

## Public Sector Equality Duty Annual Report 2022

**The points made and information covered in our 2021 report remain current and relevant. Where necessary, the information has been updated. These sections are highlighted.**

- **Ensure children understand their rights and responsibilities to equality.**

Rights and responsibilities are concept words used across the curriculum. The children are specifically taught this vocabulary in context to support their understanding and use of the language. We ensure the children experience them in the context of real situations. Repetition and continuous modelling is key in aiding the children's understanding.

The 'living in the wider world' strand of the PSHE (Personal, Social, Health and Economic) curriculum is where this threads through our lessons. It focuses on celebrating diversity.

The RISE Project the children have been involved in focused on the children's understanding of self-regulation and also touched on equality and understanding of different needs. For example, autism, ADHD and anxiety.

Class assemblies regularly focus on equality and celebrating differences. In particular, a Year 6 child led a discussion on autism from his own personal experience.

Class trips took place to Safety Works. These visits have a focus on rights and responsibilities in society and understanding the law.

- **Narrowing the achievement gap for pupils who share a characteristic historically correlated with lower achievement.**

**The percentage of vulnerable groups remain well above the national average 55.4% Pupil Premium, 52% English as an Additional Language, 30% Special Educational Need and Disability. Within the disadvantaged group in 2021/22, 34.3% have a SEND provision, 36.5% are Black and Minority Ethnic and 31.7% have a first language other than English, all are above the national figures.**

**While gaps remain, in 2022 attainment and progress in all statutory year groups was in line or above national averages except in Key Stage Two maths at expected but for the disadvantaged group were above this group nationally.**

**Early Years Good Level of Development, Key Stage One Phonics and Y2 results were above the national average and despite caution around 2022 results nationally due to the impact of COVID 19, this is in line with the improving trend for Bridgewater that was happening prior to the pandemic.**

**At KS2 progress was in line with the national average for the whole cohort and average scaled scores were above 100 (106 for Reading, 106 for Grammar, Punctuation and Spelling, 103 for Maths). 72% of the Y6 cohort were defined as disadvantaged, 52% of these met the expected standard in Reading, Writing and Maths compared to 60% of the whole cohort and 5% achieved greater depth compared to 9% for the whole cohort.**

**Attendance for disadvantaged remains a priority and continuing to reduce exclusions.**

Pupil Progress Meetings look at groups of learners and which interventions to put in place to narrow any identified gaps. A number of interventions exist, including (but not limited to) Lexia, Direct Phonics, bought-in professional speech & language support, counselling and occupational therapy.

The Government's supply of devices to aid remote learning throughout the pandemic has been very important in ensuring, as best we can, that no child falls behind with their learning. This was initially a massive barrier to learning for a number of our children.

As a school, we set aside a pot of money and identify children for catch-up tuition. This has developed further with the introduction of the National Tutoring Programme and grants to support further one-to-one and small group tuition.

We are part of a Zone West Project, which identifies children with lower achievement and helps raise aspirations through regular sessions with the child and contact with parents / carers.

From the Governors perspective, they have responsibility for providing oversight in areas such as quality of teaching, pupil achievement and curriculum. In providing scrutiny, Governors actively request progress on the equality objectives, either in full governing body meetings or in the curriculum and finance committee meetings to ensure the school continues to deliver on the equality objectives.

- **Workforce development, including a focus on recruitment to ensure staff better reflects the communities we serve.**

**Within the last year, we have appointed thirteen new members of staff. Of these, five live in the immediate community we serve.**

Colleagues who live in the community and / or share similar beliefs to those in our community have shared their knowledge and experience with the children (and staff). It has been particularly beneficial in aiding the delivery of RE, including the bringing in of relevant artefacts to share and discuss.

Classes are also giving conscious thought and consideration to how people are represented in their class readers.