



# Elmwood Infant School and Nursery

## EQUALITY ACT 2010 DUTY TO PUBLISH INFORMATION AND OBJECTIVES

### Data statement published: November 2020

At Elmwood Infants and Nursery School we take a whole school approach to promoting equality, diversity and inclusion that takes account of how we can eradicate discrimination for staff and pupils, give staff and pupils an equal chance, and encourage everyone to get along. This document should be read in conjunction with the school's Equality Policy, which is available to download from the website.

### Here are some of the ways we do this:

We gather information on the pupil population broken down by ethnicity and gender. School data below was collated in October 2020. The National data is based on the Gov.uk report Schools, pupils and their characteristics 2019-2020.

	Boys	Girls
School	52%	46%
National	51%	49%

### Ethnicity

Elmwood Infants has 16 ethnic groups. The table shows groups with more than 5%

APKN	AIND	BAFR	BCRB	AOWB	AOTH (Asian Other)	WBRI
16%	15%	17%	8%	12%	5%	6%

### Vulnerable Groups

	Pupil Premium	EAL	ALL SEND	SEND Support	EHCP
School	24%	77%	13%	12%	1%
National	23%	21%	14.2%	12.6%	1.6%

- We gather information about significant difference in attainment between girls and boys, and between pupils of different ethnic backgrounds.

**Analysis of the Autumn baseline 2020 data shows that:**

- EAL pupils are achieving above Non-EAL pupils in all areas and at all levels in KS1 but slightly below in maths in year 1
  - Children from the BAFR group are achieving above other groups in KS1
  - Children from the AOWB and WBRI are achieving below other groups in all years
  - Girls are performing better than boys in all year groups
  - Pupils in receipt of PPG are performing less well than others but are broadly in line in writing in year1
  - Pupils at SEND support less progress than other pupils
  - Pupils with EHCP's made less progress than SEND support
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- Thorough data analysis of all groups across each year group has taken place to inform action and targets for the next academic year.
  - The Inclusion Leader has special responsibility for equality matters. The Head Teacher monitors the progress and has overall responsibility.
  - Pupil Premium money is targeted to individuals and specific groups. Further detailed information can be found within our Pupil Premium Strategy and under the Pupil Premium section of the website
  - There are clear procedures for dealing with prejudice-related bullying and incidents
  - We gather information about the diversity of our staff and recognise that Black and Asian staff are under-represented in senior roles at our school and have a disproportionately higher representation within lower paid sectors.
  - Our recruitment policies and practice have been reviewed in the hope of eradicating unconscious bias.

Staff in school	Senior Leadership	Governors	Teachers	Support Staff	Contracts for cleaning and kitchen staff
%Black/Asian	0%	58%	20%	43%	78%

Total staff in school = 43% Black and Asian

Total including contract staff = 47% Black and Asian

**Next Steps**

- The areas for development arising from our analysis of the Autumn 2020 baseline data have formed part of our school improvement plan
- We will continue to focus on raising achievement for all underachieving groups of children
- We will continue to help our vulnerable families to access as wide a range of resources and support as possible by delivering some of this support at school.
- Improve the representation of Black and Asian staff at senior leadership level and ensure that opportunities for development are made available to Black and Asian teaching staff.