



## Annual Equality Report (December 2021)

Our Equality objectives for 2021- 24 are to

- Narrow the gap in performance of children eligible for Pupil Premium and their peers
- Narrow the gap in performance between children recognised as having SEND and their peers.
- Anticipate any gaps in performance of children joining Congerstone Primary after EYFS.
- Ensure all vulnerable groups are fully represented in clubs and school roles.

School demographics current profile:

- 184 children on roll with 49% girls and 51% boys.
- 9% of the pupils at this school are of ethnicity other than White British.
- 5% of the pupils are eligible for Free School Meals.
- 9% of pupils are eligible for Pupil Premium funding.
- 11% of pupils receive Special Educational Need support (including Education Healthcare Plans).
- There are 2 male members of staff out of a total of 24 current staff
- There are 0 members of staff out of a total of 24 of ethnicity other than White British.

Equality objective	Actions	Reviewed by	When	Review
Narrow the gap in performance of children eligible for Pupil Premium and their peers	<ul style="list-style-type: none"> <li>• Identify barriers to learning.</li> <li>• Use assessment to support and challenge as appropriate to needs.</li> <li>• Develop independent learning skills and self-confidence to have a 'voice' through <i>Building Learning Power</i> to maximise progress/attainment.</li> <li>• Provide opportunities to enhance communication/social skills, self-awareness and sense of belonging through enrichment opportunities. E.g music lessons, residential trips and sport.</li> <li>• Provide staff development to ensure they are meeting the needs of their children.</li> <li>• Purchase additional resources which will inspire children to challenge themselves.</li> </ul>	Headteacher SENDco	Termly  Annual review July 2022	<ul style="list-style-type: none"> <li>• Attainment and progress data</li> <li>• Pupil voice</li> <li>• Review opportunities children have had</li> </ul>
Narrow the gap in performance between children recognised as having SEND and their peers.	<ul style="list-style-type: none"> <li>• Identify barriers to learning.</li> <li>• Use assessment to support and challenge as appropriate to needs.</li> <li>• Develop independent learning skills and self-confidence to have a 'voice' through <i>Building Learning Power</i> to maximise progress/attainment.</li> <li>• Provide opportunities to enhance communication/social skills, self-awareness and sense of belonging through enrichment opportunities. e.g. music lessons, residential trips and sport.</li> </ul>	Headteacher SENDco	Termly  Annual review July 2022	<ul style="list-style-type: none"> <li>• Attainment and progress data</li> <li>• Pupil voice</li> <li>• Review opportunities children have had</li> <li>• Feedback from children and parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with parents termly to discuss Pupil Passports; progress towards targets, how home can help and next steps.</li> <li>• Work with professionals to consider how best to meet child's needs.</li> <li>• Provide staff development to ensure they are meeting the needs of their children.</li> <li>• Purchase additional resources which will inspire children to challenge themselves.</li> </ul>			
Anticipate any gaps in performance of children joining Congerstone Primary after EYFS.	<ul style="list-style-type: none"> <li>• Check information from previous school to ensure children make a smooth transition. (SEN? Pupil Premium?)</li> <li>• Ensure any safeguarding documents are passed over as soon as possible.</li> <li>• Use ongoing assessment for learning to ensure children are challenged and supported as appropriate.</li> <li>• Support children to make challenge themselves with their learning, learn from their mistakes and feel confident within our Building Learning Power Ethos.</li> <li>• Ensure pastoral support is provided by children and staff.</li> </ul>	Headteacher Classteacher	Termly  Annual review July 2022	<ul style="list-style-type: none"> <li>• Starting points for these children and use to consider progress and attainment</li> <li>• Work with parents to support children with missing aspects</li> </ul>
Ensure all groups are fully represented in what school offers (curriculum, clubs and school roles)	<ul style="list-style-type: none"> <li>• Understand and monitor the demographics of our school- families and staff</li> <li>• Consider, review and adapt the curriculum in the light of these demographics and ensure it represents the British society in which we live, through assemblies, lessons and opportunities</li> <li>• Support children and parents to ensure they are able to take advantage of opportunities offered to them within school and the wider curriculum.</li> </ul>	Headteacher	Annual review	<ul style="list-style-type: none"> <li>• Monitor demographics</li> <li>• Monitor children attending clubs/events etc</li> <li>• Review the curriculum and note any amendments made as a result of changing demographics</li> </ul>