

Annual Report against the Equality Objective - July 2021

Equality Statement for St John's CE Primary School

Equality issues remain a priority at St John's CE Primary School. Robust monitoring and tracking systems are in place. Any issues affecting groups of children are identified through pupil progress meetings, analysis of attainment levels, progress made at school; year and class level, IPP review meetings and analysis of the behaviour incident records.

Steps needed to address any issues are taken swiftly and thoroughly. Evidence of this can be found in our Governors, leadership, staff and team meeting minutes, equality policy, behaviour policy, SEN policy and other policies held by the school.

All staff and Governors strive to provide equal opportunities for all, regardless of any difference, making extra provision to enable all to achieve their best in all areas of school life.

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.

2020-21



Diminishing Differences Report

Y6 - All Pupils (56 pupils)

56 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Aut1 20-21	Sum2 20-21	
All SEN	16 (28.6%)	0 (0%)	43.8%	62.5%	3.9
Not SEN	40 (71.4%)	3 (7.5%)	86.5%	94.6%	4.9
Difference (change in difference):			42.7	32.1 (-10.6)	

56 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Aut1 20-21	Sum2 20-21	
All SEN	16 (28.6%)	0 (0%)	31.2%	37.5%	4.4
Not SEN	40 (71.4%)	3 (7.5%)	83.8%	86.5%	4.4
Difference (change in difference):			52.6	49.0 (-3.6)	

Difference Key: Widening Narrowing Unchanged

Data is based on Teacher assessments

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 10.6%. The progress gap is 1.0. In writing, the attainment gap has narrowed slightly by 3.6%. Children with SEND have made equal progress to those without.

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Comment about cohort make-up:

28.6% of this year's cohort are on the SEND register. 1.8% of children have an EHC plan. A significant number of the children either already have a diagnosis, or are awaiting a CAMHS assessment. Over the year, support from a Primary Mental Health worker has been required for several children. There are also a number of children who have required pastoral support.