

Annual Report against the Equality Objective - July 2022

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.

2022			
Reading		Writing	
Children with SEN	Children without SEN	Children with SEN	Children without SEN
46.2%	89.5%	46.2%	94.7%

% achieving 'expected standard' in SATs

Due to Covid, we are not able to compare the percentages above to the previous year's SATs. However, the report below, based on teacher assessments, is helpful in measuring success against the equality objective.

2021-22

Diminishing Differences Report

Y6 - All Pupils (51 pupils)

51 pupils		Missing Assessment No. (%)	On Track or Higher		Progress
Reading	No. (%)		Sum2 20-21	Sum2 21-22	
All SEN	13 (25.5%)	1 (7.7%)	50.0%	66.7%	6.1
Not SEN	38 (74.5%)	5 (13.2%)	97.0%	100%	6.0
Difference (change in difference):			47.0	33.3 (-13.7)	

51 pupils		Missing Assessment No. (%)	On Track or Higher		Progress
Writing	No. (%)		Sum2 20-21	Sum2 21-22	
All SEN	13 (25.5%)	1 (7.7%)	25.0%	66.7%	6.4
Not SEN	38 (74.5%)	5 (13.2%)	81.8%	97.0%	6.0
Difference (change in difference):			56.8	30.3 (-26.5)	

Difference Key:

Widening

Narrowing

Unchanged

Data is based on Teacher assessments

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Progress made towards meeting the equality objective:

The data shows that the attainment gap in reading, between children with Special Educational Needs and those without, has narrowed by 13.7%. This 3.1% more than last year's cohort.

In writing, the attainment gap has narrowed significantly by 26.5.%. Last year, the gap had narrowed by 3.6%.

Children with SEND have made fractionally higher progress than children without SEN in both reading and writing. The progress gap in reading is 0.1, and 0.4 in writing. Last year, children without SEN made more progress (1.0) in reading than children with SEN. This year's data shows that progress in reading has levelled out, and children with SEN have made fractionally more progress in writing.

Comment about cohort make-up:

25.5% of this year's cohort are on the SEND register. Of these children, 15.4% have an EHC plan. A large number of the children have complex needs, and a significant number either already have a diagnosis, or are awaiting a CAMHS assessment. 23.1% of SEND children have had social care support during the year. There are also a large number of children who have required pastoral support.