



## **Bramingham Primary School Equality Statement**

As a school, we welcome our duties under the Equality Act 2010. We are committed to publishing information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the Act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Ethnicity
- Gender
- Gender Reassignment
- Maternity and Pregnancy
- Religion and Belief
- Sexual Identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, of the Equality Act 2010, we firstly, publish equality information annually. No information is published that could specifically identify an individual adult or child. Secondly, we publish our Equality Objectives

*Please also see the school Equality Policy for further information*

The following pages provide information on how we have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet needs of individuals and groups of pupils with protected characteristics.

Our Vision is that Every Individual, Every Achievement and Every Moment Matters, and we have identified the following steps that will enable our vision to be achieved:



### Values base Education

Our values underpin our school ethos curriculum. All adults model our positive universal values and children develop reflective practices to become ethically intelligent individuals.



### High expectations

Doing the right thing all day, every day and taking great pride in what we do. Strive to be the best that we can be.



### Curiosity and Challenge

Asking the right questions at the right time. Being curious about the world, taking risks and seeking the answers to increase our knowledge and understanding.



### Aspiration to inspire

Aim high and believe that you can achieve.



### Relationships

Build meaningful, positive relationships. Be able to communicate effectively and work collaboratively. To show care, kindness and understanding.



### Resilience

Never giving up when faced with a challenge. Show perseverance and determination, in order to become independent life-long learners.

## Basic Characteristics of Bramingham Primary School

**Above average size school - in the second largest 20% nationally**

**A few more boys than girls - 48% girls, 52% boys**

**Percentage of free school meals at 14% is broadly in line with the national average**

**66% of the pupils at the schools are from minority ethnic groups, which is above the national average**

**Percentage of pupils with an SEN EHCP is 6.8%, which is well above the national average, and the percentage of pupils with SEN support, at 16%, is above the national average**

	2020	2021	2022
<b>Number on roll</b>			
<b>School</b>	412	398	<b>398</b>
<b>National</b>	<b>281</b>	<b>278</b>	<b>277</b>

#### % of pupils known to be eligible for free school meals (FSM)

School	10	14	14
National	18	22	24

#### % of pupils from minority ethnic groups

School	60	66	66
National	35	35	36

#### % of pupils first language not / believed not to be English

School	22	32	32
National	21	21	21

#### % of pupils with SEN support

School	15	14	16
National	12	12	13

#### % of pupils with an SEN EHCP

School	5.6	6.5	6.8
National	2.0	2.0	2.0

Information taken from the January census of the relevant year. Some numbers may have been rounded.

See <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2022> and <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2022>

## Age and Gender Equality

	% girls (Headcount)			% boys (Headcount)		
	2020	2021	2022	2020	2021	2022
School	45	48	48	55	52	52
National	49	49	49	51	51	51

## Key Stage 2 Progress

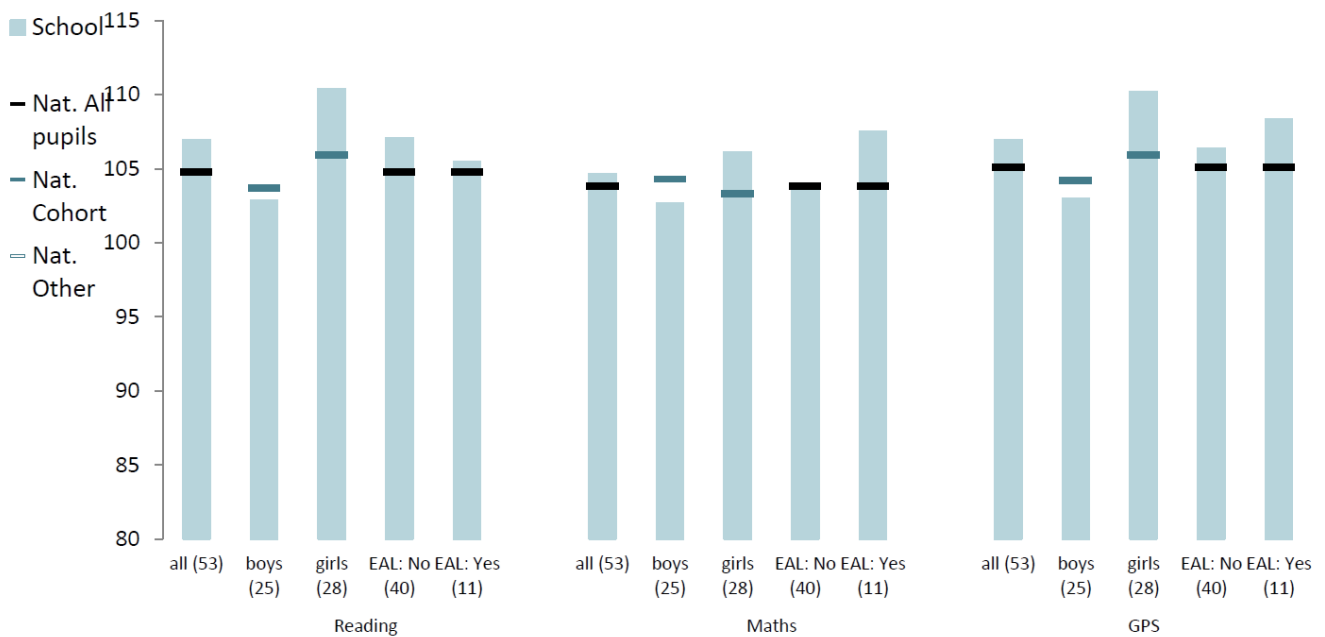
49 pupils overall achieved a progress score of +2.89 in Reading -0.09 in Writing and +0.86 in Maths

22 boys achieved a progress score of +1.59 in Reading -1.79 in Writing and +1.43 in Maths

27 girls achieved a progress score of +3.94 in Reading +1.29 in Writing and +0.44 in Maths

	National comparator	Reading			Writing			Maths		
		Cohort	Sch	Nat All Pupils	Cohort	Sch	Nat All Pupils	Cohort	Sch	Nat All Pupils
All pupils	all	49	+2.89	+0.0	49	-0.09	+0.1	45	+0.86	+0.0
Gender										
Male	same	22	+1.59	-0.8	22	-1.79	-0.8	19	+1.43	+0.8
Female	same	27	+3.94	+0.9	27	+1.29	+0.9	26	+0.44	-0.8

## 2021/2022 Data Key Stage 2 Scaled Scores



The Scaled Scores of our 53 pupils overall were 2.2 points above the National Average in Reading,  
0.9 points above in Maths, and 1.9 points above in GPS.

The Scaled Scores of our 25 boys were -0.9 points below the boys National Average in Reading,  
-1.6 points below in Maths, and -1.2 points below in GPS.

The Scaled Scores of our 28 girls were 4.5 points above the girls National Average in Reading,  
2.8 points above in Maths, and 4.3 points above in GPS.

## Key Stage 2 Science

52 pupils overall were 1.0 pupil above the overall National Average for the Expected Standard (81 v 79).

24 boys were -1.2 pupils below the boys National Average for the Expected Standard (71 v 76).

28 girls were 2.0 pupils above the girls National Average for the Expected Standard (89 v 82).

### How we advance equality of opportunity:

- We monitor attainment and progress of our pupils by gender.
- We set targets to raise attainment of groups of boys and girls, as well as individuals.
- We use formative and summative assessment to identify pupils who need additional support and this informs interventions to help pupils to catch-up.
- We attempt to break down barriers to participation of boys or girls in specific activities.
- We avoid stereotypes, with particular reference to career opportunities by including role models who break the stereotype in our curriculum e.g. Author visits, Visitors promoting Design Technology, Science etc.
- Both male and female parents and carers are encouraged to be involved in the work of the school and to attend school functions.
- Our school vision 'Every Individual, Every Achievement and Every Moment Matters' encourages achievement for all pupils.

### How we foster good relations and promote community cohesion:

- We promote the inclusion of non-stereotypical images of women and men across the curriculum
- We respond to any allegations of bullying or harassment in accordance with school policies.
- We encourage pupils to develop an understanding of the experience of different genders in society and challenge sexism or negative stereotypes.
- We view everyone as a unique individual ensuring all are treated equally in school without regard to gender.
- We monitor gender equality in the opportunities given to boys and girls to take part in extra-curricular activities and never deny access to an activity based on gender.

### Gender Identity or Reassignment

Although it is rare for a pupil to undergo a process of gender reassignment, when this happens it will be managed with care and sensitivity.

If there was a case of gender reassignment amongst staff or families, this would be approached with care and sensitivity.

We will not directly raise the issue of gender reassignment through the curriculum but will answer pupils' questions about the subject with care and sensitivity. Gender is discussed within the Relationship and Health Education curriculum.

## Disability Equality

We are committed to working for the equality of people with and without disabilities in our school. There are pupils at our school with different types of disabilities and these include:

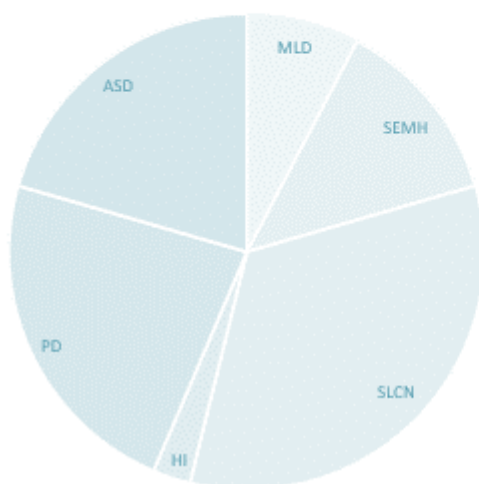
- Autistic Spectrum Disorder
- Hearing Impairment
- Learning Difficulties
- Physical Difficulties
- Social, Emotional & Mental Health Needs
- Speech, Language and Communication Needs
- Visual Impairments
- Medical
- Other Disabilities

### **Pupil Special Educational Needs Provision:**

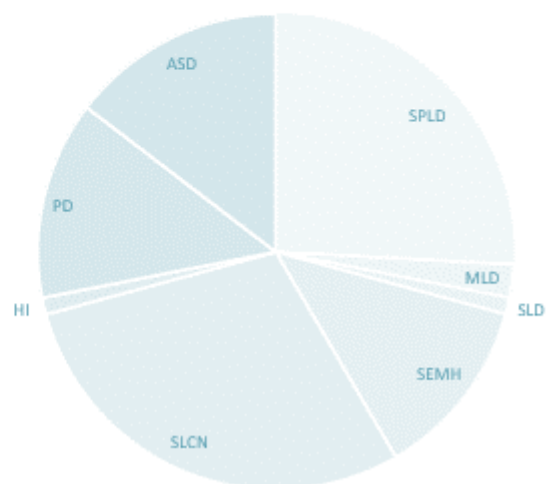
Percentage of pupils with an SEN EHCP is 6.8%,  
which is well above the national average,  
and the percentage of pupils with SEN support, at 16%, is above the national average.

### **Primary SEN Need**

**2021**



**2022**



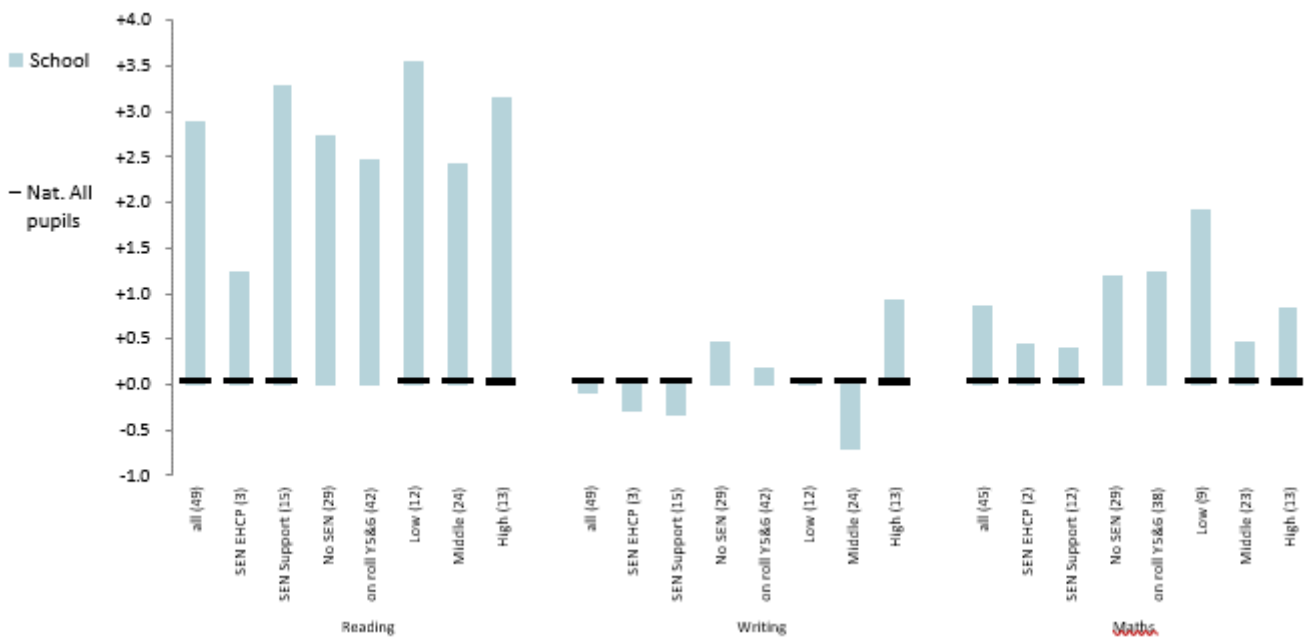
Main SEN Type		Number of pupils		
		2020	2021	2022
SPLD	Specific Learning Difficulty			23
MLD	Moderate Learning Difficulty	<3	3	<3
SLD	Severe Learning Difficulty			<3
PMLD	Profound & Multiple Learning Difficulty			
SEMH	Social, Emotional and Mental Health	6	5	11
SLCN	Speech, Language and Communication Needs	16	13	26
HI	Hearing Impairment	<3	<3	<3
VI	Visual Impairment			
MSI	Multi-Sensory Impairment			
PD	Physical Disability	9	9	12
ASD	Autistic Spectrum Disorder	11	8	13
OTH	Other Difficulty/Disability	<3		

Percentage of SEN needs			National
2020	2021	2022	2022
		26%	9.7%
2%	8%	2%	23.3%
		1%	0.7%
			0.3%
13%	13%	12%	15.7%
35%	33%	29%	29.0%
4%	3%	1%	1.7%
			0.9%
			0.3%
20%	23%	13%	2.9%
24%	21%	15%	6.7%
2%			4.2%

SEN Category	Number of pupils		
	2020	2021	2022
Total Pupils	412	406	398
SEN Support	62	54	64
Statement/EHC Plan	23	26	27

Percentage of pupils			National
2020	2021	2022	2022
15%	13%	16%	12.2%
6%	6%	7%	1.3%

## 2021/2022 Data Key Stage 2 Progress



3 SEN EHCP pupils achieved a progress score of +1.24 in Reading, -0.28 in Writing, and +0.44 in Maths.

15 SEN support pupils achieved a progress score of +3.28 in Reading (significantly above), -0.34 in Writing, and +0.40 in Maths.

29 No SEN pupils achieved a progress score of +2.72 in Reading (significantly above), +0.46 in Writing, and +1.19 in Maths.

	National comparator	Reading			Writing			Maths		
		Cohort	Sch	Nat All Pupils	Cohort	Sch	Nat All Pupils	Cohort	Sch	Nat All Pupils
All Pupils	all	49	+2.89	+0.0	49	-0.09	+0.1	45	+0.86	+0.0
<b>Special Educational Needs</b>										
SEN with statement or EHC plan	all	3	+1.24	+0.0	3	-0.28	+0.1	2	+0.44	+0.0
SEN support	all	15	+3.28	+0.0	15	-0.34	+0.1	12	+0.40	+0.0
No SEN	same	29	+2.72	+0.5	29	+0.46	+0.6	29	+1.19	+0.4

The Scaled Scores of our 3 SEN EHCP pupils were in line with the National Average in Reading, -3.8 points below in Maths, and 1.9 points above in GPS.

The Scaled Scores of our 15 SEN support pupils were -2.3 points below the National Average in Reading, -4.6 points below in Maths, and -5.5 points below in GPS.

The Scaled Scores of our 33 No SEN pupils were 2.7 points above the No SEN National Average in Reading, 3.0 points above in Maths, and 3.5 points above in GPS.

#### How we advance equality of opportunity:

- The School's Accessibility Policy and Plan and available on the website.
- We meet the individual needs of learners and members of staff with disabilities.
- We ensure that pupils with disabilities are not put at a disadvantage compared to other pupils.
- All pupils have equal access to all areas of the curriculum, before and after school clubs and school trips. If a pupil has a specific barrier to accessing a particular part of the curriculum advice is always sought from appropriate agencies.
- Our school vision 'Every Individual, Every Achievement and Every Moment Matters' encourages achievement for all groups of pupils.
- Ofsted short inspection November 2017:  
*"for all vulnerable pupils it was very clear that the school provided the best support to pupils and families. Inspection evidence confirms that those pupils who are disadvantaged and those who have SEN and/or disabilities make good and better progress from their starting points. This is because teaching staff know these pupils very well and can plan precisely their next steps in learning."*

#### How we foster good relations and promote community cohesion:

- Pupils at Bramingham Primary are encouraged to be responsible individuals. Pupils learn and know about their local community and the wider world and a wide range of extra-curricular opportunities are provided including local visits.
- At Bramingham Primary our values underpin our school ethos curriculum. All adults model our positive universal values and children develop reflective practices to become ethically intelligent



individuals. The values unity, patience, understanding, responsibility, respect, friendship, honesty, care are just a few of our values supporting community cohesion.

- Pupils are encouraged to support and help their peers especially through initiatives such as, Values role models.
- The school tackles bullying or harassment on the basis of SEND in line with the school’s Anti-Bullying Policy

**Ethnicity and Race Equality**

We are committed to working for the equality of all ethnic groups and all those who speak English as an Additional Language.

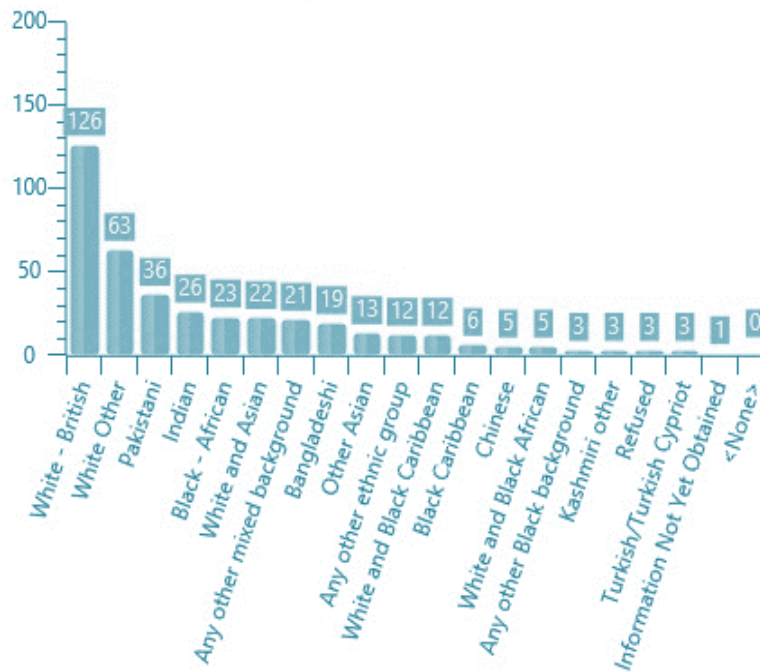
Bramingham Primary is committed to:

- Promoting equality of opportunity
- Enabling pupils to build meaningful, positive relationships, and to communicate effectively and work collaboratively. To show care, kindness and understanding.

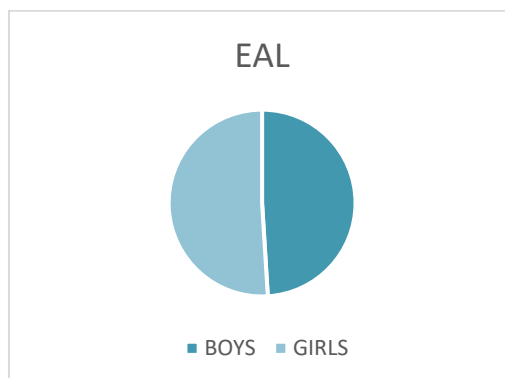
**Ethnic Groups (2022-2023)**

**Student Totals by Ethnicity**

A count of students with each ethnicity



**English as an Additional Language (EAL)**



## 2021/2022 Data

### Key Stage 2 Progress

39 EAL: No Pupils achieved a progress score of +2.98 in Reading +0.21 in Writing and +0.41 in Maths

8 EAL: Yes Pupils achieved a progress score of +1.95 in Reading -0.10 in Writing and +3.22 in Maths

	Reading			Writing			Maths			
	National comparator	Cohort	Sch	Nat All Pupils	Cohort	Sch	Nat All Pupils	Cohort	Sch	Nat All Pupils
All Pupils	all	49	+2.89	+0.0	49	-0.09	+0.1	45	+0.86	+0.0
<b>English as a First Language</b>										
English First Language	all	39	+2.98	+0.0	39	+0.21	+0.1	35	+0.41	+0.0
English Additional Language	all	8	+1.95	+0.0	8	-0.10	+0.1	8	+3.22	+0.0

#### How we advance equality of opportunity:

- We identify and address barriers to participation.
- We offer pupils and families where possible by support by staff who speak languages other than English.
- We monitor attainment and progress of pupils by ethnicity. This assessment and monitoring ensures that immediate, effective intervention can be implemented if necessary.
- Teachers have all received training about working with children for whom English is an Additional Language (EAL)
- If children who have EAL are new to the school, have very little or no English, are not making expected progress or not achieving their targets, they are assessed in their first language, where possible, so that appropriate levels of support can be put in place.
- Targets are set to improve the attainment and progression rates of individuals.
- We involve parents and carers in initiatives and interventions to improve outcomes.
- Positive images of a diverse community, many ethnicities and cultures are included through the curriculum.
- We follow the Local Authority procedures for dealing with racist actions or any form of discrimination.

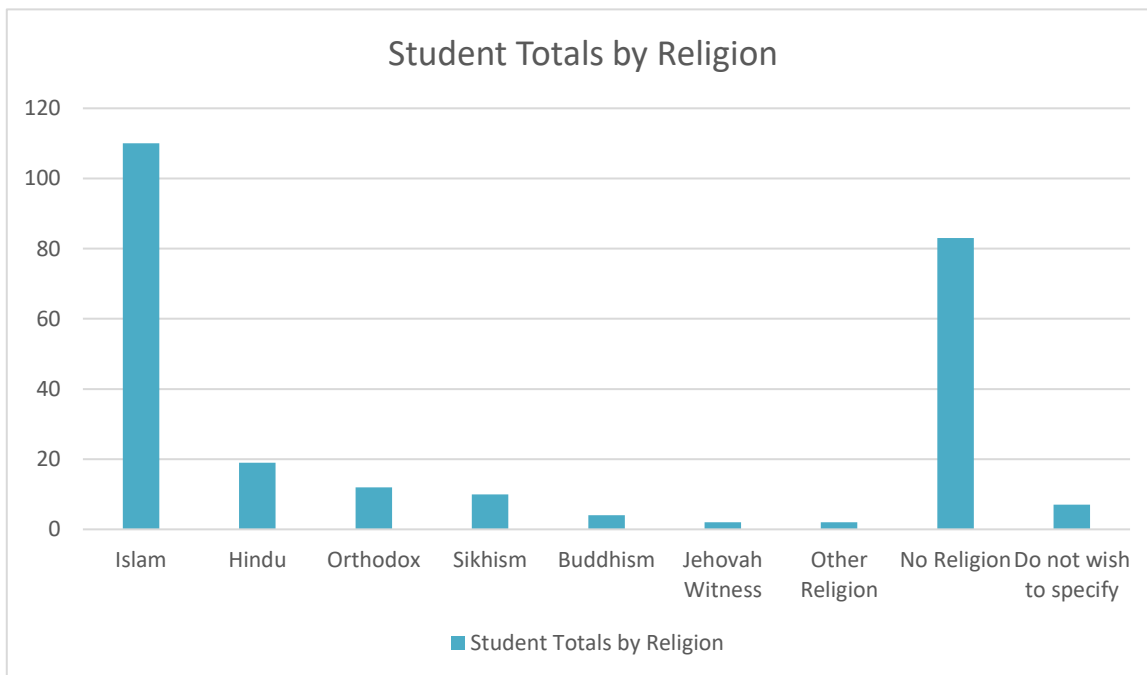
#### Religion and Belief

Our school community is made up of pupils and staff with a range of religions and beliefs.

Bramingham Primary School is committed to:

- Eliminating unlawful discrimination
- Promoting equality of opportunity
- Promoting positive relationships

## Religion and Belief Summary (2021-2022)



### How we advance equality of opportunity:

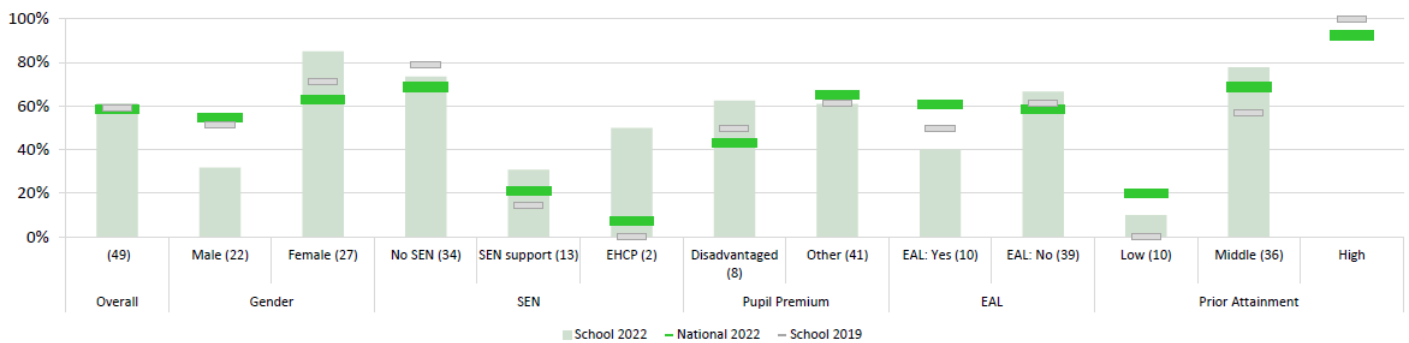
- We recognise the diversity of all the faiths and respect the religious beliefs of all pupils, staff and parents within the school.
- We accommodate and comply with reasonable requests relating to religious observance and practice.
- Bramingham Values have been embedded which supports all pupils, parents and staff to understand, respect and value differences and diversity. Our values underpin our school ethos curriculum. All adults model our positive universal values and children develop reflective practices to become ethically intelligent individuals.
- Pupils are encouraged to recognise the differences in their beliefs and to respect and value these.
- Festivals and Celebrations from all faiths and cultures are celebrated throughout the school year.
- The curriculum throughout the school is supported by resources that reflect the diverse community in which we live.
- Positive images of people from different faiths and religions are encouraged and included through the curriculum.
- We challenge parents who wish to withdraw their children from parts of the curriculum, such as taking part in a Nativity, visiting a church or mosque because they have a different religion.

### How we foster good relations and promote community cohesion:

- We promote the spiritual, moral, social and cultural development of all pupils. This enables each pupil to gain understanding of, celebrate and reflect on his or her own faith.
- Pupils are encouraged to have a growing awareness of other faiths and the beliefs of others.
- Our curriculum, including R.E. enables pupils to learn about and respect others' lifestyles and beliefs.
- The R.E. curriculum enables pupils to develop respect for others and helps to challenge prejudice and discrimination.
- Through collective worship and festivals, we promote respect, knowledge and understanding of other religions.

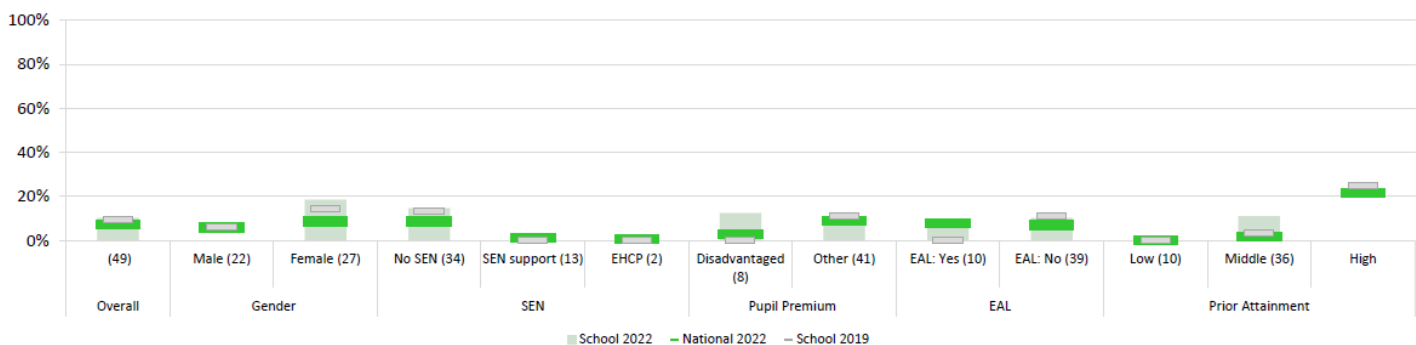
## Pupils from Low Income Backgrounds

School Summary KS2 RWM Test by characteristic - % attaining at least the expected standard



Category	Cohort size	School			School Change	LA		National		School-National Gap				
		2018	2019	2022		2019	2022	2019	2022	Percentage	Pupils			
Pupil	Disadvantaged	11	10	8	36.4%	70.0%	<b>87.5%</b>	▲ +17.5%	65.8%	71.5%	62%	63%	▲ +25%	+2
Pupil	Other	47	44	44	68.1%	63.6%	<b>75.0%</b>	▲ +11.4%	69.0%	77.1%	78%	79%	▼ -4%	-1

School Summary KS2 RWM Test by characteristic - % attaining the Higher standard



Category	Cohort size	School			School Change	LA		National		School-National Gap				
		2018	2019	2022		2018	2019	2022	2019	2022	Percentage	Pupils		
Pupil	Disadvantaged	11	10	8	0%	0%	<b>12.5%</b>	▲ +12.5%	7.3%	4.7%	5%	3%	▲ +10%	in line
Pupil	Other	47	44	41	6.4%	11.4%	<b>9.8%</b>	▼ -1.6%	9.4%	7.5%	13%	9%	▲ +1%	in line

### How we advance equality of opportunity:

- We closely monitor the attainment of all pupils, including disadvantaged pupils.
- We set targets to raise attainment of particular groups of pupils as well as individuals.
- We identify and try to break down barriers to participation of disadvantaged and non-disadvantaged pupils.
- We track pupil progress and attainment and use this information to inform interventions for all pupils.
- We have an Inclusion Lead who monitors attainment and access to opportunities and experiences ensuring that no pupils are disadvantaged by coming from a low income background.
- Our Family Workers support families to access food parcels from the Foodbank, school uniform and free school shoe and coat vouchers.
- KS1 pupils also have access to fruit.
- Pupils from disadvantaged groups are encouraged to take part in the free extra-curricular activities that the school offers.

- The school uses pupil premium funding to subsidise school trips and visits so that all children are able to access these extra-curricular activities.
- During periods of school closure, all pupils were provided with access to electronic devices and Sim cards to provide free internet so that no pupils were disadvantaged when completing remote learning.

#### **How we foster good relations and promote community cohesion:**

- The school has an open-door policy enabling parents to seek help when needed. All parents are treated with respect.
- We promote cultural capital across our curriculum so that no pupils are disadvantaged.
- Parents and carers have access to free workshops and information sessions to help them to support learning at home.

#### **Our Equality Objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

##### **Objective 1**

**Ensure all groups of pupils achieve challenging targets and any gaps in attainment are reduced.**

##### **Objective 2**

**Increase levels of parental engagement with their children's learning and wider school life, ensuring equality and fairness in access, engagement and in the voice they have.**

##### **Objective 3**

**Ensure attendance at extra-curricular clubs is proportionally representative of all groups of pupils and removing barriers to access whilst ensuring clubs/trips are not reinforcing gender and cultural stereotypes**

***Please refer to the Equality Policy for a more detailed breakdown of our Equality Objectives***