# Public Sector Equality Duty Statement – Students

## 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:

- 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 |
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| To reduce the GAP in attainment between boys and girls | Leaders will regularly interrogate data and other evidence on performance,<br>participation and pupils' experiences and use that to enact changes to the | 64% of boys achieved EXS in reading.<br>69% of girls achieved EXS in reading.<br>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%.<br>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. | |
| | curriculum and provision to maximise the learning potential of all pupils. | 62% of girls achieved EXS in writing.<br>82% of boys achieved EXS in maths.<br>62% of girls achieved EXS in maths.<br>55% of boys achieved combined.<br>54% of girls achieved combined. | compared to 80% of girls. This is a gap of 51%.<br>43% of boys achieved EXS in maths compared to 67% of girls. This is a gap of 24%.<br>21% of boys achieved combined EXS compared to 53% of girls.<br>This is a gap of 32%. | 77% of boys achieved EXS in writing compared to 60% of girls. The gap has reversed.<br>85% of boys achieved EXS in Maths compared to 60% of girls. The gap has reversed with boys significantly outscoring girls.<br>77% of boys achieved combined EXS compared to 60% of girls. The gap has reversed with boys outscoring girls by 17%. | |

| Objective 2 | Actions for academic year 2022-2023 | Data & progress September 2023 | Data & progress September 2024 | Data & Progress September 2025 | Data & Progress September 2026 |
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| To reduce the GAP in attendance between non-disadvantaged and disadvantaged students. | 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.<br>Leaders will produce an attendance and pupil premium strategy in relation to their setting | Attendance for all pupils was 93.8%.<br>The attendance for disadvantaged pupils was 92.2%.<br>The attendance of non-disadvantaged was 95.6%. | The attendance for all students last academic year was 92.2%.<br>The attendance for disadvantaged pupils was 88.4%.<br>The attendance of non-disadvantaged was 95.5%.<br>The gap between non- | The attendance for all students last academic year was 91.9%. This was 0.3% lower than last academic year.<br>The attendance of PP students was 88.6%. This was 0.4% lower than last year.<br>The attendance of | |
| | and implement accordingly.<br>Leaders will continue to implement the Anthem attendance policy with fidelity and rigour. | | disadvantaged and disadvantaged students has widened. | non-disadvantaged was 94.6%. This was 0.9% lower than last year.<br>The attendance gap is 6%. The gap has widened. | |
| **Objective 3** | **Actions for academic year 2022-2023** | **Data & progress September 2023** | **Data & progress September 2024** | **Data & Progress September 2025** | **Data & Progress September 2026** |

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| To reduce the GAP in exclusions between SEND and non-SEND students, | Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups.<br>Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly.<br>Leaders will ensure all staff are well trained in managing pupils with SEND and managing pupil behaviour. | During this academic year there were 3 suspensions.<br>These suspensions were for 3 boys, all of whom are SEND students. | There were 19 suspensions during this academic year.<br>17/19 suspensions were for SEND students compared with 2/19 non-SEND students. | There were 53 suspensions during this academic year.<br>The suspensions were for 14 students: 9 boys and 5 girls.<br>All suspensions were from the SEND group. | |

*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 Director of Education.*