St. Michael's C of E Aided School

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Introduction

It is now widely acknowledged that inequality linked to socio-economic factors (poverty) is one of the major issues affecting educational attainment in England today. This school is committed to tackling this aspect of disadvantage, and information about the measures being taken is published separately in a report about how we spend our Pupil Premium.

This school recognises that socio-economic factors (poverty) are not the only issue affecting how pupils achieve in school, as gender, ethnicity, disability/SEN, sexual orientation and gender identity may all affect whether children fulfil their academic potential. This report highlights the measures this school is taking to address inequality that cannot solely be linked to socio-economic factors (poverty).

Gender

Wiltshire's results for the attainment of girls and boys at the end of the last year of primary school are close to the national result (England), however, both nationally and in Wiltshire, there is a significant gender achievement gap for all subjects, apart from mathematics. Although the largest gap (10 percentage points) is in writing, girls out-perform boys at every stage of their education apart from in mathematics.

	Level 4+ achieved in Reading, Writing & Mathematics		
	National Data 2015	Wiltshire Data 2015	St.Michael's Data 2015
Girls	83%	82.4%	93.3%
Boys	77 %	76.8%	92.9%
All Pupils	80%	79.5%	93.1%

	Level 5+ achieved in Reading, Writing & Mathematics		
	National Data 2015	Wiltshire Data 2015	St.Michael's Data 2015
Girls	26%	26.6%	26.7%
Boys	22%	22%	35.7%
All Pupils	24%	24.2%	31%

The School Development Plan continues to support both girls and boys to attain significantly above national averages with the introduction of the essential curriculum. There is a focus on high quality CPD to secure all pupils to learn in depth with the more able attaining mastery.

Ethnicity

Ethnic monitoring helps schools to identify those groups of pupils who may be vulnerable to underachievement, (in addition to pupils who are or who have been eligible for free school meals), so that interventions can be made to reduce or eliminate achievement gaps.

The table below details the ethnic categories where the proportion of pupils achieving level 4 in Reading, Writing & Mathematics is *significantly lower* than the proportion of All Pupils achieving level 4 in Reading, Writing & Mathematics.

	National Data (England) Percentage of Pupils achieving Level 4 or above in Reading, Writing & Mathematics (Lower Performing Groups)	
	Percentage of pupils achieving level 4 or above	Achievement Gap (comparison is with data for England All Pupils)
England data for All Pupils	**80%**	
Traveller of Irish Heritage	43%	- 37%
Gypsy/Roma Pupils	29%	- 51%

	Wiltshire Data Percentage of Pupils achieving level 4 or above in Reading, Writing & Mathematics (Lower Performing Groups)	
	Percentage of pupils achieving level 4 or above	Achievement Gap (comparison is with data for Wiltshire All Pupils)
Wiltshire data for All Pupils	**76.8%**	-15.9%
Pupils of any Black background	65%	- 11%
Gypsy/Roma Pupils and Traveller of Irish Heritage	Small numbers so the data cannot be published, but it should be noted that the attainment of these two groups is extremely low.	

The table below details the ethnic categories where the proportion of pupils achieving level 4 in Reading, Writing & Mathematics is *significantly higher* than the proportion of All Pupils achieving level 4 in Reading, Writing & Mathematics.

	National Data (England) 2015 Percentage of Pupils achieving Level 4 or above in Reading, Writing & Mathematics (Higher Performing Groups)	
	Percentage of pupils achieving Level 4 or above	Achievement Gap (comparison is with data for All Pupils)
All Pupils	**80%**	
Chinese pupils	85%	+ 5%
Asian/Indian pupils	87%	+ 7%
White Irish pupils	85%	+ 5%

Mixed White/Asian pupils	85%	+ 5%

	Wiltshire Data 2013 Percentage of Pupils achieving level 4 or above in Reading, Writing & Mathematics *(Higher Performing Groups)*	
	Percentage of pupils achieving level 4 or above	Achievement Gap (comparison is with data for Wiltshire All Pupils)
Wiltshire data for All Pupils	**76%**	
Chinese pupils	100%	+ 24%
Mixed White/Asian pupils	97%	+ 21%
White Irish pupils	88%	+ 12%
Asian/Indian pupils	80%	+ 4%

At St.Michael's 100% pupils from different ethnic groups achieved level 4 or above at the end of 2015

The same groups are high performers both nationally and in Wiltshire. There are also similarities in the lower performing groups, with Gypsy/Roma Traveller pupils of considerable concern both nationally and in Wiltshire. In Wiltshire the LA EMAS team has identified Gypsy Roma Traveller pupils, White Irish Traveller pupils, pupils of any Black background and White British pupils eligible for free school meals[i] as the ethnic groups most vulnerable to underachievement. Wiltshire schools have an excellent record for raising the attainment of vulnerable groups, and in particular the attainment of the Mixed White/Black groups are now in line with the results for All Pupils, which is a significant achievement for Wiltshire schools.

This school recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:

- The school ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- The school ensures that all teachers have high expectations of all pupils, and individual pupils' progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement
- All teachers are aware that different factors can combine to exacerabate educational disadvantage, e.g. gender, being summer born, being eligible for free school meals, having special educational needs, being a young carer, etc.
- The school works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions.
- The school celebrates the culture and diverse experience of all its pupils to ensure they feel valued.

English as an Additional Language
Nationally, the gap between attainment in Reading, Writing & Mathematics for pupils whose first language is English (with 80% of these pupils achieving level 4 or above in 2014) and pupils with

English as an additional language (77% of these pupils achieving level 4 or above in 2014) is 3 per cent. In Wiltshire the results for pupils with English as an additional language are lower than nationally with only 67% pupils achieving level 4 in end of year 6 SATs

The particular challenges facing schools in Wiltshire are:

- the small numbers of pupils whose first language is not English

- their dispersal across the county

- the high proportion who are relatively new to this country and have consequently missed a number of years of primary schooling in English schools.

The challenge in Wiltshire is to raise the attainment of this group. However, Wiltshire schools will *also* benefit more broadly from strategies used with learners of English as an additional language, as it is recognised that guidelines used when learning English as an additional language benefits *all* pupils. At St.Michael's we have chosen to focus on improving achievement for pupils with EAL as our equality objective (see separate action plan)

Where appropriate and practicable St.Michael's School puts in 1:1 support to boost language acquisition and deploys good language models for pupils who are in the early stages of learning English.

In 2015 St.Michael's didn't have any children with English as an additional language.

Disability/SEN

Wiltshire has fully engaged with the transformation of the system for children and young people with special educational needs (SEN), including those who are disabled, and our services consistently support the best outcomes for these children.

We recognise the extension of the SEN system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. Wiltshire has been a pilot authority in the national Pathfinder Project, and has worked hard with Wiltshire families to ensure:

- o   A co-ordinated assessment process
- o   The development of "My Plan" and "My Support Plan", replacing the SEN Statement, and other assessments
- o   The introduction of SEND lead workers
- o   The strategic linking of Wiltshire LA and schools, as facilitated by the revised LA Accessibility Strategy, and its partner Accessibility Plan Statement/Action Plan for educational settings

Using the framework provided by the LA Accessibility Strategy, Wiltshire is working closely with schools to support disabled pupils, and those with Special Educational Needs (SEND) so that increasing numbers of SEND pupils, some with very complex needs, are able to successfully attend and flourish within a mainstream school setting. As part of supporting SEND pupils to achieve their full academic potential, schools aim to develop learners who are:-

- Self-aware, and have the necessary skills and knowledge to take on challenges of the future
- Confident learners, who are adaptable and resilient, can think independently and communicate effectively
- Self-directed, and can question, reflect and persevere
- Active contributors, able to work effectively with others.

Combining the *current* specific SEN categories of School Action and School Action Plus into one group, in 2015 43 per cent of pupils achieved level 4 or above, in Reading, Writing & Mathematics nationally . For pupils with a statement of SEN,16 per cent of pupils achieved level 4 or above in reading, writing and

mathematics. At St.Michael's School 33% of SEN pupils (2) achieved level 4 in reading, writing and maths.   There were no children with a statement or EHC plan in 2015.

Equally important is that:

- Wiltshire primary school pupils identified as having SEND are supported to enable a smooth transition to the secondary schools/academies that are best able to support their individual learning needs
- Wiltshire schools, in conjunction with the LA, work extremely hard to ensure that individual pupils meet their potential and that pupils have gained all they can from their time at primary school.

Pupil attainment is monitored using the current SEN categories. National and Wiltshire data shows that the proportion of pupils with SEN achieving level 4 in all the tests and teacher assessments is significantly lower than for pupils who do not have SEN.
There is an increasing understanding of the negative impact of behaviour, social and emotional difficulties[ii] on the educational attainment of those pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. Pupils at St.Michael's school with SEN Behaviour, Social and Emotional Difficulties, and their teachers, now have access to a range of good practice interventions including:
- Access to the Local Authority Primary Behaviour Support Service who work with schools, teachers as well as individual pupils

- The Emotional Literacy Support Assistant scheme used for time limited one-to-one or small group interventions

- Individualised positive reinforcement i.e. sticker charts, marble jar, etc.

- Nurture groups so pupils can continue their learning in a supportive and calming environment away from their busy classroom

- A school behaviour management system that supports pupils with behaviour related SEN to make good behaviour choices

- Ensuring any underlying special education need that may be affecting behaviour at school is identified and addressed.

Faith and Belief
Data is not collected for monitoring purposes on Religion and Belief, so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.
St.Michael's school recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a particular faith or belief, or whether this relates to wider belief systems, and moral ethics.
We are committed to supporting all our young people as they develop a personal relationship with their particular set of values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.
This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to religion and belief.
The new Wiltshire LA Anti-bullying Guidance specifically states that Religious Bullying can be identified as 'a *negative or unfriendly focusing on religious difference or how somebody expresses their faith*'. This school is vigilant in ensuring we adopt a zero-tolerance approach with regard to upholding this definition.

Sexual Orientation/Different Families

This is one of the fastest changing areas of society, and one that is being addressed by our school.

Different families may include:

- families with adopted children
- families with foster children
- families headed by grandparents/uncles and aunts
- single-parent families
- children with more than one home
- step or blended families
- families with two mums/dads.

Celebrating different families is one of the ways St.Michael's has been recognising the differences and similarities between pupils. Same-sex couples are now legally able to adopt children, and that this puts additional responsibility on schools to make sure that *all* families providing love and care for children feel welcome as part of the school community.

The school works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. St.Michael's school confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity

Gender Identity

St.Michael's is aware of the support that we can access in relation to this equality issue, including Local Authority support, and support from the *Mermaids* charity (this charity supports families and schools where gender identity has been identified as a specific issue).

The school has had access to LA training in this area, and we are able, with the additional help of the Local Authority if required, to appropriately support pupils and their parents/carers should the need arise.

In addition, this school is aware of the changes we can make to avoid unnecessary gender distinctions. Such changes introduced by the school not only ensure that the school is a more equal environment should there be pupils who are uncertain about their gender identity, but can also contribute to providing a clearer perspective with regard to reviewing our data on attainment gaps between girls and boys.

This school has flexibility within the school uniform, and does not make any distinction between the sports that girls and boys can play.

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[i] Please refer to the published information on how we as a school spend our Pupil Premium to raise the attainment of pupils eligible for free school meals.

[ii] It is currently being considered how helpful the category of Behavioural, Emotional and Social Development (BESD) is in identifying the underlying needs of children with emotional and social difficulties and ensuring the right support is put in place.