

School name: Abbey Woods Academy

This document sets out equality information and objectives in relation to students and should be read in conjunction with the Anthem Whole-School Equality Policy.

Links to other policies:

- Behaviour & Ethos Policy
- Anti-bullying Policy

Equality objectives

(to be reviewed every four years)

Date objectives set: September 2022

Objectives review date: September 2026

Objectives:

- To reduce the GAP in attainment between boys and girls (SAT results for primaries and GCSE results for secondaries)
- To reduce the GAP in attendance between non-disadvantaged and disadvantaged students
- To reduce the GAP in exclusions between SEND and non-SEND students

Objectives – actions taken and progress

(to be reviewed annually)

Objective 1	Actions for academic year 2022-2023	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	64% of boys achieved EXS in reading. 69% of girls achieved EXS in reading. 73% of boys achieved EXS in writing.	36% of boys achieved EXS in reading compared to 67% of girls. This is a gap of 31%. 29% of boys achieved EXS in writing	85% of boys achieved EXS in reading compared to 70% of girls. The gap has reversed with boys outscoring girls in reading.	

	<p>curriculum and provision to maximise the learning potential of all pupils.</p>	<p>62% of girls achieved EXS in writing.</p> <p>82% of boys achieved EXS in maths.</p> <p>62% of girls achieved EXS in maths.</p> <p>55% of boys achieved combined.</p> <p>54% of girls achieved combined.</p>	<p>compared to 80% of girls. This is a gap of 51%.</p> <p>43% of boys achieved EXS in maths compared to 67% of girls. This is a gap of 24%.</p> <p>21% of boys achieved combined EXS compared to 53% of girls.</p> <p>This is a gap of 32%.</p>	<p>77% of boys achieved EXS in writing compared to 60% of girls. The gap has reversed.</p> <p>85% of boys achieved EXS in Maths compared to 60% of girls. The gap has reversed with boys significantly outscoring girls.</p> <p>77% of boys achieved combined EXS compared to 60% of girls. The gap has reversed with boys outscoring girls by 17%.</p>	
Objective 2	Actions for academic year 2022-2023	Data & progress September 2023	Data & progress September 2024	Data & Progress September 2025	Data & Progress September 2026
To reduce the GAP in attendance between non-disadvantaged and disadvantaged students.	<p>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.</p> <p>Leaders will produce an attendance and pupil premium strategy in relation to their setting</p>	<p>Attendance for all pupils was 93.8%.</p> <p>The attendance for disadvantaged pupils was 92.2%.</p> <p>The attendance of non-disadvantaged was 95.6%.</p>	<p>The attendance for all students last academic year was 92.2%.</p> <p>The attendance for disadvantaged pupils was 88.4%.</p> <p>The attendance of non-disadvantaged was 95.5%.</p> <p>The gap between non-</p>	<p>The attendance for all students last academic year was 91.9%. This was 0.3% lower than last academic year.</p> <p>The attendance of PP students was 88.6%. This was 0.4% lower than last year.</p> <p>The attendance of</p>	

	<p>and implement accordingly.</p> <p>Leaders will continue to implement the Anthem attendance policy with fidelity and rigour.</p>		<p>disadvantaged and disadvantaged students has widened.</p>	<p>non-disadvantaged was 94.6%. This was 0.9% lower than last year.</p> <p>The attendance gap is 6%. The gap has widened.</p>	
Objective 3	Actions for academic year 2022-2023	Data & progress September 2023	Data & progress September 2024	Data & Progress September 2025	Data & Progress September 2026
<p>To reduce the GAP in exclusions between SEND and non-SEND students,</p>	<p>Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups.</p> <p>Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly.</p> <p>Leaders will ensure all staff are well trained in managing pupils with SEND and managing pupil behaviour.</p>	<p>During this academic year there were 3 suspensions.</p> <p>These suspensions were for 3 boys, all of whom are SEND students.</p>	<p>There were 19 suspensions during this academic year.</p> <p>17/19 suspensions were for SEND students compared with 2/19 non-SEND students.</p>	<p>There were 53 suspensions during this academic year.</p> <p>The suspensions were for 14 students: 9 boys and 5 girls.</p> <p>All suspensions were from the SEND group.</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 and the Anthem Associate Director of Education