



Pennoweth Primary School

## SINGLE EQUALITY PLAN 2020 - 2024

Pennoweth Primary School is pleased to publish its annual single equality plan. In developing this plan we are able to identify and record the progress we have made towards achieving equality and tackling discrimination in order to come to a better understanding of the challenges still to be addressed. We will ensure that this single equality plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the equality duty. Promoting the priorities identified within our single equality plan will be a continuous process.

It will be taken in partnership with the Crofty community.

The three aims of the general equality duty are as follows:

1. To eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
  2. To advance equality of opportunity between people who share a protected characteristic and those who do not by:
    - Removing or minimising disadvantage suffered by people due to their protected characteristic.
    - Take steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities.
    - Encourage people with certain protected characteristics to participate in public life or in other activities where their proportion is disproportionately low.
  3. Foster good relationships between people who share a protected characteristic and those who do not.
- Compliance with the general equality duty may involve treating some people more favourably than others.

The 9 protected characteristics are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Governors and Staff of Pennoweth Primary School understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the three aims stated will ensure the school is able to successfully meet the needs of our diverse population of students, draw on the talents of a diverse local community to ensure our staff and governors better represent the wider community that we serve.

Pennoweth Primary School has considered how well we currently achieve the aims of this duty with regard to the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information we have:

- Reviewed the Academy's equality data, policies and practice and identified any gaps.
- Examined how our Academy engages with the protected groups, identifying where practice can be improved.

The outcomes are published within our Single Equality Plan, which has been agreed by our Governing Body. In line with legislative requirements we will review progress against our plan annually and review the entire plan and accompanying action plan on a four year cycle. The roles and responsibilities related to the plan are outlined below:

**Governors**

- A named Governor will take the lead.
- The Governors as a whole are responsible for:
  - Making sure the school complies with the relevant equality legislation.
  - Monitoring progress towards the equality objectives and reporting annually.

**The Principal will:**

- Implement the Academy’s stated equality objectives and ensure that access plans are written, and that they are readily available to governors, staff, pupils and parents.
- Ensure all staff know their responsibilities and receive training and support in carrying these out.
- Take appropriate action in cases of harassment and discrimination, including prejudice related incidents.
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the academy.

**All staff within the Academy will:**

- Advance equality in their work.
- Foster good relationships between groups and tackle any prejudice related incidents.
- Be able to recognise and tackle bias and stereotyping.
- Take up training and learning opportunities

**All Students in the Academy will:**

- Follow the relevant policies and procedures.
- Engage with the PHSE curriculum in relation to improving equality.
- Report any incidents of bullying, harassment or prejudice related incidents (visitors and contractors are also responsible for following relevant Academy policies).
- Students are consulted via the Student Council on equality/accessibility issues.

Protected Characteristic	Aim	Target groups	Action	Progress Including impact assessment
Disability	To ensure the attendance rates of Pupils with special needs and those with medical conditions and disabilities will improve year on year to meet a target of at least 96% attendance by the end of 2024.	Those on the SEN register.	<ul style="list-style-type: none"> <li>● Ongoing monitoring of attendance with support from EWO including attendance clinics and additional support where necessary.</li> <li>● Review of attendance policy (including COVID-19 addendum)</li> <li>● Ongoing training of staff and liaising with professionals to support those with specific medical conditions.</li> <li>● Risk assessments to support attendance in school.</li> <li>● COVID – 19 remote learning support (see website) details support in place for those required to shield due to CV or CEV recommendations.</li> </ul>	<p>Whole school attendance for ac year 2020-2021 = 95.89% for statutory school aged children. Attendance rate for those on the SEN register was 93.28% (representing a difference of 2.61%)</p> <p>Whole school attendance for ac year 2021 -2022 up to February half term = 92.76%. Attendance rate for those on the SEN register was 90.21% (representing a difference of 2.55%)</p> <p>See EWO discussion notes and COVID impact.</p>

Sex	To ensure attainment and progress gaps between boys and girls are identified, addressed and diminished in Maths Reading and Writing	Boys / Girls	<ul style="list-style-type: none"> <li>● Baseline assessments (agreed in line with Crofty expectations) carried out at start of academic year (additional following closure periods if necessary).</li> <li>● Analysis of the baseline assessments will be undertaken and verified. Subject leads (English and Maths) will define a clear strategy for interventions where there are significant commonalities within the year group with regard to gaps.</li> <li>● 1:1 and small group interventions will be devised and timetabled appropriately alongside in-class interventions / other strategies.</li> <li>● Clear and progressive curriculum design.</li> <li>● Robust assessment systems.</li> <li>● Pupil progress meetings and termly reviews to include a focus on gender gaps in progress and attainment.</li> </ul>	<p>Most recent external attainment data is from 2019. Whole cohort - 58% expected across all 3 subjects (boys = 58%, girls = 58%) Progress variation: All: R-0.2, w+1.9, m+1.4 Boys: R +1.9, w+2.5, m+3.6 Girls: R-3.1, w+1.2, m-1.6</p> <hr/> <p>2021 internal attainment data: All: R-79%, w-66%, m66% Boys: R-74%, w-70%, m-78% Girls: R-85%, w-60%, m -50%</p> <hr/> <p>2022 will enable external measures and progress scores for comparability.</p>
Race	To ensure attainment and progress of children identified as having EAL is at least in line with peers in school and nationally	EAL children	<ul style="list-style-type: none"> <li>● Baseline assessments (agreed in line with Crofty expectations) carried out at start of academic year (additional following closure periods if necessary).</li> <li>● Analysis of the baseline assessments will be undertaken and verified. Subject leads (English and Maths) will define a clear strategy for interventions where there are significant commonalities within the year group with regard to gaps.</li> <li>● 1:1 and small group interventions will be devised and timetabled appropriately alongside in-class interventions / other strategies.</li> <li>● Clear and progressive curriculum design.</li> <li>● Robust assessment systems.</li> <li>● Pupil progress meetings and termly reviews to include a focus on gender gaps in progress and attainment.</li> </ul>	<p>Most recent external attainment data is from 2019. Whole cohort - 58% expected across all 3 subjects EAL - 57% Progress variation: All: R-0.2, w+1.9, m+1.4 EAL: R+2.3, w+4, m+2.9</p> <hr/> <p>2021 internal attainment data: All: R-79%, w-66%, m66% EAL: - No EAL children within this cohort.</p> <hr/> <p>2022 will enable external measures and progress scores for comparability.</p>