

This document sets out equality information and objectives in relation to students and should be read in conjunction with the School Equality Policy, which is available on the Waterton Academy Trust website.

## King’s Meadow Academy Equality Objectives

Date objectives set: September 2023

Objectives review date: September 2026

1. To reduce the GAP in attainment between boys and girls
2. To reduce the GAP in attendance between non-disadvantaged and disadvantaged students
3. To reduce the GAP in exclusions between SEND and non-SEND students

### Objectives – actions taken and progress *(to be reviewed annually by the Academy Standards Committee)*

Objective 1	Actions for academic year 2023 – 2024 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in attainment between boys and girls	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils. In previous years, there has been a significant gap between boys and girls combined attainment at the end of KS2 (23% in 2019). This gap decreased sharply to 14% in 2023 and was only 9% in reading.	For the current cohort of Year 6 pupils, the results at the end of Year 5 for the combined (RWM expected standard) showed only a minor difference of 5% between girls and boys.	In July 2024, the gap between the % of girls and boys achieving RWM (combined) at the end of KS2 had narrowed to 5%.	In July 2025, the gap between the % of girls and boys achieving RWM (combined) at the end of KS2 had widened. We recognise that there is further work to do next academic year.	
Objective 2	Actions for academic year 2023 – 2024 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026

<p>To reduce the GAP in attendance between non-disadvantaged and disadvantaged students</p>	<ul style="list-style-type: none"> <li>Leaders will consult with pupils, staff and parents in relation to barrier to attendance, and respond in order to improve participation and access to school.</li> <li>Leaders will produce an attendance and pupil premium strategy in relation to their setting, and implement accordingly.</li> <li>Leaders will continue to implement the Waterton attendance policy with fidelity and rigour.</li> </ul> <p>At the end of the 22-23 academic year, the difference in attendance between non-disadvantaged and disadvantaged students stood at 4.3%</p>	<p>At the start of the current academic year, that gap in attendance stood at 2.1%, more than half the figure for the previous academic year.</p> <p><b>23/24</b> Dis: 90.3% Non dis: 92.4%</p> <p>22/23 Dis: 85.6% Non dis: 89.9%</p>	<p>The gap between disadvantaged and non-disadvantaged pupils attendance narrowed massively in 23-24 to 2.6%. We recognise that there is still much work to do here to ensure that this gap narrows further.</p>	<p>The gap between disadvantaged and non-disadvantaged pupils attendance was 5%. We recognise that there is still work to do here to ensure that this gap narrows further.</p>	
<p><b>Objective 3</b></p>	<p><b>Actions for academic year 2022 – 2023</b> <i>(including data)</i></p>	<p><b>Data &amp; progress</b> <b>September 2023</b></p>	<p><b>Data &amp; progress</b> <b>September 2024</b></p>	<p><b>Data &amp; progress</b> <b>September 2025</b></p>	<p><b>Data &amp; progress</b> <b>September 2026</b></p>
<p>To reduce the GAP in exclusions between SEND and non-SEND students</p>	<ul style="list-style-type: none"> <li>Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups.</li> <li>Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly.</li> <li>Leaders will ensure all staff are well trained in managing pupils with SEND, and managing pupil behaviour.</li> </ul>	<p>22-23 Number of suspensions: 37 SENDK: 21 SENDE: 5 No SEND: 11</p> <p>23-24 Number of suspensions: 2 SEND: 0 Non SEND: 2</p>	<p>23-24 (final) Total number of suspensions: 28</p> <p>SENDK: 15 SENDE: 6 No SEND: 7</p> <p>The total number of suspensions has dropped rapidly but more SEND children are suspended than pupils without SEND.</p>	<p>The total number of suspensions has reduced; however, there are still more SEND children suspended than without SEND.</p>	



*Objectives are set up for a four-year period and statistical data is published annually. The information contained on this form is reviewed on an annual basis by the Headteacher.*



