



Congerstone Primary School

Annual Equality Report (May 2026)

Our Equality objectives for 2024- 27 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.
- Ensure our curriculum provides plenty of opportunities to discuss a wide range of equality issues.

School demographics current profile:

- 191 children on roll with 45% girls and 55% boys.
- 7% of the pupils at this school are of ethnicity other than White British.
- Less than 5% of the pupils are eligible for Free School Meals.
- 5% of pupils are eligible for Pupil Premium funding.
- 12% 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 against
Narrow the gap in performance of children eligible for Pupil Premium and their peers	• Identify barriers to learning. • Use assessment to support and challenge as appropriate to needs. • Develop independent learning skills and self-confidence to have a 'voice' through <i>Building Learning Power</i> to maximise progress/attainment. • Provide opportunities to enhance communication/social skills, self-awareness and sense of belonging through enrichment opportunities. E.g music lessons, residential trips and sport. • Provide staff development to ensure they are meeting the needs of their children. • Purchase additional resources which will inspire children to challenge themselves.	Headteacher Inclusion Lead	Termly Annual review July 2025	• Attainment and progress data • Pupil voice • Review opportunities children have had • Feedback from children and parents
Narrow the gap in performance between children recognised as having SEND and their peers.	• Identify barriers to learning. • Use assessment to support and challenge as appropriate to needs. • Develop independent learning skills and self-confidence to have a 'voice' through <i>Building Learning Power</i> to maximise progress/attainment. • Provide opportunities to enhance communication/social skills, self-awareness and sense of belonging through enrichment opportunities. e.g. music lessons, residential trips and sport.	Headteacher SENDco	Termly Annual review July 2025	• Attainment and progress data • Pupil voice • Review opportunities children have had • Feedback from children and parents

	• Work with parents termly to discuss Pupil Passports; progress towards targets, how home can help and next steps. • Work with professionals to consider how best to meet child's needs. • Provide staff development to ensure they are meeting the needs of their children. • Purchase additional resources which will inspire children to challenge themselves.			
Anticipate any gaps in performance of children joining Congerstone Primary after EYFS.	• Check information from previous school to ensure children make a smooth transition. (SEN? Pupil Premium?) • Ensure any safeguarding documents are passed over as soon as possible. • Use ongoing assessment for learning to ensure children are challenged and supported as appropriate. • Support children to challenge themselves with their learning, learn from their mistakes and feel confident within our Building Learning Power Ethos. • Ensure pastoral support is provided by children and staff.	Headteacher Classteacher	Termly Annual review July 2025	• Starting points for these children and use to consider progress and attainment • Work with parents to support children with missing aspects
Ensure all groups are fully represented in what school offers (curriculum, clubs and school roles)	• Understand and monitor the demographics of our school- families and staff • 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 • Support children and parents to ensure they are able to take advantage of opportunities offered to them within school and the wider curriculum.	Headteacher Inclusion Lead	Annual review	• Monitor demographics • Monitor children attending clubs/events etc • Review the curriculum and note any amendments made as a result of changing demographics
Ensure our curriculum provides plenty of opportunities to discuss a wide range of equality issues.	• Plan a curriculum through LMTW which includes opportunities to discuss equality and diversity across a range of contexts; global, historical, local, school and personal • Plan a PSHE curriculum which provides opportunities to explore equality and diversity within the themes of <i>Health and wellbeing, Relationships and Living within a wider world</i> • Use Everyone's Welcome resources to provide opportunities to discuss equality and diversity • Provide an annual pupil questionnaire help to explore this further • Create a school ethos which values children's voice and helps them to develop their voice and feel comfortable discussing topics within and outside of lesson; • Provide a safe supportive school environment within lessons to help children ask questions and be respectful when listening to each other	Headteacher and classteachers Inclusion Lead	Annual review	• Feedback from children in pupil attitude questionnaire • LMTW lessons planning • Children's workbooks • Classroom displays •