

Sholing Infant School



Equalities Policy

(including Equalities Information and Objectives)



Approved by:	Lisa Houghton and Governing body	Date: 29.9.21
Last reviewed on:	September 2020	
Next review due by:	September 2022	

Introduction

Sholing Infant School welcomes 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 Hamwic Equalities 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, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (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

We collect equality information (such as achievement data, attendance data and registration data) and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles. 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 gender and 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
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status
- 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 note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note 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
- Marital status – 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
- 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

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). 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. We consult and involve, to ensure that 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.

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

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.

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. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

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

Pupil Data

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, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

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

- staff meetings
- parent questionnaires
- Pupil-related data

Current school pupil profile:

Number of children	Year R	Year 1	Year 2
Girls	48	46	37
Boys	42	44	53
Total	90	90	90

EAL	21
SEN	33
FSM	44
EHCP	4
IHCP	3
LAC	4
Service children premium	0

Ethnic Background

Any Other White Background	8
Any Other Asian Background	1
Any Other Ethnic Group	1
Black African	1
Black Caribbean	0
Chinese	1
Indian	2
Mixed Background	1
Other Asian background	1
Other white British	2
Traveller of Irish Heritage	0
Pakistani	1
White British	226
White English	9
White Irish	1
White Asian	3
White and any other Ethnic Group	3
White Black African	4
White and Black Caribbean	2
White Eastern European	3

Pupil Progress

- The following data is progress data from across KS1 for the academic year 2019, no date for 2020 due to COVID-19 and 2021.

Year R – See Appendix A

- The number of boys that achieved a GLD was far lower than the level of girls achieved a GLD.
- The number of children who are ELA that achieved a GLD was lower than the level of Non-EAL learners that achieved a GLD.
- The number of children who are Pupil Premium (PP) that achieved a GLD was lower than the level of PP learners that achieved a GLD.
- The number of children who are on the SEN register that achieved a GLD was lower than the level of children not on the SEND register that achieved a GLD.

- The number of children who are EAL that achieved a GLD was lower than the level of Non-EAL learners that achieved a GLD.

Year 1 – See Appendix B

- Boys outcomes at expected plus for reading and writing improved from the 2019 data and maintained the percentage in Maths. However the girls outperformed the boys getting 100% at expected plus progress
- All PP learners were expected plus in reading, writing and maths, meaning they performed better than the non-PP learners
- All EAL learners were expected plus in reading, writing and maths, meaning they performed better than the non-EAL learners
- Children on the SEND register performed less well in reading than they did in 2019, but there was an improvement in writing and maths. However, each cohort of learners had different SEND need within it and therefore it is difficult to compare cohort to cohort percentages.

Year 2 – See Appendix C

- Boys outcomes at expected plus for reading, writing and maths was lower than it was in 2019 and the girls outperformed the boys in reading, writing and maths.
- All PP outcomes in 2021 was lower than the 2019 data, however so was the non-PP data. This is probably due to the lockdowns and home learning that the children encountered through year one and two due to the COVID-19 pandemic.
- All EAL outcomes in 2021 was lower than the 2019 data, however so was the non-EAL data. This is probably due to the lockdowns and home learning that the children encountered through year one and two due to the COVID-19 pandemic.
- Children on the SEND register maintained the level of children at expected plus in reading compared to the 2019 data, however the writing and maths data decreased. However, each cohort of learners had different SEND need within it and therefore it is difficult to compare cohort to cohort percentages, this combined with the two national lockdowns due to the COVID-19 pandemic makes the data difficult to compare.

From this data we have set ourselves the following objectives:

- Close the progress gap between PP and non-PP children
- Close the gap in progress between SEND children and non-SEND children.
- Improve better than expected progress for EAL children.
- Focus on EYFS curriculum for PP/SEND/ EAL and Boys.

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

APPENDIX A

Year R

BOYS (44)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD	
EM E	23%	32%	30%	27%	14%	32%	27%	20%	45%	55%	39%	45%	39%	39%	9%	30%	30%	57%	N
EXP	64%	55%	57%	61%	84%	59%	66%	75%	45%	41%	50%	43%	55%	48%	84%	64%	64%		
EXC	14%	14%	14%	11%	2%	9%	7%	5%	9%	5%	11%	11%	7%	14%	7%	7%	7%	43%	Y
EXP+	77%	68%	70%	73%	86%	68%	73%	80%	55%	45%	61%	55%	61%	61%	91%	70%	70%		

GIRLS (46)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD	
EM E	7%	7%	4%	2%	4%	4%	4%	4%	17%	17%	13%	13%	11%	11%	0%	2%	2%	17%	N
EX P	72%	74%	80%	87%	83%	78%	78%	78%	83%	61%	78%	80%	80%	74%	74%	89%	78%		
EX C	22%	20%	15%	11%	13%	17%	17%	13%	22%	4%	7%	7%	15%	15%	11%	20%	17%	83%	Y
EX P+	93%	93%	96%	98%	96%	96%	96%	96%	83%	83%	87%	87%	89%	89%	100%	98%	98%		

EAL (11)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD	
EM E	9%	18%	27%	9%	9%	18%	9%	9%	36%	55%	27%	45%	27%	27%	0%	18%	27%	55%	N
EX P	82%	82%	73%	82%	91%	82%	91%	91%	55%	45%	73%	55%	73%	73%	100%	82%	73%		
EX C	9%	0%	0%	9%	0%	0%	0%	0%	9%	0%	0%	0%	0%	0%	0%	0%	0%	45%	Y
EX P+	91%	82%	73%	91%	91%	82%	91%	91%	64%	45%	73%	55%	73%	73%	100%	82%	73%		

NOT EAL (79)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD	
--	-----	---	---	-----	------	-------	------	-----	---	---	---	------	-----	-----	---	------	----	-----	--

	A			H	SC	SA	B	R				M	C	W		M					
EM E	15%	19%	15%	15%	9%	18%	16%	13%	30%	33%	25%	27%	24%	24%	5%	15%	14%				
EXP	66%	62%	68%	73%	82%	67%	70%	77%	53%	62%	65%	63%	63%	59%	85%	70%	72%			34%	N
EXC	19%	19%	16%	11%	9%	15%	14%	10%	16%	5%	10%	10%	13%	16%	10%	15%	14%				
EXP+	85%	81%	85%	85%	91%	82%	84%	87%	70%	67%	75%	73%	76%	76%	95%	85%	86%			66%	Y

PP (13)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD			
EM E	38%	38%	38%	23%	23%	38%	38%	38%	46%	46%	46%	46%	46%	38%	15%	23%	38%				
EXP	46%	46%	54%	62%	77%	46%	46%	46%	54%	54%	54%	46%	54%	54%	85%	77%	62%			46%	N
EXC	15%	15%	8%	15%	0%	15%	15%	15%	0%	0%	0%	8%	0%	8%	0%	0%	0%				
EXP+	62%	62%	62%	77%	77%	62%	62%	62%	54%	54%	54%	54%	54%	62%	85%	77%	62%			54%	Y

NOT PP (77)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD			
EM E	10%	16%	13%	13%	6%	14%	12%	8%	29%	34%	22%	26%	21%	22%	3%	14%	12%				
EXP	71%	68%	71%	77%	84%	73%	77%	84%	53%	61%	68%	65%	66%	62%	87%	70%	74%			35%	N
EXC	18%	17%	16%	10%	9%	13%	12%	8%	18%	5%	10%	9%	13%	16%	10%	16%	14%				
EXP+	90%	84%	87%	87%	94%	86%	88%	92%	71%	66%	78%	74%	79%	78%	97%	86%	88%			65%	Y

FSM (11)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD			
EM E	45%	45%	45%	27%	27%	45%	45%	45%	55%	55%	55%	55%	55%	45%	18%	27%	45%				
EXP	55%	55%	55%	64%	73%	55%	55%	55%	45%	45%	45%	45%	45%	55%	82%	73%	55%			55%	N
EXC	0%	0%	0%	9%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%				
EXP+	55%	55%	55%	73%	73%	55%	55%	55%	45%	45%	45%	45%	45%	55%	82%	73%	55%			45%	Y

NOT FSM (79)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD	
EM E	10%	15%	13%	13%	6%	14%	11%	8%	28%	33%	22%	25%	20%	22%	3%	14%	11%	34%	N
EXP	70%	66%	71%	76%	85%	71%	75%	82%	54%	62%	68%	65%	67%	62%	87%	71%	75%		
EXC	20%	19%	16%	11%	9%	15%	14%	10%	18%	5%	10%	10%	13%	16%	10%	15%	14%	66%	Y
EXP +	90%	85%	87%	87%	94%	86%	89%	92%	72%	67%	78%	75%	80%	78%	97%	86%	89%		

SEN (11)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD	
EM E	64%	64%	45%	55%	55%	64%	64%	55%	64%	64%	64%	73%	73%	73%	27%	45%	55%	73%	N
EXP	27%	27%	45%	36%	45%	36%	36%	45%	27%	27%	27%	18%	27%	27%	73%	55%	45%		
EXC	9%	9%	9%	9%	0%	0%	0%	0%	9%	9%	9%	9%	0%	0%	0%	0%	0%	27%	Y
EXP +	36%	36%	55%	45%	45%	36%	36%	45%	36%	36%	36%	27%	27%	27%	73%	55%	45%		

NOT SEN (79)

	L&A	U	S	M&H	H&SC	SC&SA	MF B	M R	R	W	N	SS M	P&C	T W	T	EM M	BI	GLD	
EM E	8%	13%	13%	9%	3%	11%	9%	6%	27%	32%	20%	23%	18%	18%	1%	11%	10%	32%	N
EXP	73%	70%	72%	80%	89%	73%	77%	84%	57%	65%	71%	68%	70%	66%	89%	73%	76%		
EXC	19%	18%	15%	11%	9%	15%	14%	10%	16%	4%	9%	9%	13%	16%	10%	15%	14%	68%	Y
EXP +	92%	87%	87%	91%	97%	89%	91%	94%	73%	68%	80%	77%	82%	82%	99%	89%	90%		

APPENDIX B

Year 1

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	7%		2%	2%		1%	1%		1%
% Expected progress	78%		67%	75%		79%	83%		56%
% Above expected progress	16%		30%	22%		20%	16%		43%
% Expected + progress	93%		98%	98%		99%	99%		99%

Year 1 Boys

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	5%		4%	2%		2%	0%		2%
% Expected progress	79%		66%	71%		74%	90%		43%
% Above expected progress	14%		30%	24%		25%	7%		55%
% Expected + progress	93%		96%	95%		98%	98%		98%

Year 1 Girls

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	8%		0%	2%		0%	2%		0%
% Expected progress	75%		69%	75%		86%	73%		75%
% Above expected progress	15%		31%	21%		14%	23%		25%
% Expected + progress	90%		100%	96%		100%	96%		100%

Year 1 PP Progress:

	READING			WRITING			MATHEMATICS		
	2019 (10)	2020	2021 (16)	2019 (10)	2020	2021 (16)	2019 (10)	2020	2021 (16)
% Below expected progress	0%		0%	0%		0%	0%		0%
% Expected progress	73%		69%	64%		63%	91%		56%
% Above expected progress	18%		31%	27%		38%	0%		44%
% Expected + progress	91%		100%	91%		100%	91%		100%

Year 1 Non-PP Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	8%		3%	3%		1%	1%		1%
% Expected progress	76%		67%	75%		82%	80%		56%
% Above expected progress	15%		30%	22%		16%	18%		42%
% Expected + progress	91%		97%	96%		99%	97%		99%

Year 1 FSM Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021 (14)	2019	2020	2021 (14)	2019	2020	2021 (14)
% Below expected progress			0%			0%			0%
% Expected progress			64%			57%			57%

% Above expected progress			36%			43%			43%
% Expected + progress			100%			100%			100%

Year 1 Non-FSM Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress			3%			1%			1%
% Expected progress			68%			83%			56%
% Above expected progress			29%			16%			43%
% Expected + progress			97%			99%			99%

Year 1 EAL Progress:

	READING			WRITING			MATHEMATICS		
	2019 (9)	2020	2021 (3)	2019 (9)	2020	2021 (3)	2019 (9)	2020	2021 (3)
% Below expected progress	10%		0%	0%		0%	0%		0%
% Expected progress	70%		67%	70%		67%	70%		67%
% Above expected progress	10%		33%	20%		33%	20%		33%
% Expected + progress	80%		100%	90%		100%	90%		100%

Year 1 Non-EAL Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	6%		2%	3%		1%	1%		1%
% Expected progress	76%		67%	74%		79%	83%		56%
% Above expected progress	16%		30%	23%		20%	15%		43%
% Expected + progress	93%		98%	96%		99%	98%		99%

Year 1 SEN Progress:

	READING			WRITING			MATHEMATICS		
	2019 (8)	2020	2021 (16)	2019 (8)	2020	2021 (16)	2019 (8)	2020	2021 (16)
% Below expected progress	0%		13%	0%		6%	0%		6%
% Expected progress	89%		69%	67%		81%	89%		56%
% Above expected progress	0%		19%	22%		13%	0%		38%
% Expected + progress	89%		88%	89%		94%	89%		94%

Year 1 Non-SEN Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	7%		0%	2%		0%	1%		0%
% Expected progress	74%		67%	74%		78%	80%		56%
% Above expected progress	17%		33%	22%		22%	17%		44%
% Expected + progress	91%		100%	96%		100%	98%		100%

APPENDIX C

Year 2 Boys' Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	3%		14%	12%		19%	3%		22%
% Expected progress	74%		78%	74%		75%	74%		67%
% Above expected progress	24%		8%	15%		6%	24%		11%
% Expected + progress	97%		86%	88%		81%	97%		78%

Year 2 Girls' Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2018	2019	2019	2018	2019
% Below expected progress	11%		10%	20%		13%	27%		13%
% Expected progress	59%		73%	55%		77%	61%		79%
% Above expected progress	30%		17%	25%		10%	11%		8%
% Expected + progress	89%		90%	80%		88%	73%		88%

Year 2 PP Progress:

	READING			WRITING			MATHEMATICS		
	2019 (11)	2020	2021 (12)	2019 (11)	2020	2021 (12)	2019 (11)	2020	2021 (12)
% Below expected progress	0%		17%	9%		17%	9%		25%
% Expected progress	64%		50%	82%		67%	64%		50%
% Above expected progress	36%		33%	9%		17%	27%		25%
% Expected + progress	100%		83%	91%		83%	91%		75%

Year 2 Non-PP Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	5%		11%	6%		15%	3%		15%
% Expected progress	68%		79%	75%		78%	76%		78%
% Above expected progress	27%		10%	19%		7%	21%		7%
% Expected + progress	95%		89%	94%		85%	97%		85%

Year 2 FSM Progress:

	READING			WRITING			MATHEMATICS		
	2019 (11)	2020	2021 (11)	2019 (11)	2020	2021 (11)	2019 (11)	2020	2021 (11)
% Below expected progress	0%		18%	9%		18%	9%		27%
% Expected progress	64%		45%	82%		64%	64%		45%

% Above expected progress	36%		36%	9%		18%	27%		27%
% Expected + progress	100%		82%	91%		82%	91%		73%

Year 2 Non-FSM Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	5%		11%	6%		15%	3%		15%
% Expected progress	68%		79%	75%		78%	76%		78%
% Above expected progress	27%		10%	19%		7%	21%		7%
% Expected + progress	95%		89%	94%		85%	97%		85%

Year 2 EAL Progress:

	READING			WRITING			MATHEMATICS		
	2019 (5)	2020	2021 (8)	2019 (5)	2020	2021 (8)	2019 (5)	2020	2021 (8)
% Below expected progress	0%		13%	0%		13%	0%		13%
% Expected progress	60%		63%	60%		63%	100%		75%
% Above expected progress	40%		25%	40%		25%	0%		13%
% Expected + progress	100%		88%	100%		88%	100%		88%

Year 2 Non-EAL Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	4%		12%	7%		16%	4%		17%
% Expected progress	68%		76%	77%		78%	72%		74%
% Above expected progress	28%		12%	16%		7%	23%		9%
% Expected + progress	96%		88%	93%		84%	96%		83%

Year 2 SEN Progress:

	READING			WRITING			MATHEMATICS		
	2019 (12)	2020	2021 (11)	2019 (12)	2020	2021 (11)	2019 (12)	2020	2021 (11)
% Below expected progress	17%		18%	25%		36%	8%		36%
% Expected progress	58%		73%	67%		55%	75%		55%
% Above expected progress	25%		9%	8%		9%	17%		9%
% Expected + progress	83%		82%	75%		64%	92%		64%

Year 2 Non-SEN Progress:

	READING			WRITING			MATHEMATICS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
% Below expected progress	2%		11%	3%		12%	3%		14%
% Expected progress	69%		75%	77%		79%	74%		77%
% Above expected progress	29%		14%	19%		8%	23%		10%
% Expected + progress	98%		89%	97%		88%	97%		86%

