



**RAYNVILLE**  
ACADEMY

# Equality Objectives 2021 -2025

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## **Equality Objectives 2021 - 2025**

**To be read in conjunction with the Trust's Equality Policy**

### **Characteristics of the school**

Raynville Academy is an average sized primary school with 462 pupils on roll. The FSM figures are consistently well above national averages 36.4% are eligible compared to a national figure of 20.8%. The school has a relatively low number of pupils from ethnic minority background with 12.5% not having English as a first language. SEN figures both at 'SEN Support and Education Health Care Plan EHCP' are well above national averages at 19.5%. Pupils are at SEN support 18.3% and 1.2% EHCP. The school deprivation indicator is in 0.34 (higher than national of 0.21). There have been a total 0 exclusion days involving 0 pupils in the autumn term 2021.  
0 days in the summer term 2021  
0 days in the spring term 2021

Attendance levels for the year 2021 – 2022 were 95.5%, Attendance for 2020-2022 from September to Easter is – 92.6%

At the last external data point in 2019, our attainment was in line with national averages in reading, writing and maths.

Equality Objectives

At Raynville Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives which link with the SIP:-

Objective 1: To improve the attendance of pupils and, in particular, SEND and vulnerable pupils (including PP pupils, pupils with emotional needs and post-Covid) to ensure equality and act on any trends or patterns in the data that require additional support for pupils

Objective 2: To raise levels of attainment in core subjects for all pupils but especially our vulnerable learners

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement (Improve the engagement and participation of particular groups to raise aspirations for all)

## EQUALITY ACTION PLAN

<b>Equality Objective 1</b>	
To improve the attendance of pupils and, in particular, SEND and vulnerable pupils (including PP pupils, pupils with emotional needs and post-Covid) to ensure equality and act on any trends or patterns in the data that require additional support for pupils	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<ul style="list-style-type: none"> <li>○ Reduction in overall absence figures</li> <li>○ Reduction in number of children who are persistent absentees (below 90%)</li> <li>○ All children regardless of vulnerability are supported in improving attendance</li> <li>○ Children with SEND and vulnerable pupils have improved attendance</li> </ul>	<ul style="list-style-type: none"> <li>○ Regular analysis of attendance data with pastoral team and monitoring of strategies</li> <li>○ Monitoring of attendance plan</li> <li>○ CPOMS and Arbor monitoring</li> <li>○ Regular updating of attendance monitoring forms</li> </ul>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>○ Scrutiny of attendance data and key information to inform actions</li> <li>○ Produce an attendance improvement plan targeted at our key groups of children</li> <li>○ Include attendance and PA are in the Pupil Premium strategy and targeted to improve attendance, as well as other behaviour or social and emotional challenges.</li> <li>○ Rigorous monitoring analysing attendance figures and persistent absenteeism (below 90%)</li> <li>○ Key focus on children’s wellbeing and any links to attendance</li> <li>○ Establish parents forums around attendance</li> <li>○ Update all leaflets, guidance, websites etc. to reflect strategies and highlight areas of support for families</li> <li>○ Adopt the DFE attendance ambassadors model of SAFE (Support, Attend, Fulfil, Exceed)</li> <li>○ Staff to receive appropriate training to support children with attendance issues</li> <li>○ Link attendance to staff appraisal</li> </ul>	

<b>Equality Objective 2</b>	
To raise levels of attainment in core subjects for all pupils but especially our vulnerable learners	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<ul style="list-style-type: none"> <li>○ The gap is closing between vulnerable children and their peers in attainment and achievement but not consistently in all subjects for all classes</li> <li>○ Delivering effective and engaging lessons to ensure that the curriculum meets the needs of all pupils</li> <li>○ Children of all vulnerabilities have equal access to the core subjects and are making progress</li> <li>○ All children are supported in their learning</li> </ul>	<ul style="list-style-type: none"> <li>○ Track progress termly</li> <li>○ Ensure appropriate use of funds</li> <li>○ monitor the use of Pupil Premium funding to boost pupil progress and close the attainment gap between vulnerable students and their peers</li> <li>○ Teaching and learning scrutiny (Subject Deep Dives)</li> <li>○ CPD Records</li> <li>○ Progress reports from SIP team</li> <li>○ Analyse 'what works well', what requires improvement</li> </ul>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>○ Vulnerable Registers are to be regularly updated and shared with class teachers</li> <li>○ Termly meetings to be held with the Assessment lead and class teachers to discuss vulnerable pupils' attainment and achievement</li> <li>○ Ensure high quality first teaching - Developing Vocabulary, Writing, Long Term Memory / Metacognition</li> <li>○ Allocate additional support / intervention according to need determined by progress rates</li> <li>○ Ensure data monitoring systems and pupil progress formats used in academies accurately reflect cohorts and their needs. Monitoring where PP/SEND overlaps.</li> <li>○ Support all staff to assess pupils and accurately identify and meet needs, including training where relevant</li> <li>○ Identify barriers to learning</li> <li>○ Enrichment and engagement activities</li> <li>○ Focussed staff CPD</li> <li>○ Utilise expertise from outside school</li> <li>○ Developing self-esteem / confidence / aspirations/ working with parents / local community – links / changing mind-sets</li> </ul>	

<b>Equality Objective 3</b>	
To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement	
<b>Impact/Success Criteria/outcomes</b>	<b>Monitoring/evaluation/recording</b>
<ul style="list-style-type: none"> <li>○ Improved levels of parent and pupil engagement in learning and school life</li> <li>○ Improved attendance at Parents' evenings</li> <li>○ Curriculum information sessions provided for specific year groups</li> <li>○ EYFS stay and Play sessions</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent questionnaires</li> <li>○ Record of attendance at information meetings</li> <li>○ Analysis of attendance at Parent meetings</li> </ul>
<b>Tasks/Actions</b>	
<ul style="list-style-type: none"> <li>○ A wide range of school clubs are to be offered to all children.</li> <li>○ Parents are to be invited into EYFS classes for reading activity.</li> <li>○ Parents learning events to be planned and delivered through school and Family Learning</li> <li>○ Analyse children who are attending the clubs to ensure an inclusive process is in place.</li> <li>○ Parents to complete evaluation forms when they attend learning events or open days.</li> <li>○ The pastoral team to work on building relationships and engagement with parent/carers.</li> <li>○ Parent questionnaires to be distributed annually.</li> <li>○ Initial home visits – provide early assessment of needs and appropriate interventions</li> <li>○ Parent and child phonics workshops</li> <li>○ Parent SATs workshops</li> <li>○ Reading workshops</li> <li>○ Termly Family Forum</li> <li>○ 'Meet the Teacher' meetings</li> </ul>	

## Equality Objectives Monitoring and Evaluation.

### Evaluation/monitoring Key

Jan 2022 = Blue text

Jan 2023 = Green text

Jan 2024 = Red text

Jan 2024 = Purple Text

### School Profile

Number On Roll		Percentage			
		2021	2022	2023	2024
<b>Number on Roll</b>		462	466		
<b>Gender</b>	% of male pupils	48.3%	48.5%		
	% of female pupils	51.7%	51.5%		
<b>Language</b>	% of pupils with additional language (EAL)	11.6%	11.16%		
	% of pupils with English as their 1 <sup>st</sup> language	88.4%	88.84%		
<b>Ethnicity</b>	White British	79.2%	79.6%		
	White & Asian	1.1%	0.9%		
	Other Mixed	0.9%	1.1%		
	Indian	0.4%	0.4%		
	Pakistani	0.4%	0.6%		
	African	3%	3.2%		
<b>Special educational Needs and/or disabilities</b>	Chinese	2.6%	1.7%		
	Statement/EHC Plan	1.2%	1.2%		
	Sen Support	18%	20.17%		
<b>Special Provision</b>	Free School Meals	34.8%	35.41%		
	Looked After Children	0%	0%		

**Review of progress to meet the Schools equality objectives.**

<b>Equality Objectives</b>	<b>Actions/Progress</b>
<p><b>Equality Objective 1:</b> To improve the attendance of pupils and, in particular, SEND and vulnerable pupils (including PP pupils, pupils with emotional needs and post-Covid) to ensure equality and act on any trends or patterns in the data that require additional support for pupils</p>	
<p><b>Equality Objective 2:</b> To raise levels of attainment in core subjects for all pupils but especially our vulnerable learners</p>	
<p><b>Equality Objective 3:</b> To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement (Improve the engagement and participation of particular groups to raise aspirations for all)</p>	