

## Equality Statement

### **EQUALITY ACT 2010 – DUTY TO PUBLISH INFORMATION AND OBJECTIVES BY 6 APRIL 2012**

In everything we do as an Academy, we take into account of how we can get rid of discrimination, give pupils an equal chance, and encourage everyone to get along.

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

The Academy gathers information on the pupil population broken down by ethnicity and gender.

#### **Hawkes Farm Academy's student population breakdown for academic Year 2019 / 2020:**

Hawkes Farm Academy	
Number on roll	409
% Girls	53.3%
% Boys	46.7%
% PPG	15.16%
% SEN	8.31%
% EAL	0.73%
% Minority ethnic	5.38%

The Academy gathers information about significant differences 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 these differences entirely.

#### **Pupils achieving at least the expected level of development at the end of EYFS in 2018/19:**

**COM** - Communication and Language

**LIT** – Literacy

**PHY** - Physical Development

**MAT** - Mathematics

**PSE** - Personal, Social and Emotional Development

Group	COM	PHY	PSE	LIT	MAT
All children	91.5%	96.6%	94.9%	83.1%	88.1%
Boys	87.5%	93.8%	90.6%	71.9%	81.3%
Girls	96.3%	100%	100%	96.3%	96.3%
PPG	100%	100%	100%	100%	100%
Non PPG	90.4%	96.2%	94.2%	80.8%	86.5%
SEN	0%	0%	50%	0%	50%
Non SEN	94.7%	100%	96.5%	86%	89.5%

**Pupils achieving at least the expected standard at the end of Key Stage 1 in 2018/19:**

Group	Reading	Writing	Maths
All children (59)	88%	86%	86%
Boys (38)	82%	79%	82%
Girls (21)	100%	100%	95%
PPG (6)	83%	83%	83%
Non PPG (53)	89%	87%	87%
SEN (4)	75%	75%	75%
No SEN (55)	89%	87%	87%
Minority ethnic (4)	100%	100%	100%
Not minority ethnic (55)	87%	85%	85%

**Pupils achieving at least the expected standard at the end of Key Stage 2 in 2018/19:**

Group	Reading	Writing	Maths	RWM combined	SPAG
All children (58)	71%	84%	90%	66%	81%
Boys (35)	71%	80%	97%	66%	83%
Girls (23)	70%	91%	78%	65%	78%
PPG (3)	33%	67%	100%	33%	33%
Non PPG (55)	73%	85%	89%	67%	84%
EAL (1)	100%	100%	100%	100%	100%
Not EAL (57)	70%	84%	89%	65%	81%
SEN (4)	67%	67%	67%	67%	67%
No SEN (54)	72%	87%	93%	67%	83%
Minority ethnic (5)	80%	60%	80%	60%	60%
Not minority ethnic (53)	70%	87%	91%	66%	83%

A senior member of staff (Jeremy Meek, Headteacher) has special responsibility for equality matters. Pupil Premium money is targeted to specific groups (please see the Academy's Pupil Premium spend plan).

There are clear procedures for dealing with prejudice-related bullying and incidents. (Please see the Academy's Behaviour Policy and Anti Bullying Policy).

**These are our objectives (as detailed in our Academy Development Plan):**

1. To further improve the quality of teaching and learning to ensure that 100% of teaching, particularly in Reading and phonics, meets the academy standard.
2. To raise the percentage of children that achieve the expected standard in reading so that it is above the national expectation at the end of KS2.
3. To refine the delivery of wider curriculum so that all subjects are taught discreetly and 100% of teaching is in line with the academy standard, with a particular focus on Text/Context.

4. To refine the same day intervention model, based on robust assessment strategies, for all core subjects to ensure that no gaps in learning are created.
5. To continue to develop the leadership team so that all are able to support teachers in achieving academy expectations for teaching and learning.
6. To further improve links with the parent community, with a focus on providing further opportunities to understand the academies curriculum approaches.
7. To further refine and embed academy expectations for conduct and etiquette so that all pupils follow the policy at all times.
8. To further improve the attendance of pupils, with a particular focus on the disadvantaged, so that attendance for all groups is at least at 97%.
9. To refine the tracking of pupil behaviour so that links are made to attendance, SEN and pupil performance.

**Signed:**           Jeremy Meek

Headteacher

**Date:**            September 2020