



LEAGRAVE PRIMARY SCHOOL

‘Striving for Excellence, learning for life’

EQUALITY STATEMENT

Ratified by Governors:

Date: 8th July 2026

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STATUTORY

This Policy must be reviewed annually.

We have carefully considered and analysed the impact of this statement on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Equality Information and Objectives Statement

1. Principle

At Leagrave Primary School, all members of our school community are valued and respected. We are committed to providing equality of opportunity and to ensuring that no pupil, member of staff, parent, carer or visitor is unlawfully discriminated against.

We seek to foster positive relationships between all members of our community by tackling prejudice, challenging discrimination and promoting understanding, inclusion and mutual respect.

In line with the Equality Act 2010 and the National Curriculum Inclusion Statement, Leagrave Primary School aims to:

- provide a safe, secure and challenging environment that meets the needs of all and enables every individual to achieve their potential;
- create an inclusive, caring and purposeful environment in which every individual is respected and respects others;
- identify and remove barriers to participation, achievement and school life;
- take reasonable steps to overcome potential barriers to learning and assessment;
- make reasonable adjustments for disabled pupils and staff;
- teach pupils to recognise, understand, respect and celebrate difference;
- promote positive behaviour and mutual respect through our Behaviour Policy and Values programme;
- deal promptly and effectively with incidents and complaints of bullying, harassment, victimisation and discrimination;
- raise pupils' awareness and understanding of the diverse society in which they live so that they can become responsible and respectful citizens; and
- collect and analyse appropriate equality information, while ensuring that individuals cannot be identified from published information.

Our approach to equality is based on the following principles:

1. All pupils are equally valued.
2. We recognise, accept and respect difference.
3. We foster positive attitudes, relationships and a shared sense of belonging.
4. We promote good equality, diversity and inclusion practice in staff recruitment, retention, development and employment.
5. We actively seek to identify, reduce and remove inequalities and barriers.
6. We maintain high expectations for all pupils.

2. Our Legal Duties

Leagrave Primary School welcomes its duties under the Equality Act 2010.

Under the Public Sector Equality Duty, in exercising our functions we have due regard to the need to:

1. **eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;**
2. **advance equality of opportunity between people who share a relevant protected characteristic and people who do not; and**
3. **foster good relations between people who share a relevant protected characteristic and people who do not.**

Having due regard to advancing equality of opportunity includes considering the need to:

- remove or minimise disadvantages experienced by people because of a protected characteristic;
- take steps to meet the needs of people with particular protected characteristics where those needs differ from the needs of others; and
- encourage people with particular protected characteristics to participate in areas of school life or other activities where their participation is disproportionately low.

Having due regard to fostering good relations includes tackling prejudice and promoting understanding.

Protected characteristics

The Equality Act 2010 identifies nine protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The application of these characteristics differs in some respects in relation to schools. In particular, **age and marriage and civil partnership are not protected characteristics for pupils in relation to the school's provisions of Part 6 of the Equality Act 2010**, although they remain relevant to the school's wider responsibilities, including its responsibilities as an employer.

We recognise that equality considerations may differ between pupils, employees, parents/carers and other members of the school community.

The school publishes information annually to demonstrate its compliance with the Public Sector Equality Duty and publishes one or more specific and measurable equality objectives.

No information will be published where doing so could identify an individual pupil, employee or other person.

3. Roles and Responsibilities

The Governing Body

The Governing Body retains overall responsibility for ensuring that Leagrave Primary School complies with its obligations under the Equality Act 2010 and the Public Sector Equality Duty.

The Governing Body will:

- ensure that equality information and objectives are published and communicated appropriately;
- ensure that published equality information is updated at least annually;
- ensure that equality objectives are reviewed and updated at least every four years;
- monitor progress towards the school's equality objectives;
- consider equality implications when making strategic decisions; and
- hold school leaders to account for implementation of this statement.

Operational responsibility for monitoring progress towards the equality objectives is delegated to the Headteacher. This does not remove the Governing Body's overall responsibility for compliance.

The Headteacher

The Headteacher will:

- promote knowledge and understanding of the school's equality duties and objectives among staff and pupils;
- ensure that equality considerations are embedded within school decision-making;
- monitor progress towards the objectives and report to governors;
- ensure that staff understand their responsibilities under the Equality Act 2010; and
- ensure that due regard is given to equality implications when decisions are made or actions taken.

All staff

All staff are expected to:

- promote an inclusive and respectful environment;
- challenge inappropriate language, prejudice, discrimination and stereotyping;
- respond appropriately to incidents of discrimination, harassment or victimisation;
- support the school's equality objectives; and
- have regard to equality considerations in carrying out their professional responsibilities.

4. Eliminating Discrimination and Other Prohibited Conduct

The school recognises its obligations under the Equality Act 2010 and seeks to embed equality, diversity and inclusion throughout school life.

We work to eliminate discrimination by:

- implementing our equality policies and procedures;
- using our Behaviour and Anti-Bullying policies to promote safety and address bullying and discriminatory behaviour;
- reporting, responding to and monitoring prejudice-related incidents, including racist incidents;
- monitoring the curriculum to ensure that it meets pupils' needs, promotes respect for diversity and challenges negative stereotypes;
- providing high-quality teaching and appropriate support so that all pupils have opportunities to succeed;
- monitoring pupil attainment and progress and intervening where appropriate;
- promoting equitable access to extra-curricular provision;
- making reasonable adjustments for disabled pupils, staff and other members of the school community where required;
- considering the accessibility of school activities, trips and educational opportunities;
- listening to the views and experiences of pupils, parents/carers and staff when evaluating our policies and procedures; and
- providing staff with appropriate information and training on equality responsibilities.

5. Advancing Equality of Opportunity and Fostering Good Relations

We use quantitative and qualitative information to identify inequalities, barriers and areas in which action may be required.

We recognise that it may not always be appropriate or possible to collect or publish numerical information about every protected characteristic. Small numbers can create a risk of identifying individuals. Where quantitative information cannot appropriately be published, we use other evidence, including pupil and parent voice, staff feedback, curriculum monitoring, participation information, incident records and policy review.

Disability Equality

Leagrave Primary School is committed to:

- promoting equality of opportunity for disabled people;
- eliminating unlawful discrimination and harassment;
- promoting positive attitudes towards disabled people;
- encouraging participation by disabled people in all aspects of school life; and
- making reasonable adjustments and meeting individual needs

Summary Information

	2022-2023	2023-2024 (415)	2024-2025 (420)	2025-2026 (409)	2026-2027 (418)
Pupils with SEN (YR-Y6)	88 pupils (21%)	89 pupils (21.4%)	95 pupils (22.6%)	90 pupils (22%)	109 pupils (26%)
Pupils with no SEN (YR-Y6)	332 pupils (79%)	326 pupils (78.6%)	325 pupils (77.4%)	319 pupils (78%)	309 pupils (74%)
Pupils with statement/ EHC (YR-Y6)	15 pupils (3.6%)	13 pupils (3.1%)	19 pupils (4.5%)	17 pupils (4.2%)	22 pupils (5.3%)

There is a higher than average level of SEND across the school with:

- 109 pupils (26%) from YR – Yr 6 are currently on the SEND register. The national average is 19.4%.
- 22 pupils (5.3%) of pupils at Leagrave Primary School are supported by an EHC plan due to a high level of need - this higher than the national average (4.1%)

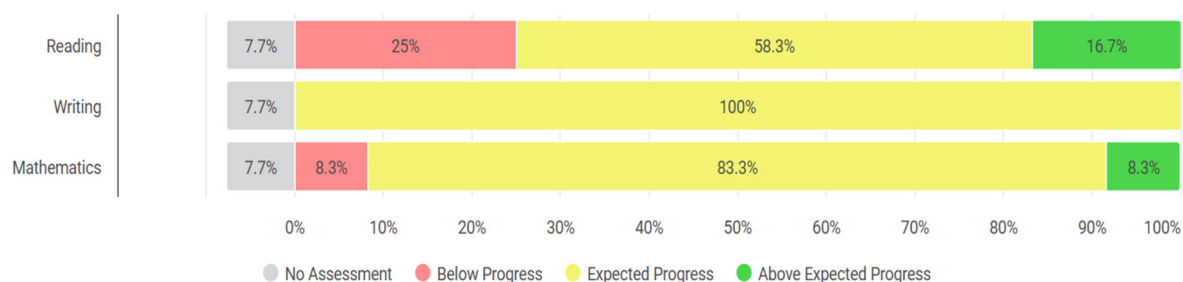
The school currently has pupils with a range of disabilities and special educational needs, including physical difficulties, learning difficulties, hearing difficulties, autism, Down's syndrome, ADHD, speech and language difficulties and social, emotional and behavioural needs.

Pupil progress.

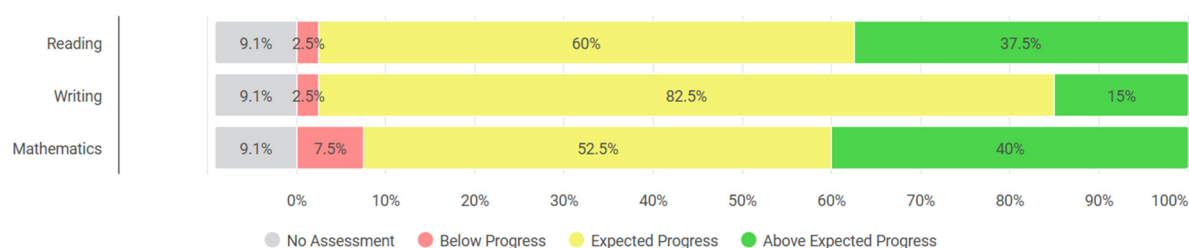
1. Internal Progress Data for SEND in Yr2-6 over the last year: Summer Two 2025-Summer Two 2026

The rate of progress for children with SEND can vary, but we aspire to support pupils with SEND make progress in line with their peers despite a lower starting point for many children. The following observations are based on progress from Summer two 2025 to Summer two 2026:

Year 2: Pupils with SEND

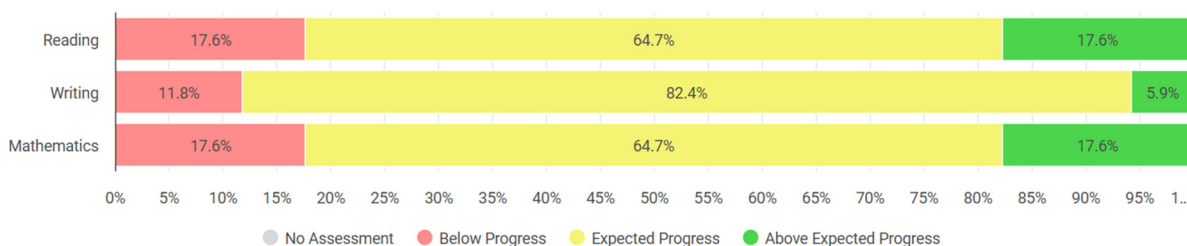


Year 2: Pupils with no SEND

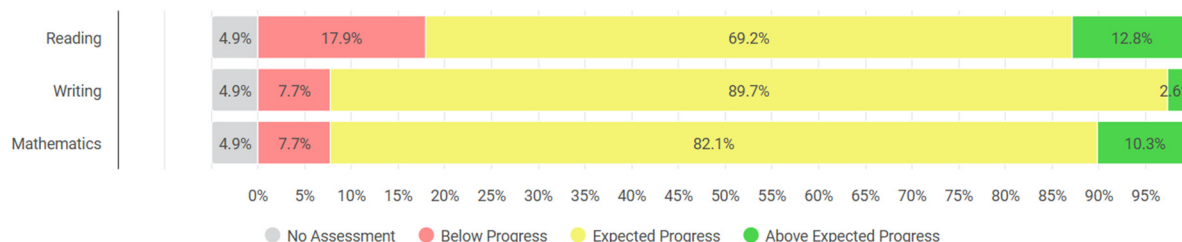


Pupils with SEND in Year 2 are making less overall progress in reading compared to their peers with no SEND. Little Wandle fluency books are now being used for guided reading and additional Phonics interventions are in place.

Year 3: Pupils with SEND

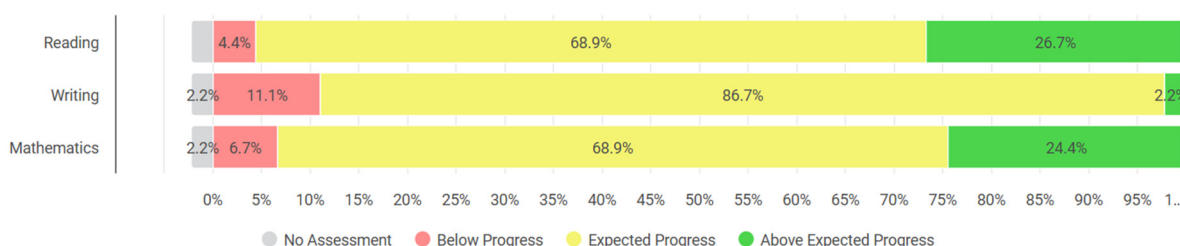


Year 3: Pupils with no SEND

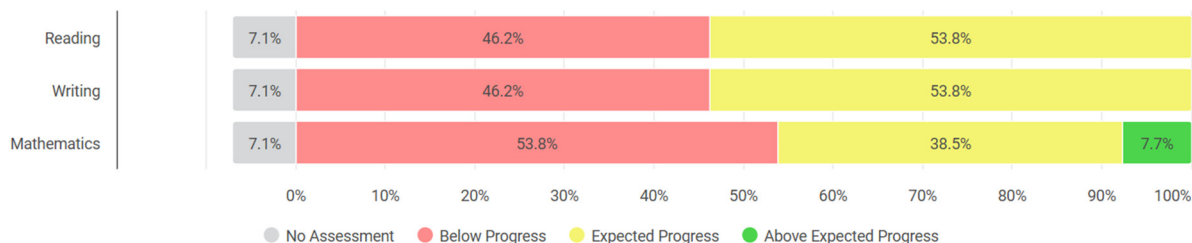


In Reading, writing and maths, Pupils with SEND are making less progress compared to pupils with no SEN. The Little Wandle Fluency programme and Rapid Catch up is being used to support the lowest 20% in reading. Maths plus intervention is in place for identified pupils.

Year 4: Pupils with SEND

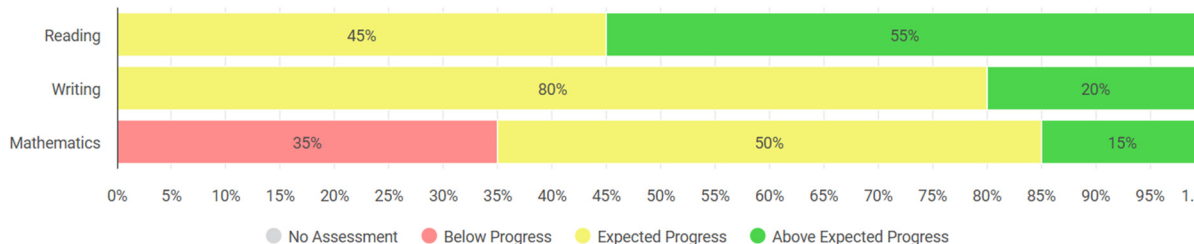


Year 4: Pupils with no SEND

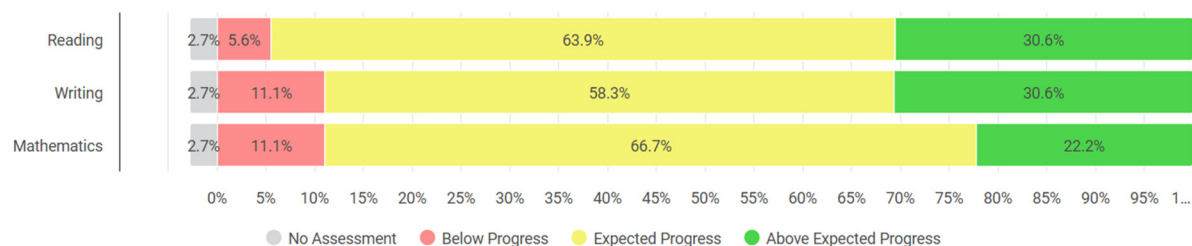


Pupils with SEND in Year 4 are making less progress compared to their peers with no SEND in reading, writing and maths. Reading Plus and Little Wandle fluency intervention is being used for identified pupils and Maths plus interventions are set up to support the pupils with SEN to focus on maths gaps. In addition, Precision teaching interventions are in place to support provide overlearning to develop fluency in reading and maths skills. Scaffolding and alternative writing tools are being used to support the process of writing.

Year 5: Pupils with SEND

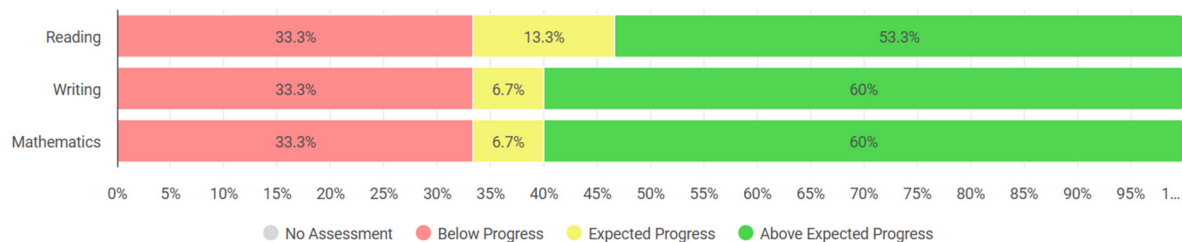


Year 5: Pupils without SEN

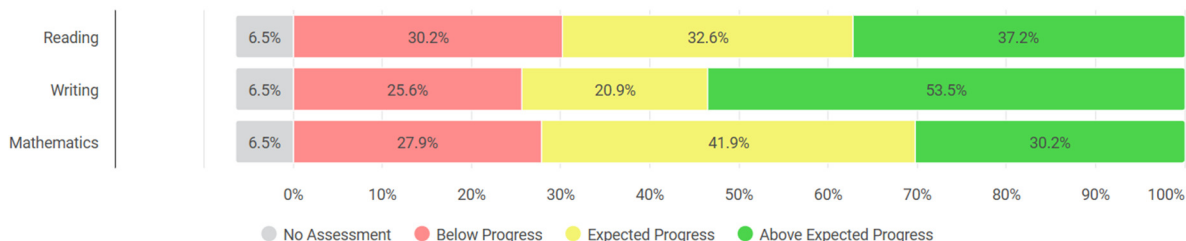


Pupils with SEND in Year 5 are making better overall progress in reading and writing compared to their peers with no SEND. They are less progress in maths compared to their peers with no SEND. Maths plus intervention is in place for identified pupils.

Year 6: Pupils with SEN



Year 6: Pupils without SEN



Pupils with SEND in Year 6 are making progress in line with their peers with no SEND.

How we advance equality of opportunity

We:

- support disabled pupils and members of staff by considering and meeting individual needs;
- take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage;
- make reasonable adjustments where required;
- involve pupils, families and staff in decisions that affect them;
- undertake accessibility planning;
- seek to provide equitable access to the curriculum, clubs, educational visits and wider school life; and
- seek advice from appropriate external agencies where specialist support is required.

How we foster good relations

We:

- teach pupils about their local community and wider society;

- use our Values programme to develop understanding and respect for difference;
- include positive representations of disabled people within the curriculum;
- enable pupils to learn about disability and experiences of discrimination;
- encourage pupils to support one another; and
- address bullying or harassment related to disability or SEND in accordance with school policies.

Where a pupil's needs or behaviour require temporary targeted provision outside the main classroom, decisions are made on an individual basis. Appropriate reasonable adjustments and the pupil's individual needs are considered alongside the needs and safety of the wider school community.

Evidence and impact

- **Attendance:** Children identified with SEND support have an average attendance of **95.6%** (2nd Sept 25- 26th June 26) in line with Non-SEN whole school attendance of **96.6%**; Most common reasons for absence include illness (52.3% of absence counts), and family holiday not agreed (22.11%).
- Those with EHCPs have an average attendance of **94.9%**. Common reasons for absence include illness (54.5% of absence counts), unauthorised absences (9.26%), and family holiday not agreed (8.47%).
- **Behaviour and exclusion:** “Monitoring of behaviour identified that pupils with SEND were disproportionately represented in suspensions; consequently, we have put timetables in place for each child with SEND, and ensured children are not placed in positions where the children with SEND become so dysregulated that their behaviour becomes dangerous for themselves and others. The number of suspensions for children with SEND has dropped from 23 in 2024-2025 to 1 in 2025-2026. 2024-2025 was an exceptional year when the need in our Early Years was unusually high and we worked very hard to ensure that those children who were not in a provision that best suited their needs were supported to be placed in provisions that could do so. (5 Children for whom our school was not the right provision and who needed specialist teaching went to: special schools and mainstream schools with small group SEN provisions)
The number of suspensions for that year does not reflect our usual practice and 2025-2026's data is more in line with our normal number of suspensions throughout the course of a year.
- **Reasonable adjustments:**
- Adjustments: Adjustments that have been made for specific children and have enabled participation are: adapted equipment, visual timetables, sensory breaks, alternative recording methods, additional adult support, adapted PE activities, changes to seating or environment as well as SEND children having access to Forest School, Tiggy the school dog and play therapy when it has been appropriate.
- **Sensory Room:** We have created a sensory room where children are to manage their emotions, regulate sensory input, and support learning and development in a safe, controlled environment.
- **Belonging and relationships:** There have been no reported incidents of bullying due to a child's Special Needs or disability this year.
- **Curriculum inclusion:** Evidence from lesson observations and learning walks have shown that pupils with SEND participate meaningfully in lessons and are rarely

separated from peers. Teaching is adapted to the needs of the children with appropriate scaffolds and support being provided in classes.

- **Leadership opportunities:** A pupil in Year 6 with a diagnosis of Autism and significant speech, language and communication difficulties was a School Councillor throughout his time in Year 6. He spoke on behalf of the school's pupils to the MP when she visited the school.

Ofsted (2024) stated in the report about Leagrave Primary School, "Pupils with SEND receive precisely planned support and achieve well." (Ofsted 2024)

6. Race and Ethnicity

Leagrave Primary School is committed to:

- eliminating racial discrimination;
- advancing equality of opportunity; and
- fostering good relations between people from different racial and ethnic backgrounds.

Current information

Ethnic groups of pupils (2026) (Year R-Year 6)

	Total 418	Percentage of pupils
Ethnicity	Enrolment	% of Total
Any Other Black Background	39	9.3
Any Other Ethnic Group	15	3.6
Any Other Mixed Background	16	3.8
Any Other White Background	32	7.7
Bangladeshi	59	14.1
Black - African	30	7.2
Black Caribbean	12	2.9
Chinese	3	0.7
Indian	16	3.8
Information Not Yet Obtained	8	1.9
Pakistani	111	26.6
White - British	45	10.8
White - Irish	1	0.2
White and Asian	6	1.4
White and Black African	8	1.9
White and Black Caribbean	17	4.1
All	418	100%

We have children from 16 ethnic groups in the school. The main ethnic groups are Pakistani (26.6%), Bangladeshi (14.1%) and White British (10.8%) This does not reflect the national picture of ethnicity groups in schools where the most common ethnic group in state primary schools is White British, with around 59.8% of pupils identifying this way, followed by

Pakistani (4.4%), Black African (3.8%), and Bangladeshi children only representing 1.8% of children in British primary schools. (1.8%). (September 2026)
 34 languages are spoken by children at Leagrave Primary School.
 70.6% of pupils do not have English as their first language, which is above the national average of 23.8% (January 2026)

Ethnic groups of Staff (September 2026)

Ethnicity	Total	Percentage of staff
Any Other White Background	1	1.5%
Any Other Ethnic Background	1	1.5%
Information not yet obtained	6	9.1%
Bangladeshi	1	1.5%
Black African	1	1.5%
Indian	0	0
Pakistani	8	12.1%
White and Asian	1	1.5%
White British	39	59.1%
White Irish	4	6.1%
Polish	1	1.5%
Black Caribbean	1	1.5%
White and Black Caribbean	1	1.5%
Any Other Mixed Background	1	1.5%
	66	99.9% due to rounding

The school has a diverse population, with many ethnic groups and languages represented.

How we advance equality of opportunity

We:

- provide language support where possible;
- recognise and value pupils' home languages;
- assess the needs of pupils who are new to English and put appropriate support in place;
- monitor attainment and progress to identify potential disparities;
- provide appropriate intervention where barriers or inequalities are identified;
- identify barriers to participation;
- involve parents and carers in initiatives intended to improve outcomes; and
- monitor the impact of our actions.

How we foster good relations

We:

- support pupils joining the school during the academic year;
- use our Values programme to promote understanding and respect;
- ensure that curriculum resources reflect racial, ethnic and cultural diversity;
- provide opportunities for pupils to learn about different histories, cultures and communities;
- participate in appropriate events and curriculum activities, including Black History Month and Faith Week; and
- follow appropriate procedures when responding to racist or other discriminatory incidents.

Evidence and impact

What has been the impact of our activities?

- All children are fully integrated into school life.
- Staff feel prepared to meet the needs of pupils in the school who have no or very little English.
- Our incidents of racism and bullying, due to ethnicity, race or culture, are low. In the Year 2024-25 there were 4 racist incidents that were reported. In 2025-2026 there were 2 reported racist incidents.
- “Many pupils, including those who speak English is an additional language, start school with limited skills in language. As a result of very effective teaching and modelling by teachers and teaching assistants, pupils become confident and articulate speakers and writers by the time they leave Year 6.” (Ofsted 2018)
- In the Key Stage 2 SATs, 2026, children with EAL did as well (or better) as those children who do not:

Subject	Children who have EAL who scored 100+	Children who not have EAL Who scored 100+
Reading	89.1%	89.5%
Maths	91.3%	89.5%
Writing	93.5%	84.5%

7. Religion or Belief

Leagrave Primary School includes pupils, families and staff with a range of religions and beliefs, including people with no religious belief.

We are committed to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations.

We:

- recognise and respect different religions and beliefs;
- consider reasonable requests relating to religious observance and practice;
- use curriculum resources that reflect the diversity of our community;
- include positive representations of different religions and beliefs;
- provide opportunities for pupils to learn about different religions, beliefs and worldviews;

- encourage pupils to recognise, understand and respect differences;
- consider religious observance when planning school activities and trips; and
- address prejudice or discrimination relating to religion or belief.

Where parents have statutory rights to withdraw their child from particular activities, the school will respect those rights and provide clear information about the relevant arrangements. We encourage constructive discussion with parents and carers so that they understand the nature and educational purpose of school activities.

Evidence and impact

- We do not have any recorded incidents of bullying due to religion or beliefs.
- Almost all pupils take part in all festivals and activities, whether of their own religion or another.
- No child has ever been denied access to an activity due to his/her religious beliefs.
- During our Faith week every child was taught about a World Religion in greater depth. This included trips to places of worship, religious leaders visiting school, learning about key figures and religious practices and beliefs of the religions.
- Assemblies reflect the multicultural, diverse and different faiths of our school population with school wide celebrations of Eid, Chinese New Year and Diwali as well as Christian festivals such as Easter and Christmas.
- Catering menus, kitchen safety certifications, and policy documents verify the standard availability of Halal, vegetarian, and vegan meal choices.
- Our Religious Education curriculum includes study of the main religions of the world.

8. Sex Equality

Leagrave Primary School is committed to:

- eliminating unlawful discrimination and harassment;
- advancing equality of opportunity; and
- fostering good relations.

Current information

Staff Gender (September 2026)

	Total	Male	Female	Non-Binary
Teaching staff	27	1	26	
Teaching support staff	17	2	15	
Administrative staff	7	0	7	
Kitchen staff	5	1	4	
Site staff	10	5	5	
Total	66	9	57	

Pupil Gender (September 2026)

	Total 418	Girls	Boys
Reception	58	29 (50%)	29 (50%)
Year 1	60	30 (50%)	30 (50%)
Year 2	60	30 (50%)	30 (50%)
Year 3	60	33(55 %)	27 (45 %)
Year 4	60	33 (55%)	27 (45%)
Year 5	60	29 (48%)	31 (52%)
Year 6	60	39 (65%)	21 (35%)
All	418	223 (53%)	195 (47%)

The school monitors attainment and other relevant outcomes by sex to identify significant disparities and determine whether action is required.

We:

- monitor attainment and progress;
- identify and address barriers to participation;
- challenge sexist stereotypes;
- include diverse and non-stereotypical role models within the curriculum;
- encourage parents and carers to participate in school life;
- respond to allegations of sexist bullying or harassment;
- encourage pupils to understand and challenge negative gender stereotypes; and
- seek to ensure equitable access to curricular and extra-curricular opportunities.

Evidence and impact

Percentage of children achieving GLD					
	2022-23	2023-24	2024-25	2025-26	2026-27
Boys	37%	43%	33%	47%	
Girls	67%	64%	53%	70%	
Differential	30%	21%	20%	23%	

In the data that has been gathered over the past few years we have seen the gap between genders closing as staff have worked to close it. For example, at the end of 2018 68% girls achieved it and only 27% boys (42% of the boys had SEN) Due to Covid 19 there was no external data for two years and in 2021-22 there was still a significant difference between the number of boys and girls achieving a GLD but the gap between the two groups decreased, 61.3% of the girls and 37% of the boys achieved a GLD this year. This is an uplift of 10% in the number of boys achieving GLD. In 2022-2023, 66.7% of girls achieved a GLD and 37% boys achieved it and in 2024, 63.6% of girls and 42.9% of boys achieved GLD. In 2025, 53.3% of girls and 33.3% of boys achieved a GLD. It is worth noting that 33.3% of the boys in the cohort were on the SEND register. It was a particularly challenging cohort in which there were a significantly higher number of children with SEND (25%) than in previous cohorts and where some of the behaviour in the cohort impacted on some children's learning.

In the Year 2025-2026, 70% of girls in the cohort achieved GLD whereas only 47% of boys did. In this cohort, 9 boys have SEND which is 30% of the boys whilst only 4 girls, which is 13% of the girls have recognised SEND.

Of the girls who do not have recognised SEND, 87.5% achieved GLD whilst 70% of the boys in the cohort without recognised SEND also achieved GLD in 2026.

Through our commitment to working with every child and addressing their needs, the gap between boys' and girls' attainment through school is closing with the vast majority of boys and girls in Year 6 achieving expected levels in their Standardised Academic Tests.

<u>2024</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Boys	83%	83%	90%
Girls	90%	90%	87%
<u>2025</u>			
Boys	93.3%	86.7%	90%
Girls	96.4%	100%	100%
<u>2026</u>			
Boys	88.6%	91.4%	91.4%
Girls	90%	90%	90%

9. Gender Reassignment

The school recognises gender reassignment as a protected characteristic under the Equality Act 2010.

Any situation involving a pupil, employee or member of the school community will be approached appropriately, lawfully, sensitively and on an individual basis, taking account of the person's circumstances, the school's safeguarding responsibilities and applicable statutory guidance.

The school will respond appropriately to discriminatory bullying, harassment or victimisation related to gender reassignment.

Teaching relating to these matters will be delivered in accordance with the statutory curriculum and current statutory guidance.

10. Pregnancy and Maternity

The school will not unlawfully discriminate against a person because of pregnancy or maternity.

Where pregnancy or maternity is relevant to a pupil, employee or other person to whom the school's Equality Act duties apply, the school will consider individual circumstances and make

appropriate arrangements in accordance with the Equality Act 2010, employment law, safeguarding responsibilities and other applicable requirements.

11. Sexual Orientation

The school is committed to ensuring that no person is unlawfully discriminated against, harassed or victimised because of sexual orientation.

We seek to provide a school environment in which prejudice-related language, bullying and stereotyping are challenged appropriately.

Relevant teaching is delivered in an age-appropriate manner and in accordance with statutory curriculum requirements and current statutory guidance.

12. Equality Information

To help us understand whether our policies and practices are effective, we consider appropriate information relating to areas including:

- admissions;
- attendance;
- attainment and progress;
- suspensions and exclusions;
- behaviour incidents;
- prejudice-related incidents;
- participation in curriculum and extra-curricular activities;
- the School Development Plan;
- school self-evaluation;
- parent/carers, staff and pupil voice;
- staff recruitment, retention and professional development;
- curriculum monitoring; and
- teaching and learning.

We analyse information where appropriate by relevant protected characteristic. We also consider intersectionality where appropriate—that is, where more than one characteristic or circumstance may contribute to a disadvantage.

We will not publish information where doing so could identify an individual.

13. Equality Objectives 2024–2028

In accordance with the Equality Act 2010, Leagrave Primary School publishes specific and measurable equality objectives. These objectives were established in September 2024 and will

be formally reviewed at least every four years. Progress will be monitored annually by school leaders and the Governing Body.

Objective 1 – Parental Engagement

Aim: To improve equity in parental and carer engagement so that families from different groups have equitable opportunities to participate in school life and contribute their views.

Baseline: During 2026/27, establish and analyse baseline participation and feedback data, where appropriate, to identify any under-represented groups at parent and carer events.

Measure: Monitor participation in identified parent/carers activities and opportunities for parent voice, using appropriate equality information where this can lawfully and proportionately be collected.

Target: By July 2027, the school will have established a robust demographic tracking baseline for parental engagement, while implementing targeted outreach to ensure that attendance at key school events and response rates on feedback surveys reflect within 75% of the overall school demographic profile."

Actions will include:

- reviewing participation in key events and consultation activities;
- seeking feedback from under-represented groups;
- identifying barriers to engagement;
- considering accessibility, communication and language needs; and
- implementing targeted actions where disparities are identified.

Evidence of impact: Annual analysis of participation, feedback and actions taken.

Responsible: Debbie Bastin (Deputy Headteacher) and Lisa Scott (Senior Assistant Headteacher)

Annual review: July 2027

Objective 2 – EYFS Attainment

Aim: To reduce the identified disparity between boys and girls achieving a Good Level of Development at the end of EYFS.

Baseline:

Percentage of children achieving GLD					
	2022-23	2023-24	2024-25	2025-26	2026-27
Boys	37%	43%	33%	47%	
Girls	67%	64%	53%	70%	
Differential	30%	21%	20%	23%	

Target: By July 2028, the gap between boys and girls achieving GLD will have closed significantly to be less than 20% difference.

Actions will include:

- monitoring attainment and progress by sex;
- analysing barriers affecting individual cohorts;
- providing high-quality learning opportunities responsive to identified needs;
- developing opportunities for reading, writing and mathematics, including through outdoor learning where this responds to identified needs; and
- reviewing the impact of interventions annually.

Evidence of impact: Annual EYFS assessment data and supporting monitoring evidence.

Responsible: Lauren Haines (Early Year Lead)

Annual review: July 2027

Objective 3 – Inclusion and Participation

Aim: To identify and reduce inequalities in access, participation and outcomes for pupils with relevant protected characteristics, with particular attention to disabled pupils and pupils with SEND where the school's evidence identifies disadvantage.

Baseline: During 2026/27, establish participation levels of pupils with SEN for agreed areas of school life, including extra-curricular activities.

Target: Following baseline analysis there will be a reduction in any identified participation disparity by July 2027.

Actions will include:

- monitoring access to clubs, trips and wider opportunities;
- seeking the views of pupils and families;
- identifying barriers to participation;
- making reasonable adjustments for disabled pupils;
- taking targeted action where disparities are identified; and
- reviewing whether interventions have reduced identified barriers.

Evidence of impact: Participation information, pupil/parent voice, accessibility monitoring and annual evaluation of actions.

Responsible: Debbie Bastin (Deputy Headteacher) and Sadia Tufiq (Assistant Headteacher and SENDCo.

Annual review: July 2027

14. Monitoring and Review

The Governing Body and Headteacher will monitor the implementation of this statement and progress towards the equality objectives.

Equality information will be reviewed and updated **at least annually** and published in accordance with the school's statutory obligations.

The equality objectives will be reviewed at least every four years. They may be amended earlier where monitoring identifies a significant inequality, changing need or new priority.

When reviewing the statement, the school will ensure that:

- published datasets have clear dates;
- totals and percentages have been checked for accuracy;
- information remains relevant and current;
- small numbers are suppressed or described appropriately where publication could identify an individual;
- progress against each equality objective is recorded; and
- evidence is retained to demonstrate how equality considerations have informed school decisions