

Annual Report against the Equality Objective – November 2025

Equality Objective

In order to comply with the Equality Act 2010 and the specific duties for schools, we are required to publish our equality objective which is outlined below:

To narrow the gap in the performance of children with disadvantage and those without, in reading and writing. (SEN, PP, CLA)

We will measure this by the percentage of children with/without disadvantage who achieve 'expected standard' in Reading and Writing at the end of Year 6.

% achieving 'expected standard' in SATs

	Reading		Writing	
	Children with SEN	Children without SEN	Children with SEN	Children without SEN
2022	46.2%	89.5%	46.2%	94.7%
2023	37.5%	84.1%	37.5%	77.3%
2024	62%	93%	56%	84%
2025	38%	80%	38%	81%

2024-2025

Progress Data is based on Teacher assessments



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Progress made towards meeting the equality objective:

The data shows that 15 of the 16 SEN children made expected or above expected progress in Reading. 100% of the children with SEN made expected or above expected progress in Writing; slightly higher than the progress of the non-SEN children. Of the disadvantaged children, 95% made expected or above expected progress in Reading and 100% in Writing.

Comment about cohort make-up:

27.6% of the 2024-2025 year 6 cohort are on the SEND register. There are no EHC Plans within this year group. 67% of the cohort are EAL and 31% are within the disadvantaged bracket. It is important to note that 17.5% of the children who are identified as disadvantaged are also EAL, and 19% of the children with SEN are also EAL.

Of the Non-SEND children who did not achieve expected levels in reading and writing in end of KS2 assessments 25% were EAL. Of these non-SEND children 27% of those not meeting non-core children who had joined us in year 5 or 6.

73% of the SEND cohort were EAL. There is a broad range of needs within the SEND group, covering 'Moderate Learning Difficulties' (MLD), 'Speech and Language' (SLT), 'Social, Emotional Mental Health' (SEMH), 'Autism Spectrum' (ASD) and 'Physical Disabilities' (PD). MLD, SLT and SEMH made up a significant number of the children's needs. Due to the backlog in CAMHS assessments (currently a 36-month waiting time), many of our SEND children were supported in school without a diagnosis. 67% of this SEND group were also identified as Pupil Premium/Free School Meals/Disadvantaged

The impact of COVID on the learning of this cohort needs to be acknowledged as having a significant impact on their schooling. Due to the pandemic they missed substantial teaching and learning during their years 1 and 2: Research from the Education Endowment Foundation and Ofsted (2022–2023) shows that COVID-19 caused significant learning loss and social-emotional challenges. The pupils in the 2024-2025-year 6 cohort demonstrated varied attainment, reduced resilience, and increased anxiety. Many needed targeted intervention, differentiated teaching, and wellbeing support to rebuild confidence, close gaps, and fully re-engage with learning. This was particularly evident within the SEN and PP group of children.

R. Porter Nov 2025