li> </ul>                      |
| Outcome            | Whole school attendance will be 96%<br>School attendance for all pupil groups will be inline with national averages   |

## Objective 2: Attainment

|                    |  |
|--------------------|--|
| Equality Objective | To close the gap between disadvantaged and non-disadvantaged pupils in reading.  |
| Why                | The gap between disadvantaged and non-disadvantaged children is significant in both reading and writing. We will focus on reading initially as this is a more universal skill that supports learning in all areas of the curriculum.   |
| How                | <ul style="list-style-type: none"> <li>– In YR and KS1, 1:1 coaching of phonics for bottom 10% and any disadvantaged children not on track</li> <li>– Intervention in reading for all disadvantaged children working below ARE in KS2</li> <li>– Targeted catch up for children working 'Just Below'</li> <li>– Library open at break and lunch to promote reading for pleasure</li> <li>– Investment in good quality reading books linked to reading ability, as well as library books</li> <li>– Termly assemblies about reading and new books in the library</li> </ul> |
| Outcome            | The gap in attainment will be narrowed<br>Disadvantaged children will make good or accelerated progress<br>The number of disadvantaged children attaining ARE at the end of each key stage will improve in line with the national average.   |

### Objective 3: Race and Religion

|                    |  |
|--------------------|--|
| Equality Objective | To use the curriculum to learn about different religions and cultures and celebrate diversity.   |
| Why                | Our data indicates that the demographics of our school is predominately white British. The majority of pupils identify as having no religion or have not stated their religion.<br>Over the last 6 years, the demographics of the school have become more diverse in terms of ethnicity and religion.  |
| How                | <ul style="list-style-type: none"><li>– PSHW/RSE scheme explores and values cultural differences, as well as themes of inequality and how to treat others fairly and equally.</li><li>– RE syllabus explores a range of religions and how people may practice religion in different ways.</li><li>– RE syllabus explores differences and similarities in key areas e.g. celebrations</li><li>– The curriculum provides opportunities to teach pupils about British Values, which extends beyond personal experiences</li><li>– Our assemblies explore different cultures and peoples, and highlight British Values</li></ul> |
| Outcome            | Pupils will develop their understanding of people from different regions, races, religions and cultures.<br><br>The curriculum will provide a clear structure for promoting and championing the importance of racial equality  |

### 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 Governing body will regularly monitor progress on all Equality Objectives.