

St Thomas More Primary School Equality Data and Objectives



Reviewed	Approved	Next Review
November 2022	By Governing body	November 2023
October 2023		October 2024

In order for our School to meet our general and specific duties under the Equality Act 2010, the following information was prepared and objectives set.

Stage 1: Understanding our School Community – Pupils

What is the school profile?

-How many children are on roll at the school?

184

-What information on pupils is collected by protected characteristics?

The following information was correct as of November 2022

Ethnic categories			
Any other Asian background	3	Turkish/Turkish Cypriot	2
Any other Black background	5	Vietnamese	2
Any other mixed background	7	White - British	60
Black - Ghanaian	4	White - Irish	2
Black - Nigerian	34	White and Asian	3
Black Caribbean	3	White and Black African	5
Other Black African	5	White and Black Caribbean	5
Other ethnic group	1	White European	24
Traveller of Irish heritage	5	White Other	14

Disability Categories			
No disability	164		
Problems with mobility	0	Problems with communication	13
Problems with eating and drinking	3	Problems with Vision	1
Problems with Hearing	0	Needs medication	25*
Problems with ASD/ADHD	8		

*figure based on medication held on site for students and information received from parents

Special Educational Needs (SEN)	Percentage (%)	Actual no.
Education, Health and Care Plan	0.5%	1
SEN Support	9.8%	21
No Special Educational Need	89.7%	162

Gender	
Girls	94
Boys	90

Deprivation	Number	Percentage
Pupil Premium*	43	23%
Non Pupil Premium	141	77%

EAL pupils	
	37

*Any pupil in receipt of Free School Meals at any time during the last 6 years

Looked after children: the school has no pupil recorded as Looked After at this time

Stage 2: Understanding the information gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment and Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies, e.g. school council

Attainment – Comparative Data

All pupils have access to high quality provision targeted to support their individual needs and we ensure that every child makes good progress throughout their time at St Thomas More. High quality teaching alongside additional targeted support helps achieve this.

2023 KS2 Outcomes for reading, writing and maths combined

	Cohort	Expected Standard +			Higher Standard		
		SCH	RBG	ENG	SCH	RBG	ENG
All Pupils	30	83%	67%	59%	10%	12%	8%
Male	18	83%	64%	56%			
Female	12	83%	69%	63%			
Disadvantaged	4	50%	56%	44%			
Not Disadvantaged	26	88%	73%	66%			
Pupil Premium	4	50%	54%	43%			
Not Pupil Premium	26	88%	72%	65%			
SEN Support	4	25%	39%	24%			
No Special Needs	26	92%	77%	70%			
EAL	14	100%	69%	60%			
Not EAL	16	69%	66%	59%			

Following our analysis, we have set out three Equality Objectives in order to meet the Equality Act requirements, these are:

Equality Objective 1

To ensure that our staff have the appropriate knowledge and training about good equalities practice. We will do this by:

- Ensuring that our curriculum is diverse and accessible to all
- Ensure that our behaviour management is fair and equal and that we can identify underachievement in all groups.

Equality Objective 2

To ensure that our curriculum reflects the rich diversities of the UK, our local community and of St Thomas More in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion.

We will do this by:

- Ensuring topics and resources used reflect diversity
- Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

Equality Objective 3

To work towards closing the attainment gap at greater depth in English and maths.

We will do this by:

- Ensuring all staff have the necessary information, training and resources to implement high quality lessons
- Regularly monitoring attainment through analysing data and tracking pupil progress
- Ensuring that appropriate early interventions are put in place where underachievement is identified

The Governing Body will monitor progress on all Equality Objectives.