

### Equality Act 2010 – Duty to Publish Information

*In everything we do as an Academy, we take account of how we can eradicate discrimination, give all staff, parents and children an equal opportunity and encourage all sectors of our school community to work in harmony.*

*In order to do this effectively we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions;*

*Admissions*

*Attendance*

*Attainment*

*Exclusion*

*Prejudice related incidents*

Our pupil population in 2021 comprises:

No on roll:	% Ever 6 FSM	% SEN support	% SEN EHCP	% EAL	% Ethnic minority pupils	% School stability	%LAC	% boys	% girls
School data:	47.6%	15.1%	9%	29%	46.4%	97.2%	11.2%	52.2%	47.8%

#### **Tudor Academy equality Statement**

*At Tudor Academy, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respects for all. At Tudor Academy, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.*

*Here are some of the ways we do this:*

*The Academy gathers information on the pupil population broken down by gender and ethnicity. Currently at Tudor Academy we have:*

<b>Tudor Academy 2021/2022</b>	
<i>Number on roll</i>	
<i>% girls</i>	47.8%
<i>% boys</i>	52.2%
<i>% FSM</i>	47.6%
<i>% PPG</i>	47.6%
<i>% minority ethnic groups</i>	46.4%
<i>% EAL</i>	29%
<i>% SEND support</i>	15.1%
<i>% EHCP</i>	9%

*The Academy gathers information about significant difference in attainment between girls and boys, and between pupils of different ethnic backgrounds. Using this information, we identify areas in which the*

school could reduce inequalities and decide upon priorities for the upcoming academic year in which we can work towards diminishing differences entirely.

**The results for the end of Key Stage 1 in 2021/2021 teacher assessment were:**

Group	Reading	Writing	Maths
All children	73%	61%	68%
Boys	74%	59%	74%
Girls	73%	62%	64%
English as a first language	70%	59%	68%
English as an additional language	88%	69%	69%
PPG	64%	50%	62%
Non-PPG	84%	73%	76%
SEND support	33%	28%	39%

**The results for the end of Key Stage 2 in 2021/2021 teacher assessment were:**

Group	Reading	Writing	Maths	Reading, Writing, Maths combined
All children	81%	83%	84%	80%
Boys	81%	81%	83%	79%
Girls	82%	84%	84%	82%
English as a first language	79%	80%	82%	77%
English as an additional language	93%	93%	93%	93%
PPG	82%	82%	82%	82%
Non-PPG	82%	82%	82%	80%
SEND (EHCP)	0%	0%	33%	0%
Black African	88%	88%	88%	88%

### **Equality and Anti-racism champion**

A senior member of staff, Donna Rochford (Deputy Head Teacher), has special responsibility for equality matters. There are a team of staff working with her to highlight equality across the academy. They have used the STEP Academy Trust roadmap towards an anti-racist organisation as well as the work towards the Race Charter Mark to write an action plan for this academic year. This includes supporting staff with dealing with prejudice-related bullying and incidents.

### **Pupil Premium Plan**

Pupil Premium money is used to target underachievement and ensure all children, no matter what their background, have access to the same quality teaching.

### **Anti-bullying Policy**

There are clear procedures for dealing with prejudice-related bullying and incidents. All staff have access to a Child Protection Online Monitoring system where all incidents of bullying or racist incidents are logged. Incidents that do occur are dealt with in line with the school's behaviour policy.

### **These are our objectives for Academic year 2021/2022:**

- The percentage of EAL pupils meeting the expected and higher standard in reading, writing and maths is lower than all pupils. Whilst the data above is higher than the national average, we recognise that

*our EAL children are not underperforming, we do acknowledge the disparity between the achievement of all pupils and our EAL pupils. We work to eradicate this through the use of additional intervention programmes and targeted booster sessions.*

- *Boys perform less well in reading and writing at the end of KS2 than girls.*
- *Black Caribbean and SEN support have the lowest progress measures across the academy.*

*For each of the above we have set objectives in order to eradicate these gaps across the coming two academic years.*

*We ensure our academy teaches an inclusive and diverse curriculum by having equality at the centre of all decisions we make. This includes through our choice of what to teach, language we use and resources we use.*

*We will continue to celebrate our diverse community and consider ways to ensure our children experience different cultures and religions as well as breaking down gender stereotypes.*

*Claire Majumdar - Headteacher*

*Mark Riddaway – Chair of Governors*

*September 2021*