



Ark Bentworth Primary Academy

Equality Objectives *Review of 2018*

This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

1) School Context – Pupil

This section provides information on the composition of the pupil population at the school with respect to the ‘protected characteristics’ outlined in the Equality Act. The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Gender (%)

- Male: 54%
- Female: 46%
- Other/ Not Stated:

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 1% (2 children)

Ethnicity & Race (as of 08/01/2018)

	Total
Arab Other	19
Black African	28
Egyptian	1
White British	34
Refused	1
Info Not Obtained	7
Mixed White & Black African	8
Any Other Black Background	12
Bangladeshi	2
Any Other Asian Background	6
Any Other Mixed Background	19
Iraqi	3
Other Ethnic Group	5
Mixed White & Black African	7
White Other	8
Any Other Mixed Background	2
Indian	4
White Eastern European	3
Black Caribbean	10
Moroccan	1
Afghanistani	4
Pakistani	3
Mixed White & Asian	1
Kurdish	1
Somali	5
Mixed White Black Caribbean	11
White English	2
Iranian	1
African Asian	1
Other Black African	1
All	205

Religion & Belief

Religion & Belief	%	Number	Religion & Belief	%	Number
Christian	13	26	Other	0	0
Muslim	18	37	No Religion	4	8
Jewish	0	0	Not stated	65	133
Hindu	0.5	1			
Sikh					

Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	41	35	76	37%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	56	42	98	48%
Number of pupils receiving the 16-19 Bursary (Post-16)	-	-	-	-
Number of Looked After Children: 0				

2) Our Equality Objectives

Equality Objective 1: We aim to narrow the gap between pupils who receive the pupil premium, and those who don't.

Target set: September 2017; to be achieved July 2018

This will be achieved by:

- Provision of additional activities and learning support for pupils from low-income backgrounds
- Close monitoring of progress in English and Maths particularly
- Providing after school clubs and booster clubs to support learning and to enrich the curriculum
- Close monitoring of attendance and progress

Review date and comments:

- There was no significant gap between PP & NPP children Working at Expected (EXS) at the end of the year 17/18

EXS	Pupil Premium	Non-Pupil Premium
RWM	74%	78%
Reading	83%	89%
Writing	76%	81%
Maths	86%	90%

- **Attendance**
 - Nursery - Year 6: **95.7%**
 - Reception - Year 6: **96.1%**
 - Year 1 - Year 6: **96.2%**

Equality Objective 2: We aim to improve the progress made by pupils with SEND.

Target set: September 2017; to be achieved July 2018

This will be achieved by:

- Dedicated provision for pupils with Special Educational Needs and Disabilities
- Small group teaching in target areas
- Close monitoring of progress and attainment

Review date and comments:

EXS - Progress	School Support	EHCP's
RWM	+0.3	0
Reading	+0.2	0
Writing	+0.5	+0.3
Maths	+0.4	-0.3

- SEND pupils made progress that was in line with National Average rates of progress

Equality Objective 3: We aim to narrow the attainment gap of Non-EAL pupils.
Target set: September 2017; to be achieved July 2018

This will be achieved by:

- Provision of additional activities and learning support for Non- EAL pupils
- Close monitoring of progress in English and Maths particularly
- Providing after school clubs and booster clubs to support learning and to enrich the curriculum
- Close monitoring of attendance and punctuality

Review date and comments:

- The achievement gap has been narrowed between EAL & Non-EAL students; it is so important that we continue to ensure that this gap continues to be closed

EXS	EAL	Non-EAL
RWM	77%	76%
Reading	86%	87%
Writing	80%	78%
Maths	94%	83%