

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
- 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
- Age

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)

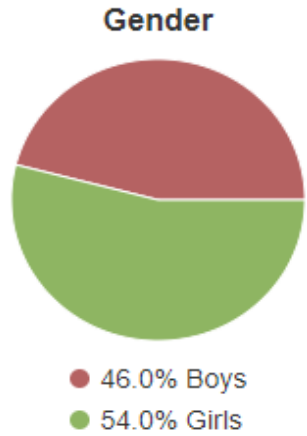
- **Objective 1:** To narrow the gap between boys' and girls' attainment in reading and writing in KS1 and LKS2
- **Objective 2:** To increase engagement of children with SEND in extra-curricular activities and events
- **Objective 3:** To increase a sense of belonging by ensuring that our environment promotes diversity and increased pupil participation, confidence and positive identity

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| 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 |

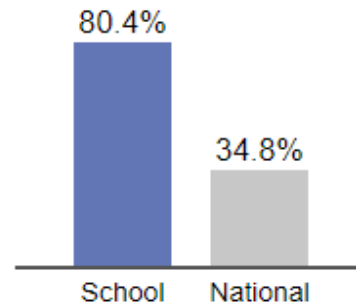
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| Objective 2: To increase engagement of children with SEND in extra-curricular activities and leadership roles across school | | Protected Characteristic: Disability |
| Lead Responsibility: DEIB Lead & SENCO | | Review date: February 2024 |
| Narrative: | | |
| 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 |

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| Objective 3: To increase a sense of belonging by ensuring that our environment promotes diversity and increased pupil participation, confidence and positive identity | | Protected Characteristic: Race / Gender / Disability / Religion or Belief |
| Lead Responsibility: Deputy Headteacher (EDIB Lead) | Review date: February 2024 | |
| Narrative: | | |
| <p>Edale is a highly diverse school. 80% of children are from minority ethnic backgrounds, 62% speak English as an additional language, 33% speak little to no English at home and 14% are identified as having special educational needs. In a recent parent survey (summer 2023), some parents voiced that they did not always feel represented in the school and this impacted their sense of belonging to the school community. We have therefore made this a school priority: to ensure that all children, parents and families see themselves reflected in the school environment in an attempt to increase their sense of belonging.</p> | | |
| Implementation | Success Criteria | Monitoring |
| <ul style="list-style-type: none"> Environment audits led by the EDIB lead will provide regular, pragmatic feedback to all staff regarding representation in the environment both in and out of classrooms. This will be moderated by the Headteacher. Books available and promoted in the library will celebrate and promote diversity especially Race / Gender / Disability / Religion or Belief Coffee mornings and other events will be used to target families under-represented at larger whole school events. These events will be used by the DHT/SENCO to speak with families and gather their voice regarding school life Half-termly pupil voice will focus on assessing a sense of belonging of children from the identified groups (Race / Gender / Disability / Religion or Belief) Half-termly parent voice data will be gathered using fewer questions in a structured format to create a fairer opportunity to gather parent voice | <ul style="list-style-type: none"> Race / Gender / Disability / Religion or Belief will be well represented in the physical environment Regular library audits will show that books celebrating these characteristics are well stocked and promoted sensitively. Audits will also show a broad range of authors, settings and protagonists that represent the key characteristics DHT will be able to demonstrate an understanding of this group's experience of school life and actions required to increase a sense of belonging | <ul style="list-style-type: none"> Parent Voice Pupil Voice Environment Audits Library Audits |

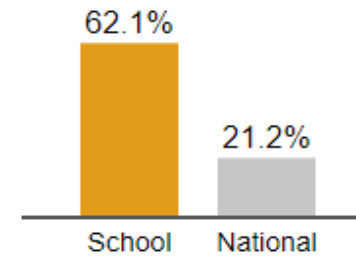
Equality Information 2023



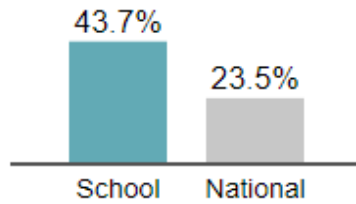
Minority Ethnic Background



EAL

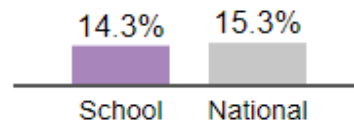


Ever 6 FSM



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.