This document sets out equality information and objectives in relation to students and should be read in conjunction with the School Equality Policy, which is available on the Waterton Academy Trust website.

Wrenthorpe Academy: Equality Objectives

Date objectives set: September 2023

Objectives review date: September 2026

1. To reduce the GAP in attainment between non-disadvantaged and disadvantaged students
2. To reduce the GAP in attainment between SEND and non-SEND students
3. To reduce the GAP in attainment between boys and girls

Objectives – actions taken and progress *(to be reviewed annually by the Academy Standards Committee)*

Objective 1	Actions for academic year 2023 – 2024 *(including data)*	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026	Data & progress September 2027
To reduce the GAP in attainment between non-disadvantaged and disadvantaged students	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils. Leaders will consult with pupils, staff and parents in relation to barrier to attendance, and respond in order	Pupil Progress for disadvantaged pupils is improving; however, there still a gap between PP and non-PP. A new Pupil Premium Strategy has been developed with further targeted support.	Regular support from Trust EWO Improvement in attendance to ensure children are in school. Attendance non-disadvantaged 2024-25 =96.6%, improving by 1.1% Attendance disadvantaged 2024-25 =94.7%, improving by 5.2%	Attainment data shows that disadvantaged pupils continue to attain below their non-disadvantaged peers across a number of measures; however, the picture is variable across the school and cohort sizes remain small. In the Early Years Foundation Stage, **25% (1/4) of disadvantaged pupils achieved a Good Level of Development** compared with **85% (35/41) of non-disadvantaged pupils**. Similarly, in the Year 1 Phonics Screening Check, **50% (2/4) of disadvantaged pupils** met the expected standard compared with **98% (41/42) of non-disadvantaged pupils**. By Key Stage 2, attainment gaps remained, although disadvantaged pupils achieved outcomes above national averages in several subjects. Of the **6 disadvantaged pupils** in	

	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 Waterton attendance policy with fidelity and rigour.	Attendance non-disadvantaged 2023-24 =95.5% Attendance disadvantaged 2023-24 =89.5%	Pupil Premium Strategy updated Collaboration with multi-agencies (social workers) and LA EWO. Pupil Premium children tracked using class seating plans, individual data and discussed at Pupil Progress Meetings with SLT.	the cohort, **50% (3/6)** achieved the expected standard in reading, writing and mathematics combined, compared with **74% (29/39)** of non-disadvantaged pupils. In reading and mathematics, **67% (4/6)** of disadvantaged pupils met the expected standard, compared with **82% (32/39)** and **87% (34/39)** respectively for non-disadvantaged pupils. In writing, **67% (4/6)** of disadvantaged pupils achieved the expected standard, compared with **92% (36/39)** of non-disadvantaged pupils. Outcomes in the Year 4 Multiplication Tables Check were more encouraging, with disadvantaged pupils achieving an average score of **22.7**, close to the non-disadvantaged average of **23.5** and above the national average of **21.0**. The attainment gap therefore remains evident, particularly in the early stages of education, although outcomes by the end of Key Stage 2 demonstrate that many disadvantaged pupils make strong progress from their starting points. The school continues to address barriers to learning through targeted interventions, high-quality teaching, careful tracking of pupil progress and the strategic use of Pupil Premium funding. Attendance has also been a key focus, recognising its impact on attainment. Overall attendance for disadvantaged pupils was **92.2%**, compared with **96.4%** for all pupils, representing a gap of **4.2 percentage points**. Persistent absence remains significantly higher for disadvantaged pupils (**25.0%**) than for the whole-school figure (**5.4%**), although there are currently **no disadvantaged pupils classified as severely absent**. The school has continued to work closely with families, the Trust Education Welfare Officer and external agencies to improve attendance and engagement, recognising that reducing	

				attendance gaps is fundamental to improving attainment outcomes over time. **Evaluation:** Whilst attainment and attendance gaps remain between disadvantaged and non-disadvantaged pupils, disadvantaged pupils continue to achieve outcomes above national averages in several areas by the end of Key Stage 2, and there are signs that gaps narrow as pupils progress through the school. Reducing these gaps further remains a key priority within the school's improvement planning and Pupil Premium strategy.	
Objective 2	**Actions for academic year 2023 – 2024** *(including data)*	**Data & progress September 2024**	**Data & progress September 2025**	**Data & progress September 2026**	**Data & progress September 2027**
To reduce the GAP in attainment between SEND and non-SEND students	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils. Leaders will ensure that all reasonable adjustments are well implemented and reviewed regularly. Leaders will ensure all staff are well trained in managing pupils with SEND including behavioural needs.	SEND pupils are making good progress due to detailed SEN plans and support from ex ternal agencies. The newly implanted wider curriculum continues to be adapted to support individual SEN pupils so they can independently demonstrate their learning. Staff have received trust-wide training and	SEND children are carefully identified, meaning an increase in children on the SEND register. CPD for staff on Adaptive Training is planned for academic year 25/26. SEND children's small steps in progress are measured using Wakefield Progression steps.	It should be noted that **SEND cohorts are exceptionally small, ranging from two pupils in EYFS to five** pupils in Year 6; therefore, the performance of individual pupils has a substantial impact on overall percentages. In the Early Years Foundation Stage, there were **2 pupils identified with SEND** and **43 pupils without SEND**. **0% (0/2) of SEND pupils achieved a Good Level of Development (GLD)** compared with **84% (36/43) of non-SEND pupils**. SEND pupils achieved lower outcomes across communication and language, literacy and mathematics, highlighting the need for continued early identification and targeted support. In the **Year 1 Phonics Screening Check**, there were **5 pupils with SEND** and **40 pupils without SEND**. **60% (3/5) of SEND pupils met the expected standard**, compared with **100% (40/40) of non-SEND pupils**. This represents a gap of 40	

		CPD from WISENDSS and EPS.	Trust level training for SENCO and wider staff, as appropriate. Reasonable adjustments are written in to behaviour plans, risk assessments and My Support Plans. Referrals to external agencies are used to seek specialist support e.g. WISENDSS & Ed Pscyh, Health (ADHS/ ASD referrals)	percentage points and demonstrates the importance of ongoing phonics intervention and support. In the **Year 4 Multiplication Tables Check**, there were **4 pupils with SEND** and **38 pupils without SEND**. No SEND pupils achieved full marks (**0%, 0/4**) compared with **58% (22/38) of non-SEND pupils**. SEND pupils achieved an average score of **17.3**, compared with **24.1** for non-SEND pupils. At the end of Key Stage 2, there were **5 pupils with SEND** and **39 pupils without SEND**. No SEND pupils (**0%, 0/5**) achieved the expected standard in reading, writing and mathematics combined, compared with **79% (31/39) of non-SEND pupils**. Outcomes for SEND pupils were **40% (2/5) in reading**, **20% (1/5) in writing** and **0% (0/5) in mathematics**, compared with **85% (33/39), 97% (38/39) and 95% (37/39)** respectively for pupils without SEND. Throughout the year, SEND pupils have benefited from personalised provision, targeted interventions, adaptive teaching strategies and support from external agencies where appropriate. Whilst attainment gaps remain significant, the small cohort sizes mean that percentage data should be interpreted with caution. The school remains committed to ensuring that pupils with SEND receive the support necessary to make progress from their individual starting points and to further narrow attainment gaps over time. **Key headline data**	

				• **EYFS GLD:** 0% (0/2 SEND) vs 84% (36/43 non-SEND) • **Year 1 Phonics:** 60% (3/5 SEND) vs 100% (40/40 non-SEND) • **Year 4 MTC average score:** 17.3 (SEND, 4 pupils) vs 24.1 (non-SEND, 38 pupils) • **KS2 Combined RWM:** 0% (0/5 SEND) vs 79% (31/39 non-SEND) • **KS2 Reading:** 40% (2/5 SEND) vs 85% (33/39 non-SEND) • **KS2 Writing:** 20% (1/5 SEND) vs 97% (38/39 non-SEND) • **KS2 Maths:** 0% (0/5 SEND) vs 95% (37/39 non-SEND)	

Objective 3	Actions for academic year 2023 – 2024 *(including data)*	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026	Data & progress September 2027
To reduce the GAP in attainment between boys and girls	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils.	The gap between girls and boys has significantly closed between girls and boys with no significant gaps in any year group. The margin between girls outperforming boys is minimal.	Data tracking, using PowerBi, cross referencing this with the percentage of boys/ girls within the SEND register. Termly Pupil Progress Meetings. Next step- to develop SENCO involvement. Weekly meetings between Year 6 Team and SLT to discuss progress of Year 6 Strategy.	Outcomes across the school show a mixed picture in relation to the attainment of boys and girls. In some areas, girls continue to outperform boys, particularly in early language, literacy and writing, while in other areas the attainment gap is much narrower. In the **Early Years Foundation Stage**, there were **24 boys** and **21 girls**. **71% (17/24) of boys** achieved a Good Level of Development (GLD), compared with **90% (19/21) of girls**, a gap of 19 percentage points. Girls outperformed boys across most areas of learning, particularly in literacy, where **90% (19/21) of girls** achieved the expected standard in writing compared with **71% (17/24) of boys**. Girls also achieved higher outcomes in speaking, self-regulation, managing self and fine motor skills.	

				In the **Year 1 Phonics Screening Check**, outcomes were very strong overall. There were **22 boys** and **24 girls**. **86% (19/22) of boys** met the expected standard compared with **100% (24/24) of girls**, a gap of 14 percentage points. However, boys achieved an average score of **34.4**, which remained above the national average, demonstrating secure phonics knowledge for the majority of pupils. In the **Year 4 Multiplication Tables Check**, outcomes were much more evenly matched. There were **18 boys** and **24 girls**. Boys achieved an average score of **23.0**, while girls achieved **23.8**, a difference of just 0.8 marks. **56% (10/18) of boys** achieved full marks compared with **50% (12/24) of girls**, suggesting that attainment in multiplication knowledge is broadly comparable between the two groups. At the end of **Key Stage 2**, there were **19 boys** and **26 girls**. Boys achieved particularly strong outcomes, with **79% (15/19) achieving the expected standard in reading, writing and mathematics combined**, compared with **65% (17/26) of girls**. Boys also outperformed girls in reading (**89% vs 73%**) and mathematics (**89% vs 81%**), whilst girls achieved higher outcomes in writing (**92% vs 84%**). Outcomes in GPS were broadly similar (**79% boys; 77% girls**). Overall, attainment data indicates that girls achieve more highly during the early years and in phonics, particularly in language and literacy-related areas. However, by the end of Key Stage 2, boys attain at least as well as girls and outperform girls in several measures, including combined attainment, reading and mathematics. The school will continue to monitor the progress and attainment of both	

				groups, ensuring that teaching and intervention strategies address identified gaps and support all pupils to achieve their full potential. **Key headline data** • **EYFS GLD:** Boys 71% (17/24) vs Girls 90% (19/21) • **Year 1 Phonics:** Boys 86% (19/22) vs Girls 100% (24/24) • **Year 4 MTC average score:** Boys 23.0 vs Girls 23.8 • **Year 4 MTC full marks:** Boys 56% (10/18) vs Girls 50% (12/24) • **KS2 Combined RWM:** Boys 79% (15/19) vs Girls 65% (17/26) • **KS2 Reading:** Boys 89% (17/19) vs Girls 73% (19/26) • **KS2 Writing:** Boys 84% (16/19) vs Girls 92% (24/26) • **KS2 Maths:** Boys 89% (17/19) vs Girls 81% (21/26) **Evaluation:** The objective has been **partially achieved**. Girls continue to outperform boys in the Early Years and phonics screening, particularly in communication, language and literacy. However, gaps narrow through the school and by the end of Key Stage 2 boys attain as well as, or better than, girls in most measures. Continued focus on boys' early language, literacy and phonics development will help to further reduce remaining gaps.	

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.