



Thornhill Primary School Public Sector Equality Duty (PSED)

Date Issued	Spring Term 2019
Governor Approval Date	Spring Term 2019
Date of Next Review	Spring Term 2020

Introduction:

The PSED applies to all schools and replaces previous equality duties related to race, disability and gender.

The PSED has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics, and between people who share a protected characteristic and people who do not share it

School Context: Basic Characteristics

This is a one form entry primary school and nursery. We admit children from age 2 to 11.

The current school roll consists of:

- ✚ 198 school age pupils from Year R to Year 6. The school capacity is 210. This is smaller than the average primary school.
- ✚ 28 pupils attend nursery on a part time basis, this includes six 2 year olds, 5 of whom are funded.

The % of pupils in receipt of SEND support is in line with national averages; 15%/14%. The % of pupils on an EHCP is below national 1%/ 2.8%. The school is in the process of applying for an EHCP for an additional two pupils, which if successful will increase our % to 2%.

The school deprivation indicator (2018) is at the highest percentile (0.3 against national 0.2)

The % of pupils entitled to Pupil Premium funding has fallen in the last three years due to universal free meals for YR and KS1 children. The school was in the second highest quintile (36% compared to 24% nationally). In 2019, this is now 25% (March 2019)

We are seeing an increase in the number of EAL pupils starting school and are in the second highest quintile. This has increased from 10% in 2017 to 40% (March 2019) National average in 2018 was 21%. There are more children with EAL in EYFS than in other year groups; 37%. The cultural make- up of the school is changing with 40% not White British forming part of our school community. 60% are White British, the second largest group being 'White Other'. This is having a positive impact on our school community as children learn first- hand about other traditions and cultures.

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Nur	28	18 (64.3%) / 10 (35.7%)	0 (0%)	0 (0%)	12 (42.9%)	11 (39.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Rec	29	5 (17.2%) / 24 (82.8%)	5 (17.2%)	6 (20.7%)	9 (31.0%)	10 (34.5%)	5 (17.2%)	5 (17.2%)	0 (0%)	0 (0%)	0 (0%)
Y1	29	10 (34.5%) / 19 (65.5%)	6 (20.7%)	6 (20.7%)	12 (41.4%)	8 (27.6%)	7 (24.1%)	6 (20.7%)	0 (0%)	1 (3.4%)	0 (0%)
Y2	27	13 (48.1%) / 14 (51.9%)	5 (18.5%)	5 (18.5%)	14 (51.9%)	5 (18.5%)	4 (14.8%)	4 (14.8%)	0 (0%)	0 (0%)	0 (0%)
Y3	28	13 (46.4%) / 15 (53.6%)	9 (32.1%)	6 (21.4%)	14 (50.0%)	9 (32.1%)	4 (14.3%)	4 (14.3%)	0 (0%)	0 (0%)	0 (0%)
Y4	28	13 (46.4%) / 15 (53.6%)	9 (32.1%)	4 (14.3%)	14 (50.0%)	10 (35.7%)	5 (17.9%)	5 (17.9%)	0 (0%)	0 (0%)	1 (3.6%)
Y5	25	12 (48.0%) / 13 (52.0%)	10 (40.0%)	6 (24.0%)	5 (20.0%)	2 (8.0%)	4 (16.0%)	4 (16.0%)	0 (0%)	0 (0%)	1 (4.0%)
Y6	27	15 (55.6%) / 12 (44.4%)	11 (40.7%)	7 (25.9%)	8 (29.6%)	7 (25.9%)	6 (22.2%)	5 (18.5%)	0 (0%)	1 (3.7%)	0 (0%)
All	221	99 (44.8%) / 122 (55.2%)	55 (24.9%)	40 (18.1%)	88 (39.8%)	62 (28.1%)	35 (15.8%)	33 (14.9%)	0 (0%)	2 (0.9%)	2 (0.9%)

* Includes pupils with Information Not Obtained.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	60	73	60.2
Black - African	4	6	4.5
White Other	19	22	18.6
White and Black Caribbean	2	5	3.2
Pakistani	1	1	0.9
Any Other Asian Background	2	2	1.8
Black Caribbean	3	2	2.3
White and Black African	0	1	0.5
White and Asian	1	3	1.8
Roma	2	0	0.9
Indian	2	5	3.2
Any Other Ethnic Group	2	2	1.8
Traveller of Irish Heritage	1	0	0.5
All	99	122	100.0

Characteristic	Total	Breakdown (number and %)
Number of pupils	221	55% Female 45% Male
Number of Staff	37	94% Female 6% Male
Number of governors	4	50% Female, 50% Male 2 vacancies
Religious Character	N/A	
Deprivation factor	0.3	Highest 20%
Pupils eligible for PP funding	55	25% 47% boys, 53% girls
Disabled Staff	0	
Disabled Pupils (SEN/LDD)	35	16% 55% Boys/45% girls
Disabled Pupils (No SEN)	0	
Pupils with English as their first language	159	72%
Pupils first language other than English	62	28%
Pupils white British	133	60%
Pupils Not White British	88	40%
Pupils with EAL	63	Boys: 48% Girls 52%
Average attendance rate	95.9%	Local Authority Average 94.1%
Catchment Area		Tithe Farm Ward

Equality Objectives: 2019-2021

Objectives	Success Criteria	Who/When	Action
1. Reduce the attainment gap in reading and writing between boys and girls in in Key stages 1 and 2	<ul style="list-style-type: none"> • All boys will make six steps progress in their English (<i>unless there is a specific learning barrier</i>) 	<p>All CT's supported by TA's</p> <p>Attainment monitored by SLT</p>	<ul style="list-style-type: none"> • Texts that appeal to boys to be used to drive English teaching • Employ a range of purposes for writing using different recording methods • Review reading material used, particularly for older boys in Years 5 and 6 • Regular monitoring by Subject leader identifying; CPD, resources and additional support required • Extend '<i>fluency reading project</i>' across the school
2. More children entitled to PP funding will attain Greater Depth in core subjects	<p>Currently 6 PP pupils are identified as academically more- able; 17%.</p> <p>To increase to 25% at GD</p>	<p>PP champion</p> <p>More-able pupil leaders</p> <p>Monitored by Governors/SLT</p>	<ul style="list-style-type: none"> • Identify children to be targeted • Develop aspiration for these children, links with Bedford university, Dunstable college etc • Support from school for homework • Daily readers • Additional support as a group of learners setting high expectation • Provision of ASC for more- able learners in core subjects
3. Raising aspiration for all children	<p>All groups of learners can talk about future aspirations</p> <p>Attitudes for learning from all groups of learners is at least good</p>		<ul style="list-style-type: none"> • To develop links with Bedford/Luton University, Dunstable College • Work with outside agencies to improve resilience for older children moving to secondary school; Summer Term 2019
4. To promote positive learning outcomes for all pupils	<p>Attainment gaps to be at least in line with national averages at the end of each key stage</p>	<p>Class Teachers</p> <p>SMT, Governors to monitor</p>	<ul style="list-style-type: none"> • Monitor attainment and progress of all our pupils by ethnicity and take action to address any negative trends that may materialize

			<ul style="list-style-type: none"> • Impact of SENCo, PP Champion, More-Able Pupil Leaders
5. To promote cultural understanding and awareness of different religious beliefs and between different ethnic groups within our community	Children can talk about other religions; monitoring by Governors Evidence in books and on displays show the breadth of curriculum.	All staff, curriculum leaders Monitoring of cross-curricular links Role of SMT, Governors	<ul style="list-style-type: none"> • Ensure school Values are well taught to reflect all groups of learners within the school community • Encourage visits from different groups that live within our community • Visit other places of worship linked to RE plans and CW programme • Well planned Collective Worship and class assembly time to focus on different religious beliefs • Review long term curriculum maps at the end of the school year to ensure that religious groups are reflected in our teaching • Revise long term map to ensure curriculum across school
6. To eradicate of the use of homophobic, sexist and racist language by pupils in the school and support the broader community	Behaviour is outstanding; all groups of children play well together. There are no reported incidents. Children employ the skills of non-violent conflict resolution	Monitored by SMT and Governors	<ul style="list-style-type: none"> • Use made of PSHE lessons across the school • School expectations known and understood by pupils and parents • Inappropriate behaviour is dealt with consistently across the school
7. All groups of learners participate in the extra-curricular life of the school especially children with special educational need	ASC are well attended Children maintain interest and attendance is good because clubs reflect the needs and interests of all pupils	CT's to encourage participation Monitored by SMT and reported to Governors	<ul style="list-style-type: none"> • Consult children on the range of activities on offer • Compete with/against other schools in a range of activities; sports, maths competitions, writing activities • Involve a range of outside agencies