

Public Sector Equality Duty (PSED)

Statement and Objectives

At Edale Rise Primary and Nursery School, Governors and School Leaders will fulfil the Public Sector Equality Duty by giving it relevant and proportionate consideration. In policy development, decision making and in carrying out school functions leaders will seek to:

- Eliminate discrimination and other conduct that is prohibited by the act
- Advance equality of opportunity between people who share protected characteristics and people who do not share it
- Foster good relations across all characteristics (age will be considered as an employer rather than between pupils)
- Comprehensively cover equality issues across our curriculum as part of our focus on pupils' spiritual, moral, social and cultural development

Protected characteristics include:

- Sex
- Sexual Orientation
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief

For further information see our Equality Policy, our SEND policy, our SMSC in the Curriculum Overview, and our Behaviour policy.

Edale Rise Equality Objectives 2023-2026

(Revised in conjunction with Equalities Policy and Statement)

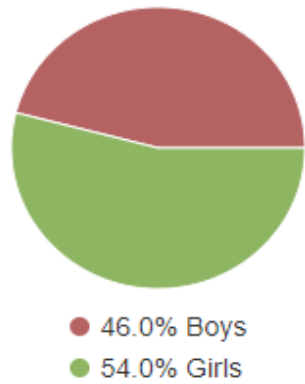
- **Objective 1:** To narrow the gap between boys' and girls' attainment in reading and writing in KS1 and LKS2
- **Objective 2:** To increase engagement of children with SEND in extra-curricular activities and events

Objective 1: To narrow the gap between boys' and girls' attainment in reading and writing in KS1 and LKS2		Protected Characteristic: Gender
Lead Responsibility: English Lead		Review date: February 2024
Narrative:		
Boys' attainment in reading and writing is consistently below that of girls in KS1 and LKS2. Once SEND is controlled for, this gap does narrow i.e. there is a significantly greater amount of boys with SEND than girls; however, gender is still a significant variable. This gap is not evident in EYFSP, suggesting that there may be something in the approach to reading and writing in KS1 that some boys are not developmentally prepared for. Ensuring the transition from EYFS to KS1 is appropriate and sustained will be a key focus for leaders in 2023-2026.		
Implementation	Success Criteria	Monitoring
<ul style="list-style-type: none"> • Early identification of boys with lower engagement in reading at home in EYFS and KS1 • Develop termly progression model for reading and writing in-line with approach to maths • Early assessment of fine motor skills in EYFS transition work • Baseline assessment of reading fluency in LKS2 with appropriate interventions in place • Develop reading intervention approach to ensure timely, specific and targeted interventions • Specific focus on boys in pupil progress meetings • Develop spelling scheme in LKS2 to build on success of Sounds Write approach in KS1 • Develop transition model of writing pedagogy in Y1 to build on EYFS successes • Develop dictation work in KS1 as a key pedagogical tool in writing lessons • Develop 'art of the sentence' approach in KS1 and LKS2 to ensure children embed good habits of sentence construction • Ensure writing intervention is timely, specific and targeted 	<ul style="list-style-type: none"> • Termly Writing & NTS Reading Assessments begin to show the gap in reading attainment between boys and girls begins to close in KS1 and LKS2, once SEND is controlled for • Pupil voice in KS1 and LKS2 regarding reading for pleasure begins to show increasing positivity from boys • Leaders' monitoring shows that reading and writing interventions are specific and targeted and demonstrating measureable impact 	<ul style="list-style-type: none"> • Pupil Progress Meetings • Provision Map QA • Learning Walks • Pupil Voice • Work Scrutiny

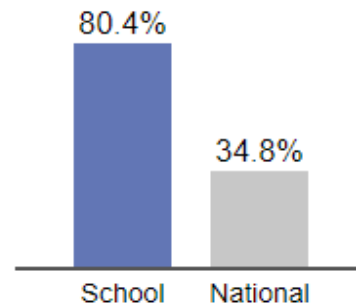
Objective 2: To increase engagement of children with SEND in extra-curricular activities and leadership roles across school		Protected Characteristic: Disability
Lead Responsibility: DEIB Lead & SENCO		Review date: February 2024
Narrative:		
A review of our enrichment offer showed that children with SEND were significantly less likely to enroll in our extra-curricular offer. Enrichment that took place during the school day, regardless of content (science, sports, arts etc.) was well attended by all protected characteristics; however, after-school clubs were not. In addition, leadership roles across school (Children’s Parliament, School Council, and Attendance Officers) were rarely taken up by children with SEND. This objective aims to ensure that children with SEND are well represented at extra-curricular activities and in leadership roles across school		
Implementation	Success Criteria	Monitoring
<ul style="list-style-type: none"> • Pupil voice regarding clubs that children want – ensure that SEND pupil voice features heavily • Source external and internal providers of extra-curricular clubs that reflect the interests/requests of SEND children • Ensure that no barriers exist preventing SEND children from attending any after school club e.g. if 1:1 support is required, ensure timetabling allows this • Ensure selection for sporting events across the Trust allows for equity in regard to children with SEND attending and participating • Actively encourage SEND children to apply for leadership roles in class votes (School Council for example) 	<ul style="list-style-type: none"> • Termly monitoring of extra-curricular activities will show an increasing proportion of children with SEND attending after-school clubs • After-school club offer will begin to reflect the requests of all children, especially those with SEND • Children with SEND will show an increasing rate of participation in sporting and enrichment activities across the Trust • There will be a significant increase in SEND representation in leadership roles across school e.g. School Council, Prefects) 	<ul style="list-style-type: none"> • Termly extra-curricular monitoring • Phase leader reports regarding leadership roles • Pupil Voice

Equality Information 2023

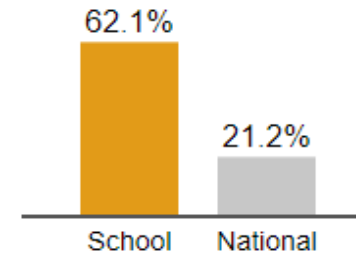
Gender



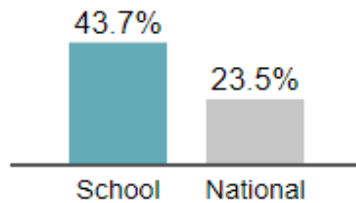
Minority Ethnic Background



EAL

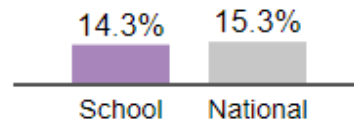


Ever 6 FSM



Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	27	12.1%	13.0%
EHC Plan	5	2.2%	2.3%



i Only includes pupils in Reception and above.