

Chalk Ridge Primary School Equality Policy

(including Equality Information and Objectives)

Policy approved at Pay and Personnel Committee 1st March 2023

Next policy review March 2027

Next appendix review December 2026

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity, and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors, and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Chalk Ridge is a larger than average sized primary school located in the centre of a large housing estate and predominately serves the Brighton Hill community. It is a two-form entry school with space for 14 classrooms.

Within the school postcode of RG22 4ER our community consists of:

90% being born in the UK

9% BAME

50% have no religion
9% other religions including Hindu
17% disabled under the Equality Act
71% of the community are in employment
1% unemployed
30% economically inactive

Whilst we recognise that all groups of children, whether a significant group or not, have equal rights, significant groups within our school include:

SEND (on average 15%)

Pupil premium (on average 22%)

EAL (on average 14%)

Hampshire provides a facts and figures website which may provide you with useful information
<https://www.hants.gov.uk/landplanningandenvironment/facts-figures/population>.
[Census information \(basingstoke.gov.uk\)](https://www.basingstoke.gov.uk/census)

We collect equality information, and this is referenced in appendices A and B.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whether they have refugee/asylum status
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys; men and women have different needs.

- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur

- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: 1st March 2023

Date for policy review: March 2027

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data as at October 2025 Census

Description of Information	School Details (number of pupils) as of 1 st December 2025
Number on roll	282
Boys	141
Girls	141
Pupils with SEND support	20
Pupils with an EHC Plan	27
Pupil Premium Eligible	47
Ethnicity	
White - British	185
White – English	30
White Eastern European	0
White European	3
White Other	3
White and Asian	1
White and Black African	4
White and Black Caribbean	3
Any other Black background	1
Any other mixed background	2
Any other Asian background	3
Any other white background	8
Black - African	9
Black – British	0

Black – Ghanaian	0
Black – Nigerian	4
Black Caribbean	1
Egyptian	1
Greek Cypriot	1
Indian	8
Iranian	1
Nepalised	3
Any other Asian background	4
Any other mixed background	1
Other Ethnic Group	1
Religion	
No Religion	154
Christian	69
Other Religion/Faith	1
Buddhist	6
Roman Catholic	8
Sikh	3
Muslim	5
Hindu	11
Seventh Day Adventist	1
Anglican/Church Of England	8
Refused Information	21
Romanian Orthodox	3

Pupil on role by their first language (EAL) – October Census 2025

Description	Number of Pupils
Akan/Twi-Fante	0
Arabic	1
Bulgarian	2
English	245
French	1
Greek	1
Kurdish	1
Lithuanian	3
Marathi	1
Mauritian/Seychelles Creole	0
Ndebele	0
Nepali	6
Other than English	2
Pashto/Pakhto	1
Panjabi	1
Polish	2
Portuguese	2

Romanian	5
Shona	3
Tamil	1
Tagalog/Filipino	1
Urdu	0
Vietnamese	3
Yoruba	2
Zulu	1

Other groups October Census 2025	Number of pupils
Service children	0
Pupils for whom the school receives top-up funding	27
Post looked after arrangements - includes children ceased to be looked after through adoption, special guardianship, residence order or child arrangement order	2
Pupils with any period of eligibility for free school meals reported in the current census (includes those eligible on census day)	60

SEN Provision October Census 2025	Number of pupils
SEN Provision - education, health and care plan (code E)	27
SEN Provision - SEN support (code K)	22
Total number of pupils with SEN (codes E, and K)	49
No special educational needs (code N)	237
Total pupils on roll	286

Code	Description	Number of pupils	
		Primary Need	Secondary Need
C&I	Communication and Interaction	22	0
C&L	Communication and Language	17	0
SPLD	Specific Learning Difficulty	0	3
MLD	Moderate Learning Difficulty	0	17
SLD	Severe Learning Difficulty	0	0
PMLD	Profound and Multiple Learning Difficulty	0	0
SD	Speech Delay	0	2
GDD	Global Developmental Delay	0	2
SEMH	Social, emotional and mental health	5	3
MSI	Multi-Sensory Impairment	3	0
HI	Hearing Impairment	2	0
VI	Vision Impairment	0	0

PD	Physical Disability	0	0
ASD	Autistic Spectrum Disorder	16	3
DS	Down Syndrome	0	0
NSA	SEN support but no specialist assessment of type of need	0	0
OTH	Other Difficulty / Disability	1 (epilepsy)	0
DYS	Dyscalculia	0	1
DYS	Dyslexia	5	0
DYS	DST at Risk of Dyslexia	0	11

Number of suspensions and permanent exclusions by SEN provision in the 2025 spring and Summer terms (terms 3, 4, 5 and 6)

	Spring term <i>(01 January 2025 - 20 April 2025)</i>		Summer term <i>(21 April 2025 - 31 July 2025)</i>	
	Number of suspensions	Number of permanent exclusions	Number of suspensions	Number of permanent exclusions
	2	0	3	0
SEN Provision of excluded pupil	Number of suspensions	Number of permanent exclusions	Number of suspensions	Number of permanent exclusions
Pupils with SEN provision E – education, health and care plan	2	0	0	0
Pupils with SEN provision K - SEN support	0	0	3	0
Pupils with no SEN provision (code N)	0	0	0	0

Attendance information for the 2025 summer term (terms 5 and 6) for all pupils aged between 5 and 15 years as at 31/08/2025

Authorised absence as percentage of total sessions possible	4.57%
Unauthorised absence as percentage of total sessions possible	0.94%
Overall (authorised plus unauthorised) absence as percentage of total sessions possible	5.51%
Percentage of pupils whose overall absence rate is greater than or equal to 10 per cent and are therefore identified as a persistent absentee in this term	22.39%

Attainment levels

Pupils achieving GLD by group	
Student Group	2024/2025
Male	62%
Female	79%
SEND	0%
Not SEND	82%
Pupil Premium Eligible	67%
Not Pupil Premium Eligible	69%
EAL (2 pupils)	67%

Statutory data from Analysing School Performance Website (DfE)

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National % ?	Average mark		
							School	National ?	
All pupils	31	0	3	28	90	80	35	33	
Male	17	0	3	14	82	76	34	32	
Female	14	0	0	14	100	84	36	34	
Disadvantaged ?	11	0	2	9	82	67	32	30	
Ever 6 FSM ?	0	0	0	0	N/A	84	N/A	34	
Children looked after ?	0	0	0	0	N/A	80	N/A	33	
Other ?	20	0	1	19	95	84	36	34	
SEN EHCP ?	2	0	1	1	50	20	24	20	
SEN support ?	1	0	0	1	100	52	34	25	
No SEN ?	28	0	2	26	93	88	36	35	
English first language ?	30	0	2	28	93	80	35	33	
English additional language ?	1	0	1	0	0	80	30	33	

Phonics year 2 attainment by pupil group							
Breakdown	Cohort ?	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	Average mark	
All pupils	2	0	0	2	100	39	
Male	2	0	0	2	100	39	
Female	0	0	0	0	N/A	N/A	
Disadvantaged ?	1	0	0	1	100	39	
Ever 6 FSM ?	0	0	0	0	N/A	N/A	
Children looked after ?	0	0	0	0	N/A	N/A	
Other ?	1	0	0	1	100	38	
SEN EHCP ?	0	0	0	0	N/A	N/A	
SEN support ?	1	0	0	1	100	39	
No SEN ?	1	0	0	1	100	38	
English first language ?	1	0	0	1	100	39	
English additional language ?	1	0	0	1	100	38	

Multiplication tables check			
Breakdown	Cohort	Percentage pupils who took the check ?	
		School %	National % ?
All pupils	47	98	96
Male ?	22	95	95
Female ?	25	100	97
Disadvantaged ?	10	100	94
Other ?	37	97	97
SEN EHCP ?	2	100	49
SEN support ?	5	80	94
No SEN ?	40	100	99
English first language ?	45	98	96
English additional language ?	2	100	97

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher ?		Achieving at a higher standard ?	
		School %	National % ?	School %	National % ?
All pupils	45	51	62	0	8
Male ?	25	64	59	0	7
Female ?	20	35	65	0	9
Disadvantaged ?	0	N/A	-	N/A	-
Ever 6 FSM ?	0	N/A	-	N/A	-
Children looked after ?	0	N/A	-	N/A	-
Other ?	0	N/A	-	N/A	-
Switch comparator ?					
SEN EHCP ?	3	0	62	0	8
SEN support ?	6	0	62	0	8
No SEN ?	36	64	73	0	10
Non-mobile ?	40	53	64	0	9
English first language ?	40	55	62	0	8
English additional language ?	5	20	62	0	8

Prior attainment

Key stage 2 English grammar, punctuation and spelling by pupil group																	
Breakdown	English grammar punctuation and spelling attainment							Average spelling mark		Spelling mark							
	Cohort	Achieving the expected standard ?		Achieving the higher standard ?		Average score ?				5+		10+		15+		20+	
		Sch %	Nat % ?	Sch %	Nat % ?	Sch	Nat ?	Sch	Nat ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?
All pupils	45	69	73	29	30	104.3	105.4	12.3	-	89	84	66	69	45	42	5	3
Male ?	25	68	69	28	27	104.2	104.7	12.4	-	88	81	63	66	46	41	4	3
Female ?	20	70	77	30	33	104.4	106.1	12.2	-	90	87	70	71	45	44	5	4
Disadvantaged ?	0	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-
Ever 6 FSM ?	0	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-
Children looked after ?	0	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-
Other ?	0	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-	N/A	-
Switch comparator ?																	
SEN EHCP ?	3	0	73	0	30	92.5	105.4	2.0	-	0	84	0	69	0	42	0	3
SEN support ?	6	0	73	0	30	93.8	105.4	4.8	-	50	84	0	69	0	42	0	3
No SEN ?	36	86	83	36	36	106.7	107.0	14.1	-	100	93	81	79	56	50	6	4
Non-mobile ?	40	70	74	33	30	104.6	105.6	12.5	-	87	85	67	70	51	43	5	4
English first language ?	40	73	73	33	30	105.0	105.4	12.8	-	90	84	69	69	51	42	5	3
English additional language ?	5	40	73	0	30	98.8	105.4	8.2	-	80	84	40	69	0	42	0	3

Key stage 2 science by pupil group			
Breakdown	Cohort	At least the expected standard in science ?	
		School %	National % ?
All pupils	45	78	82
Male ?	25	80	79
Female ?	20	75	84
Disadvantaged ?	0	N/A	-
Ever 6 FSM ?	0	N/A	-
Children looked after ?	0	N/A	-
Other ?	0	N/A	-
Switch comparator ?			
SEN EHCP ?	3	0	82
SEN support ?	6	50	82
No SEN ?	36	89	91
Non-mobile ?	40	78	83
English first language ?	40	83	82
English additional language ?	5	40	82

Information	Evidence and commentary															
Participation in the student council by gender and race 2024-2025	8.3% of the student council is BAME 91.7% of the student council is White British This is does not reflect our whole school community. The children are elected by their peers following a formal ballot. 33.3% are male 66.7% are female															
Participation in Breakfast Club 2024 – 2025	72 pupils attend breakfast clubs <table><tr><td>Mixed Background</td><td>2.8%</td></tr><tr><td>Black African</td><td>5.6%</td></tr><tr><td>Black Caribbean</td><td>1.4%</td></tr><tr><td>White - English/British</td><td>86%</td></tr><tr><td>White and Black African</td><td>1.4%</td></tr><tr><td>White and Black Caribbean</td><td>1.4%</td></tr><tr><td>White Eastern European</td><td>1.4%</td></tr></table>		Mixed Background	2.8%	Black African	5.6%	Black Caribbean	1.4%	White - English/British	86%	White and Black African	1.4%	White and Black Caribbean	1.4%	White Eastern European	1.4%
Mixed Background	2.8%															
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White - English/British	86%															
White and Black African	1.4%															
White and Black Caribbean	1.4%															
White Eastern European	1.4%															
Participation in After School Club 2024 – 2025	79 pupils attend after school club <table><tr><td>Mixed Background</td><td>3.8%</td></tr><tr><td>Black African</td><td>3.8%</td></tr><tr><td>Black Caribbean</td><td>1%</td></tr><tr><td>Indian</td><td>2.50%</td></tr><tr><td>White - English</td><td>83.5%</td></tr><tr><td>White and Black African</td><td>3.8%</td></tr><tr><td>White Eastern European</td><td>1%</td></tr></table>		Mixed Background	3.8%	Black African	3.8%	Black Caribbean	1%	Indian	2.50%	White - English	83.5%	White and Black African	3.8%	White Eastern European	1%
Mixed Background	3.8%															
Black African	3.8%															
Black Caribbean	1%															
Indian	2.50%															
White - English	83.5%															
White and Black African	3.8%															
White Eastern European	1%															

Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff. The school has published various policies on the school's website site [Home | Chalk Ridge Primary School](#) These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Governor data

Based on responses from 9 out of 11 governors (provision of information is voluntary). Sept 2025.

Age

Age	Count
30 - 44	4
45 - 59	2
60 +	2
Prefer not to say	1

Gender

Gender	Count
Female	7
Male	2

Ethnic Group

Ethnic Group	Count
White	7
Mixed or Multiple Ethnic Groups	1

Background Description

Background Description	Count
English / Welsh / Scottish / Northern Irish / British	6
White and Asian	1
Any other White Background	1

Religion or Belief

Religion or Belief	Count
No Religion or belief	5
Christian	4

Qualitative information

The school has published various policies on the school's internet site www.chalkridgepri.hants.sch.uk. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: 8th December 2025

Date for review and re-publication: 8th December 2026

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1 Feb 2023:

To continue to monitor and analyse pupil attainment and progress by key groups including SEND, Pupil Premium and EAL, act upon any patterns or trends in this data so that attainment and progress gaps are closed.

Progress Objective 1 March 2024

Our phonics data for last year demonstrates that all our significant groups attained well in the summer 2023 where all groups exceeded national benchmark.

The end of KS1 data demonstrates that all our significant groups attained well below the national benchmark with the disadvantaged grouping having the biggest gap in attainment in Reading, Writing and Maths.

The combined, end of year, KS2 data demonstrates that our girls did not attain as well as the boys, this is also replicated with the Spelling, Punctuation and Grammar data and the Science data.

Adapt Objective 1 March 2024

To continue to monitor and analyse pupil attainment and progress by key groups including SEND, Pupil Premium and EAL. Address the underperformance of significant groups in Year 3.

Progress Objective 1 January 2025

Year 5 Pupil Group Data EXS+

Group	Reading	Writing	Maths
	Aut 25	Aut 25	Aut 25
Cohort (60)	53%	33%	50%
Female (28)	61%	33%	43%
Male (32)	47%	34%	57%
EAL (8)	13%	13%	25%
Not EAL (52)	60%	37%	53%
SEND (14)	0%	0%	0%
Not SEN (46)	70%	43%	65%
PP (16)	44%	19%	44%
Not PP (44)	57%	39%	54%

Year 5 Pupil Group Data GDS

Group	Reading	Writing	Maths
	Aut 25	Aut 25	Aut 25
Cohort (60)	10%	3%	12%
Female (28)	7%	3%	4%
Male (32)	13%	4%	19%
EAL (8)	0%	0%	0%
Not EAL (52)	12%	4%	13%
SEND (14)	0%	0%	0%
Not SEN (46)	13%	4%	15%
PP (16)	0%	0%	6%
Not PP (44)	14%	5%	14%

Adapt Objective 1st December 2025

To continue to monitor and analyse pupil attainment and progress by key groups including SEND, Pupil Premium and EAL. Address the underperformance of significant groups who were in Year 3 and now in Y5.

This will be a cohort that we will closely monitor in school and with Governors throughout KS2. Our allocation of staff has been adapted this year to ensure more children receive the appropriate support and more are working at the expected standard. This objective will remain for 2025-2026.

Objective 2 Feb 2023:

Pupil attendance to continue to improve so that the attendance figures of all pupil groups improve so they are in line with the school target of 95%. The attendance target may be more challenging for some groups and the school will help and support them to achieve the target.

Progress Objective 2 March 2024

Absence data for last year (see below) demonstrates that for all our significant groups their absence rates were lower than national with the exception of children who have EAL. This will be a group we will continue to work with when they apply for extended holidays and around longer sickness absences.

Absence

This data includes all absences reported during the autumn term 2022 and spring term 2022. For schools which opened or closed part way through this period, their absence information will be based on a shorter period.

Breakdown	No. of enrolments in the school	Absence				
		Sessions missed due to absence				
		School %	National %	Persistent absentees - absent for 10% or more sessions		
				No. of enrolments that are persistent absentees	School %	National %
All pupils	336	5.5	6.0	52	15.5	17.3
Male	175	5.7	6.1	28	16.0	17.8
Female	161	5.3	5.8	24	14.9	16.9
Ever 6 FSM	72	6.5	8.4	14	19.4	29.7
Non-Ever 6 FSM	261	5.2	5.0	38	14.6	12.3
SEN EHCP	15	5.7	10.1	3	20.0	32.2
SEN support	34	6.6	7.9	7	20.6	25.7
No SEN	279	5.4	5.5	41	14.7	15.1
English first language	273	5.0	5.8	35	12.8	16.6
English additional language	63	7.7	6.3	17	27.0	19.9

Progress objective 2 March 2024

To continue to monitor and analyse pupil attainment and progress by key groups including SEND, Pupil Premium and EAL. Analyse the attainment and progress of girls throughout the school.

Progress objective 2 January 2025

See data below - the absence % for our EAL was less than the previous year but still above national. Our male pupils, non-SEND, SEND support and EAL pupils' absence % were all slightly higher than national. We had high mobility in Year 2 which would have made an impact on attendance. We need closer monitoring of these groups to understand the reasons for their absence being higher than national and address this. This work will be carried out by our Attendance Champion.

Absence ?

This data includes all absences reported during the 2023/24 academic year (autumn term 2023, spring term 2024).

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Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence					
		School %	National % ?	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National % ?	
All pupils	316	5.5	5.4	50	15.8	14.7	
Male ?	154	5.9	5.6	23	14.9	15.1	
Female ?	162	5.2	5.2	27	16.7	14.2	
Ever 6 FSM ?	64	7.3	7.8	12	18.8	26.1	
Non-Ever 6 FSM ?	247	5.0	4.5	37	15.0	9.9	
SEN EHCP ?	12	8.9	10.0	2	16.7	29.9	
SEN support ?	31	7.9	7.4	7	22.6	22.5	
No SEN ?	266	5.0	4.9	36	13.5	12.3	
English first language ?	245	5.2	5.4	30	12.2	14.5	
English additional language ?	71	6.8	5.4	20	28.2	15.3	

Progress objective 2 December 2025

Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence					
		School %	National % ?	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National % ?	
All pupils	324	5.5	5.5	47	14.5	14.6	
Male ?	161	5.9	5.7	22	13.7	15.1	
Female ?	163	5.1	5.4	25	15.3	14.0	
Ever 6 FSM ?	66	7.2	8.0	15	22.7	27.1	
Non-Ever 6 FSM ?	247	4.9	4.6	30	12.1	9.4	
SEN EHCP ?	12	8.4	10.0	2	16.7	30.1	
SEN support ?	31	8.5	7.5	5	16.1	23.1	
No SEN ?	272	4.9	5.0	34	12.5	12.0	
English first language ?	250	5.2	5.5	28	11.2	14.3	
English additional language ?	74	6.9	5.5	19	25.7	15.2	

Objective 3 March 2024

When appropriate, consider how to promote the governing body membership so that we increase our ethnic/BAME representation to it reflects our growing diverse community.

Progress Objective 3 January 2025

We have had no leavers or joiners to the Governing body. At the next round of recruitment, we will consider objective 3.

Progress Objective 3 December 2025

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Governance

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