



## **School Equalities Information and Objectives.**

### **Monitoring Report 2022-2023**

#### **This is information based on January Census 2023.**

Lyng Primary School have used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

#### **Stage 1: Understanding Our School Community – Pupils**

What is the school profile?

- How many children are on roll at the school? **Pupils in total: 492 (inc 56 Nursery pupils).**
- What information on pupils is collected by protected characteristics?

Information collected includes the following;

Gender, Nationality, First language, disability, religion and belief, Special educational needs

#### **Using the Spring 2023 School Census the following information was available:**

- Ethnic Categories
- Gender make-up of School Spring 2023: Girls – 235 Boys: 257

#### **No Information was available on the following protected characteristics:**

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender, although it is likely that School would know if this was the case. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on (when appropriate) how and when to ask pupils this question and how to use the data sensitivity when collected. As Lyng Primary School caters for 4-11 year olds it is not anticipated that this question will be raised.

#### **Local community data**

The School Census profile of 2023, available on the Data Intelligence Unit (Perspective) of the Sandwell Virtual Office, shows that Lyng Primary School consists of the following:

- 15.4% of pupils on the SEN register, compared to 15.8% of LA schools and 16.0% of schools nationally (2023).
- 25.6% of pupils eligible for Free School Meals, compared to 30.8% of LA schools and 24.0% nationally (2023).

- 55.6% of pupils speak English as an Additional language, compared to 33.5% of LA schools and 22.0 nationally (2023).
- 79.7% of pupils come from ethnic minority backgrounds compared to 62.0% of LA schools and 36.0% nationally (2023).
- The school deprivation indicator is 0.27 compared to 0.27 in the LA and 0.22 nationally.

**Stage 2: Understanding the Information Gathered**

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

Of these areas we identified 4 equality objectives for 2020-24. This monitoring report sets out progress against these objectives for the academic year 2022-23.

**Equality Objective 1:**

**To ensure that disadvantaged children are performing as well as other children within our school.**

**Why:** School data reveals a higher than national average percentage of our children are in receipt of school meals and that our school deprivation index is higher than national.

**How:** Targeted interventions across school to accelerate progress for any children falling behind peers. Enrolment in the brilliant club for more able children to ensure challenge.

**Progress during academic year 2022-23:**

The table below shows the gap in attainment between children in receipt of Free School Meals (FSM) and their Non-Free School Meal counterparts (NFSM). The table also includes data regarding the gap in attainment between our EAL and Non-EAL population as they have been highlighted this year as a disadvantaged group. This is especially due to the number of new arrivals in certain cohorts as well as the breadth of first languages spoken by our children with EAL. A lot of resources have been purchased and utilised to ensure the curriculum is accessible for all regardless of their level of English Language competence (EAL) or socio-economic background (FSM).

Year 1						
	Reading		Writing		Maths	
	FSM	EAL	FSM	EAL	FSM	EAL
EXS	-10%	-3%	- 7%	+6%	-18%	+35%
GDS	-10%	+18%	+5%	+10%	+4%	+13%
Year 2						
	Reading		Writing		Maths	
	FSM	EAL	FSM	EAL	FSM	EAL
EXS	+4%	+5%	-10%	+28%	+4%	+9%
GDS	+10%	+12%	+6%	+3%	+15%	+8%

Year 3						
	Reading		Writing		Maths	
	FSM	EAL	FSM	EAL	FSM	EAL
EXS	-8%	-8%	-13%	+2%	-3%	-4%
GDS	+1%	-2%	+11%	-5%	+9%	+5%
Year 4						
	Reading		Writing		Maths	
	FSM	EAL	FSM	EAL	FSM	EAL
EXS	-27%	+16%	-24%	+13%	-21%	+17%
GDS	-2%	+4%	+1%	-7%	-3%	+14%
Year 5						
	Reading		Writing		Maths	
	FSM	EAL	FSM	EAL	FSM	EAL
EXS	+8%	-4%	+10%	+5%	-5%	+7%
GDS	+5%	-5%	+1%	+3%	+1%	+5%
Year 6						
	Reading		Writing		Maths	
	FSM	EAL	FSM	EAL	FSM	EAL
EXS	-16%	+6%	-13%	+10%	-29%	+18%
GDS	-22%	+8%	-2%	+8%	-11%	+19%

#### Headlines:

- At the end of each Key Stage, children with EAL are outperforming their non-EAL peers in all subjects.
- There are small groups of FSM and EAL children who will continue to be a focus across the school as they are still performing behind their peers.
- FSM data in Y6 shows that the proportion of FSM achieving EXS is significantly behind that of their NFSM peers. It is worth noting that all of the 4 children who did not sit the SATS assessments are also eligible for FSM, 50% are new to the UK, 50% are on the SEND register and 25% are in receipt of Hive provision.
- 12 children formed our Scholar's programme this year. 100% are disadvantaged as a result of their DACI Index, 83% are EAL and 50% are FSM. All of the children successfully completed their Scholar's assignment and achieved a grade of a 3<sup>rd</sup> or higher based on university-style marking.

#### **Equality Objective 2:**

**To ensure that boys and girls are performing as well as each other within our school.**

**Why:** In school data shows that in parts of our school girls and boys are not performing equally. This is cohort specific and not consistent across school.

**How:** Tailored planning and delivery to ensure provision meets the needs of all children.

#### **Progress during academic year 2022-23:**

Below shows the gender gap in each year group for the core subjects at the 'Expected Standard' (EXS) and 'Greater Depth' (GDS). Subjects are highlighted to show where the gender gap is **minimal** and **reduced** to 0.

Year 1				
	Reading	Writing	Maths	Profile
EXS	Boys +9%	Boys +5%	Boys +22%	Girl dominant
GDS	Boys +2%	Girls +2%	Boys +9%	
Year 2				
	Reading	Writing	Maths	Profile
EXS	Boys +16%	Boys +15%	Boys +23%	Girl Dominant
GDS	Boys +6%	Girls +3%	Boys +20%	
Year 3				
	Reading	Writing	Maths	Profile
EXS	Girls +10%	Girls +20%	No gap	Even split
GDS	Boys +4%	Boys +4%	Boys +10%	
Year 4				
	Reading	Writing	Maths	Profile
EXS	Girls +29%	Girls +33%	Girls +12%	Boy dominant
GDS	Girls +3%	Girls +6%	Boys +17%	
Year 5				
	Reading	Writing	Maths	Profile
EXS	Boys +1%	Girls +10%	Boys +2%	Boy dominant
GDS	Girls +10%	Boys +2%	Boys +10%	
Year 6				
	Reading	Writing	Maths	Profile
EXS	Girls +12%	Girls +15%	No gap	Boy dominant
GDS	Girls +4%	Boys +3%	Boys +13%	

#### Progress at the end of Key Stage 1:

- The gender gap in Writing by the end of Y2 has increased by 1% compared with school data 2022.
- The National Gap for 'Greater Depth' in 2022 was 4% for Writing. School level data this year is more favourable than the national gap from last year.
- Compared to the LA gender data from 2022, a greater proportion of our children are attaining the expected standard despite the 15% gap. At Local Authority level last year, 58% of boys achieved EXS (82% of Lyng boys achieved this in 2023) whereas 65% of girls at LA achieved EXS (66% of Lyng girls achieved this in 2023).

#### Progress at the end of Key Stage 2:

- The gender gap in EXS Writing at the end of Y6 has reduced by 5% compared with 20% in 2022.
- At GDS level in Writing in Y6, the school gender gap is down to 3% which is half of last year's National Average of 6%.
- In Reading, the gender gap at 'Greater Depth Standard' has remained at 4% which is significantly more favourable than the 10% at National Level last year.
- In Maths, the gender gap has closed in relation to the proportion of children attaining EXS.

### **Equality Objective 3:**

**To raise children's awareness of the impact that discrimination, on the grounds of gender, race and sexual orientation, can have on individuals prior to them moving to senior school.**

**Why:** Data shows our school to be becoming an increasingly more diverse environment.

**How:** Tailored planning and delivery to ensure diverse representation within the curriculum and resources.

### **Progress during academic year 2022-23:**

Diversity has been a focus of the School Improvement Plan this academic year. As part of that work, resources have been reviewed to ensure that they are reflective of our school community. In addition, subject leads have reviewed each individual subject to ensure diversity features in medium and long term planning. The RHSE curriculum continues to be delivered across the whole school and is monitored by the subject lead. School continues to celebrate relevant days/weeks in an age appropriate way.

### **Equality Objective 4:**

**To ensure that our curriculum includes opportunities for our children to find out about a range of different jobs and professions to show them the possibilities that lie before them.**

**Why:** The high deprivation index for our school means children lack a range of role models to aspire to.

**How:** A curriculum linked careers week is held annually to show children a range of different jobs and careers that are available to them.

### **Progress during academic year 2022-23:**

Careers week was held across the whole school week commencing 22<sup>nd</sup> May. Various outside professionals joined year groups as appropriate. Visitors this year included:

- Chef
- Town planner
- Banks
- Artist
- Singer
- Solicitor
- Sports professionals

Evaluations carried out after the week showed that children's heightened awareness of the range of possibilities open to them.