



15 June 2021

## Equality Objectives 2021–2025

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The Equality Act 2010 sets out that all public bodies will publish equalities objectives every four years. This document identifies the equalities objectives that KPJS has chosen to focus on over the next four years, from 2021 to 2025, to improve equality, diversity and inclusion. There is an annual update included below.

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### **Introduction**

Our aim is to promote the improvement of education to a high standard, with a particular focus on outcomes for the disadvantaged and vulnerable. We are committed to supporting the development of a highly educated, productive and conscientious pupils where they can succeed whatever their background.

Promoting equality is at the heart of all we do. Our objectives have been developed in consultation with staff and governors. The objectives, related actions and success measures will be embedded in our plans and we will report annually on our progress. We will review our objectives and targets to ensure that they continue to be appropriately challenging.

### **KPJS Objective 1**

KPJS will work to promote the legal duties set out in the Equality Act 2010. Staff will take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work.

KPJS will take into account the extent to which gaps in achievement between different groups of pupils, including those with protected characteristics, are being narrowed when evaluating the effectiveness of provision.

## **Actions**

To ensure that we meet these objectives, we will:

- Offer additional opportunities to those pupils or groups of pupils whom the school identify as requiring additional services. The mechanism for identifying such pupils is manifold - test results, parental requests, protected characteristics, governor led priorities, data analysis and staff identified pupils.
- Monitor the attainment and progress of identified pupils, this includes development in SMSC areas. External agencies are part of the identification and monitoring process, e.g. Educational Psychologists, Children's Services, School Nurse, etc.
- Provide training to staff if weaknesses are identified in the identification and monitoring processes. The staff to access high quality training through internal provision or external sources such as Local Authority Services and recognised experts.
- Annual reports to the governing body on the quality of our work in this area and on any causes for concern that we may identify.

## **Success criteria**

- Improved attainment and progress for identified individuals or groups.
- In-depth information and analysis published on equalities in specific areas as part of information analysed in the school and that given to governors, parents and staff.
- A focus on the impact of the work the school does in this area.

## **KPJS Objective 2**

Make additional provision in the form of teaching support provided for identified pupils.

## **Actions**

To ensure that we meet this objective, we will:

- Use the school's resources to procure high quality staff.
- Ensure additional provision is fair and equitable for pupils that require this.
- Direct the work of specific staff, esp., Pastoral Manager, SENCo to address the needs of identified pupils.

- Monitor the provision of these additional services as part of the overall monitoring of the school's work. Monitoring by internal and external staff and services/experts.

### **Success criteria**

Provision analysed regularly to ensure attainment and progress, in its widest sense, is meeting the needs of pupils.

## **KPJS Objective 3**

KPJS to seek innovative ways to address any gaps in provision and seek to prevent further inequalities that may reasonably be expected to occur in the future.

### **Actions**

Access high quality resources and services for pupils and their families.

Be a beacon of success, e.g. Young Carer's provision, EAL Champions.

### **Success criteria**

New services provided to meet the needs of pupils, e.g. in-house counselling, play therapy, money management and support for adults.

Parent and Pupil surveys to show high levels of satisfaction with the school and its services.

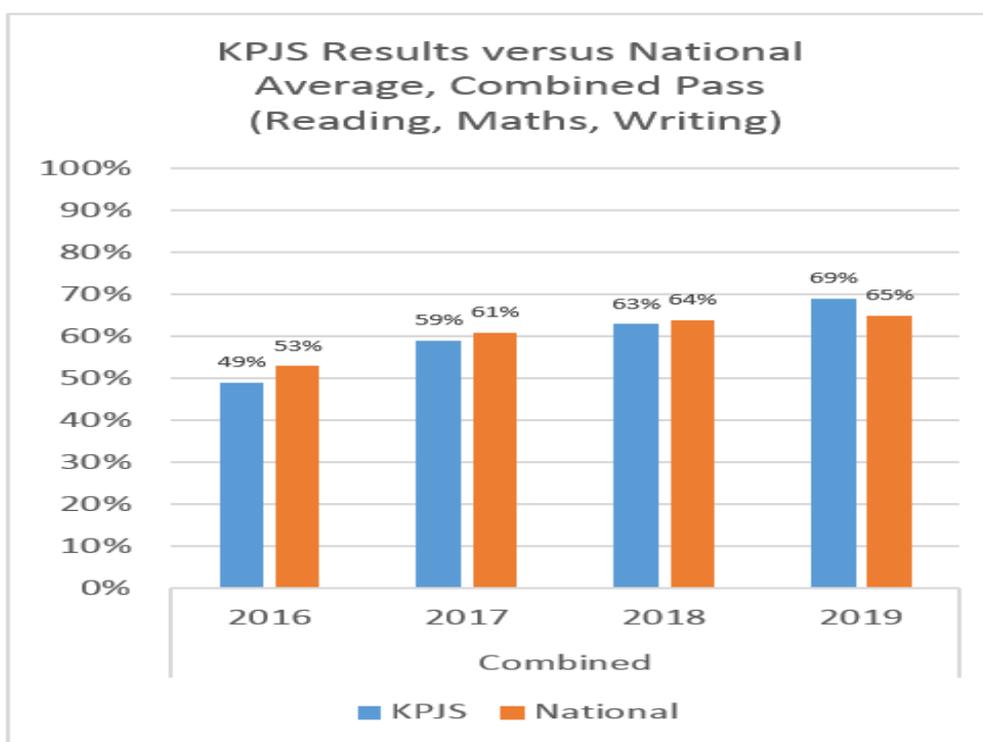
Inspections and other forms of monitoring to show we are meeting the needs of pupils in the spirit and letter of the law.

## Annual Report to Governors 2021. (SATs were cancelled in 2020 and 2021)

The following relates to the key objectives, actions and success criteria set out above.

The main source of information is summarised in the following documents which will be shared with governors:

This first document highlights overall attainment and progress and breaks this analysis down to protected groups, some school specific groups, e.g. EAL learners and can be summarised thus:



1. Improvements in Reading, Maths and Writing compared to 2016 onwards.
2. National targets met for Maths, Writing and SPaG.
3. Reading, whilst improving, remains marginally below National expectations.
4. Able pupils and pupils who met expected standards at KS1 performing very well.

In addition to Y6 SATs as a measure, the school analyses the attainment and progress of all year groups and this can be found in:

**Reading: School Overview.**

The chart below is the progress data for Year 3, 4 and 5. As a whole cohort, they are expected to make 4 points APS progress in Reading.

| Yr Group | Autumn attainment starting point (APS points) | Summer term attainment, year end | Progress points made. | Expected progress. |
|----------|---|----------------------------------|-----------------------|--------------------|
| 3        | 15.8  | 20.3                             | 4.5                   | 4                  |
| 4        | 18.7  | 23.2                             | 4.5                   | 4                  |
| 5        | 24  | 28                               | 4                     | 4                  |

30/9/19.

Governors will know that the school is working with much more challenging APS points, raised again this year, e.g. Y3 pupils are expected to start in autumn with 18 APS points (the National average is 15). Indeed it is the staff themselves that have requested this rise in response to the need to pitch lessons 'higher'. Where progress looks low within year groups, the final attainment at the end of year 6 has shown overall rise in R+W+M since 2016.

There are cohort variations and the current year 6 pupils as a group are lower in ability with greater learning needs than previous years. This is exacerbated by reduction in staffing.

For the values below, a variation of more than -1.0 compared to expected figures would be of concern and the normal range of support would have been put in place.

Information below refers to Y3, 4, and 5 during academic year 2018 - 19. Y6 data is from the Local Authority. Some groups included for comparison, e.g. F/M.

Subject: Maths, Y3 Autumn to Summer.

| Group                | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|----------------------|----------------------|----------------------|---|
| Lower Ability pupils | 11.0                 | 20.4                 | +5.4  |

|                               |      |      |      |
|-------------------------------|------|------|------|
| Pupil Premium                 | 18.3 | 22.9 | +0.6 |
| SEN, 'K' (additional support) | 16.9 | 20.6 | -0.3 |
| Boys                          | 18.7 | 22.7 | 0.0  |
| Girls                         | 19.3 | 23.0 | -0.3 |

Subject: Reading, Y3 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 12.9                 | 17.7                 | +0.8  |
| Pupil Premium                 | 18.0                 | 22.0                 | 0.0   |
| SEN, 'K' (additional support) | 13.6                 | 18.0                 | +0.4  |
| Boys                          | 17.0                 | 20.8                 | -0.2  |
| Girls                         | 17.4                 | 21.6                 | +0.2  |

Subject: Writing, Y3 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 14.9                 | 18.6                 | -0.3  |
| Pupil Premium                 | 17.6                 | 21.4                 | -0.2  |
| SEN, 'K' (additional support) | 14.6                 | 18.6                 | 0.0   |
| Boys                          | 17.9                 | 21.5                 | -0.4  |
| Girls                         | 18.7                 | 22.2                 | -0.5  |

Subject: Maths, Y4 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 17.3                 | 21.7                 | +0.4  |
| Pupil Premium                 | 21.8                 | 24.9                 | -0.9  |
| SEN, 'K' (additional support) | 19.4                 | 23.0                 | -0.4  |

|       |      |      |      |
|-------|------|------|------|
| Boys  | 21.5 | 25.6 | +0.1 |
| Girls | 21.6 | 25.7 | +0.1 |

Subject: Reading, Y4 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 10.8                 | 14.8                 | 0.0   |
| Pupil Premium                 | 18.8                 | 22.3                 | -0.5  |
| SEN, 'K' (additional support) | 15.8                 | 20.2                 | +0.4  |
| Boys                          | 18.4                 | 23.1                 | +0.7  |
| Girls                         | 19.3                 | 23.9                 | +0.3  |

Subject: Writing, Y4 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 11.6                 | 15.2                 | -0.4  |
| Pupil Premium                 | 19.1                 | 21.8                 | -1.3  |
| SEN, 'K' (additional support) | 15.2                 | 18.6                 | -0.6  |
| Boys                          | 17.8                 | 21.3                 | -0.5  |
| Girls                         | 19.6                 | 22.4                 | -1.2  |

Subject: Maths, Y5 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 20.8                 | 24.8                 | 0.0   |
| Pupil Premium                 | 25.6                 | 28.7                 | -0.9  |
| SEN, 'K' (additional support) | 24.8                 | 28.8                 | 0.0   |
| Boys                          | 25.4                 | 29.5                 | +0.1  |
| Girls                         | 27.4                 | 32.2                 | +0.8  |

Subject: Reading, Y5 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 18.2                 | 22.1                 | -0.1  |
| Pupil Premium                 | 21.9                 | 25.3                 | -0.6  |
| SEN, 'K' (additional support) | 20.7                 | 24.0                 | -0.3  |
| Boys                          | 21.8                 | 25.5                 | -0.3  |
| Girls                         | 24.8                 | 28.3                 | -0.5  |

Subject: Writing, Y5 Autumn to Summer.

| Group                         | Y3 Autumn APS points | Y3 Summer APS points | Difference between expected = 4 APS and actual + or - |
|-------------------------------|----------------------|----------------------|---|
| Lower Ability pupils          | 18.9                 | 23.3                 | +0.4  |
| Pupil Premium                 | 20.1                 | 24.2                 | +0.1  |
| SEN, 'K' (additional support) | 20.2                 | 23.4                 | -0.8  |
| Boys                          | 20.0                 | 24.2                 | +0.2  |
| Girls                         | 24.2                 | 28.2                 | 0.0   |

With respect to other actions/success criteria the school is moving forward at a fast pace in terms of the following:

1. PSHE embedded and focuses on current needs, e.g. cybersafety, Relationship Education.
2. Additional support from external/expert agencies - The Horizon project, CAMHS, Young Carer provision, NSPCC.
3. Pupil and Parent surveys remain very positive and are in the mid to high 90s% for a range of survey areas.
4. External monitoring by the LA has been positive when conducting ofsted style reviews.
5. Safeguarding is highly rated and monitored regularly by LA experts/trainers.
6. Children's Services/MASH advice acted on and bought in-house where pupils show large scale need, e.g. counselling, expansion of pastoral care initiatives.
7. SMSC a strength of the school and is detailed in the SEF.
8. Pastoral Care is also a strength of the school and governors have seen this in operation and monitored its delivery.

KPSJ Data relates to 2019 as 2020 and 2021 resulted in missed assessments due to school closures.

Remote Learning reports have been sent to governors as well as a parental survey during school closure.

KPJS Summer 2021.