

## School name: Mount Street Academy

This document sets out the equality objectives in relation to pupils and should be read in conjunction with the Anthem Whole-School Equality Policy.

Links to other policies:

- Behaviour Policy
- Anti-bullying Policy

## Equality objectives

*(to be reviewed every four years)*

Date objectives set: September 2022

Objectives review date: September 2026

### Objectives:

- To reduce the GAP in attainment between boys and girls (SAT results for primaries and GCSE results for secondaries)
- To reduce the GAP in attendance between non-disadvantaged and disadvantaged students
- To reduce the GAP in exclusions between SEND and non-SEND students

## Objectives – actions taken and progress

*(to be reviewed annually)*

Objective 1	Actions for academic year 2022 – 2023 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in attainment between boys and girls	Leaders will regularly interrogate data and other evidence on performance,	KS1:Girls outperformed boys in Reading, Writing and Maths by 8% in Reading, 22% in Writing and 10% in Maths. EYFS: There was a	KS1:The gap between boys and girl has reduced overall in all subjects in comparison to 22/23 with no gap in Maths. 9% in Reading and 11%	Phonics – YEAR 1	

		<p>smaller gap in EYFS of 5% of girls out performing boys.</p>	<p>in writing. It is important to note there were a high number of SEND children in this cohort who made progress from individual starting points. EYFS: The gap was 18%. A scrutiny of this data shows that there were a higher number of boys who had not received any preschool/nursery experience and/or had come straight from abroad.</p>	<p>The school achieved 84% pass rate for the phonics screening check. The pass rate was 52% boys 48% girls.</p>	
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	<p>participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils.</p>				
<b>Objective 2</b>	<p><b>Actions for academic year 2022 – 2023</b> <i>(including data)</i></p>	<p><b>Data &amp; progress</b> <b>September 2023</b></p>	<p><b>Data &amp; progress</b> <b>September 2024</b></p>	<p><b>Data &amp; progress</b> <b>September 2025</b></p>	<p><b>Data &amp; progress</b> <b>September 2026</b></p>
<p>To reduce the GAP in attendance between non-disadvantaged and disadvantaged students</p>	<p>Leaders will consult with pupils, staff and parents in relation to barrier to attendance, and respond in order to improve participation and access to school. Leaders will produce an attendance and pupil premium strategy in relation to their setting, and implement accordingly. Leaders will continue to implement the Anthem attendance policy with fidelity and rigour.</p>	<p>92.43% - Disadvantaged</p> <p>There has been a high focus on improving attendance this year and this is evident in our national comparison data. Whilst our disadvantaged group's attendance was 92.43% (national was 91.3%) and our non disadvantaged groups was just under 94%.</p>	<p>92.3% - Disadvantaged</p> <p>The focus on improving attendance continues to be in place and our overall attendance was slightly lower this year for all children at 92.3%. The reasons for this have been analysed and changes made in line with our Attendance policy to support this to improve. There was no difference this year between Disadvantaged and Non disadvantaged children and broadly inline with National.</p>	<p>92.7% Disadvantaged</p> <p>Out attendance overall is slightly above National, however disadvantaged children continue to be in line with National figures for all children. Our attendance support team (Headteacher and Family support worker) work closely with families to support and identify barriers to attendance</p>	

Objective 3	Actions for academic year 2022 – 2023 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in exclusions between SEND and non-SEND students	<p>Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups.</p> <p>Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly.</p> <p>Leaders will ensure all staff are well trained in managing pupils with SEND, and managing pupil behaviour.</p>	<p>During this academic year there were 4 suspensions (2 children in total) and 0 permanent exclusions. Both of these students were SEND. We work hard to support students with significant behaviour in school and our process for determining if we have done everything we can (Anthem’s reducing exclusions toolkit) provides a rigorous support and checklist for leaders as well as the Lincolnshire behaviour ladder of intervention.</p>	<p>Last Year there were no permanent exclusions and 3 suspensions. Of those 3 suspensions all 3 children were SEND with 2 of those waiting on EHCP plans to be approved.</p> <p>We continue to actively work on reducing suspensions for SEND children and we are proactive in developing effective support and accessing outside agency support where required.</p>	<p>Last year there were no permanent exclusions and 5 suspensions. Of those children 2 were SEND 1 of which was awaiting an EHCP which was subsequently approved. Although the suspension rate was higher the suspensions for SEND children remained the same. We continue to actively engage with outside agencies such as Autism outreach support service ,Educational Psychologists and specialist services such as BOSS to support those SEND children who need it.</p>	

*Objectives are set up for a four-year period and statistical data is published annually. The information contained on this form is reviewed on an annual basis by the Headteacher and the Anthem Education Director.*