

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	%LAC	% boys	% girls
School data:	44.2%	14%	1.3%%	27%	44%	0.3%	54%	46%
National	22.5%	12.2%	3.7%	19.5%	34.5%			

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:

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 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 2021/2022 teacher assessment were:

Group	Reading	Writing	Maths
All children	74%	69%	77%
Boys	74%	69%	83%
Girls	74%	70%	70%
English as a first language	74%	67%	74%
English as an additional language	74%	74%	83%
PPG	79%	71%	79%
Non-PPG	71%	68%	76%
SEND support	43%	43%	57%

The results for the end of Key Stage 2 in 2021/2022 teacher assessment were:

Group	Reading	Writing	Maths	Reading, Writing, Maths combined
All children	84%	78%	66%	62%
Boys	79%	69%	69%	59%
Girls	87%	83%	64%	64%
English as a first language	85%	75%	64%	62%
English as an additional language	83%	83%	70%	63%
PPG	83%	72%	53%	47%
Non-PPG	85%	83%	76%	74%
SEND support	70%	45%	50%	40%

Equality and Anti-racism champion

Two senior members of staff, Donna Rochford (Head of School) and Isobel Gorman (Assistant Headteacher), have special responsibility for equality matters. There are a team of staff working with them 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 2022/2023

To raise the level of attainment in the following key focus groups:

- The percentage of PPG children meeting the expected and higher standard in Reading, Writing and Maths (combined) at the end of KS2 is lower than all pupils (in 2022)..
- Boys perform less well in Reading and Writing than girls at the end of KS2.
- SEND 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 next two academic years.

We will work to eradicate the gap through targeted interventions and tutor-led interventions ensuring PPG children have access to use devices in school to access individual targeted support.

We ensure we prioritise providing an inclusive and diverse curriculum by placing equality at the centre of our decision making. This therefore permeates through what we choose to teach, the language we use and the resources we access.

We celebrate the fact we have a diverse community and consider ways to ensure our children experience different cultures and religions as well as continually striving to break down gender stereotypes.

Donna Rochford – Head of School

Mark Riddaway – Chair of Governors