

# THE WILLOWS GOVERNING COMMITTEES

## SETTING EQUALITIES OBJECTIVES

1. The Equality Act 2010 brings together the duties covered separately in previous legislation, including the Sex Discrimination Act, Disability Discrimination Act and Race Relations Act. (It does not however include the provisions of the SEND Act.) It makes it unlawful to discriminate against a person or to treat them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. (These are called 'protected categories'.) For schools this applies to pupils and prospective pupils, employees and to parents/carers.
  
2. Schools now have a 'public sector equality duty'. We must have 'due regard' for the need to:
  - Eliminate discrimination and other conduct that is prohibited by the Act
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
  - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
  
3. We also have to:
  - (a) Publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
  - (b) Prepare and publish equality objectives.
  
4. The DfE guidance states: 'Schools are free to choose the equality objectives that best suit their individual circumstances and contribute to the welfare of their pupils and the school community. **Objectives are not intended to be burdensome or a 'tick box' exercise, but they do need to be specific and measurable. They should be used as a tool to help improve the school experience of a range of different pupils.** A school should set as many objectives as it believes are appropriate to its size and circumstances; the objectives should fit the school's needs and should be achievable.' The objectives will relate to the three aims in (2) above and some objectives are already included in our School Improvement Plans.

Agreed Equality Objectives Spring 2014:

- 'white British boys'
- narrowing the gap between SEND pupils and their peers
- increasing the participation of pupils with disabilities in extracurricular activities
- improve the participation of parents with English as an additional language (EAL)
- the engagement of pupils with social, emotional and behavioural difficulties (SEBD)

## Impact of Agreed Equality Objectives 2014/2015:

### White British Boys:

Poor white British boys (and girls) are educationally underperforming on a national scale. The achievement gap between white British children eligible for free school meals and their better-off white British peers has barely changed over the last 7 years, and this gap is larger for white British children than in any other ethnic group.

A report in 2014 entitled *Underachievement in Education by White Working Class Children* states

“Poor white British children now come out of our schools with worse qualifications than equally poor children in any other major ethnic group. They do less homework and are more likely to miss school than other groups. We don’t know how much of the under performance is due to poor attitudes to school, a lack of work ethic or weak parenting. What is certain is that great schools make a significant difference in turning poor children’s education around.

“The problem of poor, white British under attainment is real and the gap between those children and their better off class mates \*starts in their earliest school years and then widens as they get older. (Chair of the Education Committee, Mr Graham Stuart)

At The Willows, supported by Pupil Premium Funding Grant, we aim to greatly benefit disadvantaged children and impact positively on their academic outcomes by:

- Providing a range of extra-curricular activities that support and stimulate their interest in learning
- Engaging parents at every opportunity, not only in their child’s learning, but opportunities to extend their own learning
- Providing early language stimulus
- Closely monitoring/scrutinising attendance
- Ensuring the curriculum meets their needs and Learning Log (homework) opportunities are purposeful

Impact:

Outcomes for disadvantaged pupils

	<i>EYFS</i>	<i>KS1</i>			<i>KS2</i>	<i>KS2 2 LEVELS</i>			<i>KS2 3 LEVELS</i>		
	<i>GLD</i>	<i>R</i>	<i>W</i>	<i>M</i>	<i>RWM</i>	<i>R</i>	<i>W</i>	<i>M</i>	<i>R</i>	<i>W</i>	<i>M</i>
<i>PP</i>	53%	73%	85%	85%	68%	91%	91%	94%	46%	33%	24%
<i>NPP</i>	72%	91%	91%	91%	91%	71%	100%	100%	14%	14%	14%
<i>DIF.</i>	-19%	-18%	-6%	-6%	-23%	+20%	-9%	-9%	+32%	+19%	+10%

\*EYFS 32/61 children PP 52%; KS1 33/54 children PP 61%; KS2 35/45 children PP 78%

- Data shows PPF grant is used effectively to ensure that disadvantaged pupils make good progress, with high proportion making better than expected progress in all

areas, as they move through the school narrowing the gap towards reaching national age related expectations by the end of Y6.

- There is a reduction in the number of children who are eligible for PP\*. This will have clear funding implications on the school over time and how strategies are delivered in school.

#### Outcomes for Boys

#### KS1 to KS2 Value Added Summary

	<i>Value Added KS1-KS2</i>			<i>READING</i>			<i>WRITING</i>			<i>MATHS</i>		
	<i>SCH</i>	<i>NA</i>	<i>Dif.</i>	<i>SCH</i>	<i>NA</i>	<i>Dif.</i>	<i>SCH</i>	<i>NA</i>	<i>Dif.</i>	<i>SCH</i>	<i>NA</i>	<i>Dif.</i>
<b>BOYS</b>	100. 3	100. 1	+0. 2	101. 0	99.9	+1. 1	99.2	99.7	-0.5	100. 6	100. 5	+0. 1
<b>GIRLS</b>	100. 0	99.8	+0. 2	99.4	100. 0	-0.6	100. 5	100. 3	+0. 2	100. 0	99.5	+0. 5

#### Attainment Outcome for Boys

<i>EYFS</i>		<i>KS1 % L2+</i>			<i>KS2 L4+</i>	<i>KS2 L4+</i>			<i>KS2 2 LEVELS Progress</i>			
<i>GLD</i>		<i>R</i>	<i>W</i>	<i>M</i>	<i>RW M</i>	<i>R</i>	<i>W</i>	<i>M</i>	<i>R</i>	<i>W</i>	<i>M</i>	
<b>All P</b>	78.7%											
<b>BOYS</b>	73.5 %	-5.2%	75 %	75 %	79 %	54%	83 %	63%	79%	86 %	86%	91%
<b>GIRLS</b>	85.2 %	+6.5 %	83 %	97 %	87 %	95%	95 %	100 %	100 %	89 %	100 %	100 %

- While attainment for boys is lower than for girls their Value Added (VA each pupil's avg KS1 score in R,W,M as baseline for calculating VA in a single subject or combined R,W,M) overall and in R,M is higher than girls and NA for boys.

Narrowing the gap between SEND pupils and their peers:

In September 2014 the government introduced a single category called 'Additional SEN support'. This is a more rigorous approach which focuses on the impact of the support provided for children and how they can access the help they need.

At the Willows we support children with SEND by providing:

- Inclusion Co-ordinator who Co-ordinates all SEND provision across school
- Class Teachers who ensure that appropriate work meets pupil's needs and ability
- Teaching Assistants Who support children in class and also offer additional support through Maths, English, Phonics, Reading and Life skills support.
- P2Be who Offer counselling and emotional help through an adult referral or self-referral process

- Psychologists who come into school to carry out assessments for children who have specific additional needs
- Speech and Language Therapist who works regularly in school and carries out additional assessments or support
- Outreach Support who specialise in children with additional needs and they can provide us with help and resources for example Bridgelea

Impact:

KS1: Attainment Average Point Score (APS)

	All NC core subjects			Reading			Writing			Maths		
	SCH	NA	Dif to NA	SCH	NA	Dif to NA	SCH	NA	Dif to NA	SCH	NA	Dif to NA
<b>No SEND</b>	15.9	16.9	-1.0	16.3	17.4	-1.1	15.5	16.1	-0.6	15.9	17.1	-1.2
<b>SEND S.</b>	11.6	12.5	-0.9	11.5	12.8	-1.3	11.2	11.6	-0.4	12.1	13.2	-1.1
<b>EHC</b>	9.0	7.6	+1.4	9.0	7.8	+1.2	9.0	6.9	+2.1	9.0	8.0	+1.0

KS2: Attainment Average Point Score (APS)

	R, W, M			Reading			Writing			Maths		
	SCH	NA	Dif to NA	SCH	NA	Dif to NA	SCH	NA	Dif to NA	SCH	NA	Dif to NA
<b>No SEND</b>	28.5	29.9	-1.4	28.7	30.0	-1.3	28.0	29.4	-1.8	28.5	30.1	-1.6
<b>SEND S.</b>	26.0	25.0	+1.0	29.0	25.4	+3.6	23.7	24.3	-0.6	25.7	25.1	+0.6
<b>*EHC</b>	13.5	18.8	-5.3	15.0	19.8	-4.8	9.0	16.1	-7.7	15.0	19.7	-4.7

\*1 child significant learning needs working at P level with 1:1 support

KS1 to KS2 Value Added summary:

	Value Added			Reading			Writing			Maths		
	SCH	NA	Dif to NA	SCH	NA	Dif to NA	SCH	NA	Dif to NA	SCH	NA	Dif to NA
<b>No SEND</b>	100.1	100.1	/	99.6	100.1	-0.5	99.9	100.1	-0.2	100.5	100.1	+0.4

<b>SEN D S.</b>	101. 4	99.3	+2. 1	103. 9	99.3	+4. 6	100. 1	99.3	+0. 8	100. 8	99.4	+1. 4
<b>*EHC</b>	92.3	97.9	-5.6	92.2	97.8	-5.6	92.3	97.6	-5.3	92.3	98.0	-5.7

\*1 child significant learning needs working at P level with 1:1 support

- Although attainment at KS1 for SEND S is below NA by the end of KS2 the gap has narrowed against outcomes when compared with NA.
- The narrowing of the attainment gap supports the Value Added from KS1 to KS2 which exceeds NA in all R, W, M

The data reflects the positive impact that targeted teaching and interventions has on SEND S pupils.