

Annual Report against the Equality Objective – September 2024

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 Special Educational Needs and those without, in reading and writing.

We will measure this by the percentage of children with/without SEN 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%

2023-3034

Data is based on Teacher assessments

Diminishing Differences Report

Y7 - All Pupils (60 pupils)

60 pupils		Missing Assessment No. (%)	On Track or Higher		Progress
Reading	No. (%)		Sum2 22-23	Sum2 23-24	
All SEN	17 (28.3%)	0 (0%)	70.6%	70.6%	8.4
Not SEN	43 (71.7%)	3 (7.0%)	100%	100%	6.3
Difference (change in difference):			29.4	29.4 (0.0)	
60 pupils		Missing Assessment No. (%)	On Track or Higher		Progress
Writing	No. (%)		Sum2 22-23	Sum2 23-24	
All SEN	17 (28.3%)	0 (0%)	70.6%	47.1%	7.7
Not SEN	43 (71.7%)	3 (7.0%)	95.0%	97.5%	6.1
Difference (change in difference):			24.4	50.4 (26.0)	
Difference Key:					
		Widening	Narrowing	Unchanged	

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Progress made towards meeting the equality objective:

The data shows that all SEN children made significantly more than the expected 6 steps of progress in reading and writing. Despite making 8.4 steps of progress in reading, the SEN group did not diminish the attainment gap for reading. In writing the attainment gap has increased by 26%.

Children with SEND have made significantly more progress in reading than those children without SEND. The progress gap in reading is 2.1 and in writing is 1.6.

Comment about cohort make-up:

28.3% of this year's cohort are on the SEND register. Of this 28.3%, 17.6% have an EHC plan.

Of the Non-SEND children who did not achieve expected levels in reading and writing in end of KS2 assessments 50% were EAL. Of these non-SEND children 62.5% of those not meeting non-core children who had joined us in year 5 or 6.

47% 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 27-month waiting time), many of our SEND children were supported in school without a diagnosis. 29.4% 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 2 and 3.

New Equality Objective

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. (SEPT24)

R. Porter SEPT24