

TUFNELL PARK PRIMARY SCHOOL



EQUALITY OBJECTIVES 2018-19

DATE APPROVED: Autumn 2018

DATE OF NEXT REVIEW: Autumn 2019

OWNER (STAFF): Headteacher

GOVERNOR LINK: CFC Committee

TUFNELL PARK PRIMARY SCHOOL - EQUALITY OBJECTIVES 2018-19

Equality Information

We recognise that the public sector equality duty has three aims and they are to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act 2010.
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who have a shared characteristic and those who do not

The Leadership Team and Governors at Tufnell Park Primary School will annually review how well we 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, religion and belief and sexual orientation.)

Contextual data

Tufnell Park School is a one and a half form entry community primary school, with a current roll of 328 pupils, with 10 more boys than girls.

The school has a rich mix of nationalities with 42% of the pupils from minority ethnic backgrounds. About a third of our children speak English as an additional language, and many enter the school at the early stages of learning English. However, almost half of our families are familiar with, and regularly use, a language other than English. Of these, Somali, Spanish, Turkish, Arabic and Bengali are the most widely used.

The proportion of pupils on free school meals is above average. 38% of pupils qualified for Pupil Premium for the year 2017-18. In the recent past, the percentage of pupils on free school meals has been lower in EYFS and Key Stage 1 than in Key Stage 2, reflecting our changing cohort and wider economic/policy factors. In the last year however, we have seen more children joining our school who are individually eligible for Free School Meals because of low family income.

Indicators of social deprivation remain very high in the locality – the school is in the highest quintile (IDACI of 0.48 compared to the national IDACI average of 0.24) but this conceals a wide variety of family circumstances for children who attend the school.

The percentage of pupils with Special Educational Needs and Disabilities (SEND) is currently in line with the national percentage, as is the percentage of pupils with an Education, Health and Care (EHC) plan.

Over the last twelve months, 4 children have been excluded for a fixed term; the school has not permanently excluded a pupil for sixteen years.

At the end of academic year 2017, the attendance level of 94.2% was significantly lower than the national schools figure of 96%. The number of persistent absentees had increased to 15.7% (as a percentage of total roll) from 12.2% in 2016, and compared to 8.3% nationally. Trends over the last three years show disadvantaged pupils are over-represented in persistent absentee figures.

Equality Objectives

We aim to provide the highest possible education for all at Tufnell Park Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community.

Our previous objectives (academic year 2017-18) were:

Objective 1 To ensure that the curriculum and wider provision effectively supports the needs of all children; with particular reference to vulnerable groups in each cohort as identified by our pupil tracking systems.

Progress we have made on this objective

% Y1-6 making targeted (good or better) progress 2017-18

	R	W	M
All pupils	79	77	76
Disadvantaged (PP)	95	88	86

Case studies show that our most vulnerable pupils (significant SEND, social/emotional needs, at risk of permanent exclusion) attain highly and make accelerated progress.

Progress from KS1 to KS2 for disadvantaged pupils is above average in all subjects, significantly so in writing and maths.

We will carry forward this objective to ensure vulnerable, disadvantaged children continue to be supported to achieve as highly as their non-disadvantaged peers.

Objective 2 To ensure we are closing the in-school attainment gaps between disadvantaged pupils and others, focusing on attainment in English and Maths at KS2.

Progress we have made on this objective

Attainment gaps between PP and non-PP children are closing in writing, but not in maths or reading. The impact of this on combined RWM is shown below:

% pupils achieving expected standard or higher at KS2 2017-18

	R	W	M	RWM
TP disadvantaged pupils	85	86	73	59
TP non-disadvantaged pupils	68	90	83	78
National non-disadvantaged	-	-	-	70

Rather than subject specific aims we will focus on closing the in-school attainment gaps between disadvantaged pupils and others in **combined** attainment in all of English, Writing and Maths at KS2

Objective 3 To ensure we are closing the gender gap, addressing the underachievement across the school of girls; in particular, a group of disadvantaged girls for whom low attendance is an issue.

Progress we have made on this objective

Though some progress has been made with targeted girls related to specific interventions (eg four attained Phonics Check in Year 2, after missing out in Year 1) this group are still underachieving at end of Key Stages.

Progress from KS1 to KS2 for all girls is below that of boys in all subjects. Progress of disadvantaged girls (as a group) is below that of similar boys in the school, and well below that of their non-disadvantaged peers, significantly so in reading.

We will carry forward this objective and review practice to ensure this gap closes.

We have therefore set ourselves the following objectives for 2018-19:

Objective 1 To ensure that the curriculum and wider provision effectively supports the needs of all children; with particular reference to vulnerable groups in each cohort as identified by our pupil tracking systems.

Objective 2 To ensure we are closing the in-school attainment gaps between disadvantaged pupils and others, focusing on **combined** attainment in all of English, Writing and Maths at KS2.

Objective 3 To ensure we are closing the gender gap, addressing the underachievement across the school of girls; in particular, the group of disadvantaged girls for whom low attendance is an issue.

Objective 4 To ensure we are improving the poor attendance of disadvantaged pupils so that fewer become persistent absentees.