

Vigo Primary School

Equality Statement 2022-26



This equality statement complies with advice set out in the 2010 Equality Act and should be read in conjunction with the school Equality Policy.

Our equality objectives 2022-26 are:

1. To reduce incidences of racial language and ensure all members of the school community challenge negative stereotypes and language
2. To develop understanding of LGBTQ relationships so pupils see all relationships as being
3. To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement, especially focusing on EAL and FSM families.
4. To raise the attainment of vulnerable learners in core subjects

What we did to meet these targets:

1. **To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils**

The main gap we have identified is the attainment gap between boys and girls in maths. Across the school, boys outperform girls significantly.

We have begun exploring the reasons behind this and have carried out a pupil attitude survey to see if there is any difference between the way girls and boys see themselves as mathematicians.

We are aware that our SEN data is lower than national, however, we are confident that the quality of provision we give to SEN children is strong and they are making good progress relative to their starting points; crucially we do very well to support their social and emotional wellbeing.

2. **To develop within all members of the school community an understanding of the different religious practices of the major world religions**

We have developed our teaching of RE, ensuring that staff subject knowledge of all religions is developed. While the quality of teaching and learning in RE is now stronger, children are sometimes not able to develop deep enough understanding as prior learning that these units build on has not been good enough.

Monitoring of remote RE teaching during the second lockdown and face-to-face teaching shows high level of teacher subject knowledge along

with clear questioning to probe understanding (although not enough prior understanding is held by children) and strong scaffolds to build learning. Increased teacher subject knowledge and stronger questioning did lead to, in the lessons we saw, gaps in knowledge being filled, however, this does slow the pace of learning. We have also developed knowledge organisers and low stakes testing that will enable the cementing of prior knowledge in children over time. Pupil conferencing shows that children are able to recall more over time.

3. To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

During the periods of partial school closure we monitored pupil engagement, we were pleased with the engagement of all groups of children and there were no notable difference between the engagement of disadvantaged, SEN or all other learners. As a school we distributed over 100 devices to ensure all children could access learning. We also distributed paper, pens and desks to those who required them.

Where families can not afford to send their children on school trips, including residential, we have supported parents financially, including through applying for grants through the Gales Trust and through use of our pupil premium funding. We have also supported families in purchasing school uniform.

We analysed the different levels of parental engagement with our parent's evenings and have noticed that EAL parents are less likely to book a slot. We have therefore begun working with EMTAS to support their engagement.

This target will be carried forward

4. To raise the attainment of vulnerable learners in core subjects

Our focus on high quality teaching and the use of Rosenshine's Principles have supported the development of skills in vulnerable learners - effective scaffolding, modelling and questioning as well as plenty of retrieval practice and low stakes testing has contributed to this.

COVID had a detrimental effect on the attainment of all pupils, but disadvantaged pupils were impacted more than others. Our data in December 2021 did show a slight narrowing of that gap, but we will continue to monitor this over subsequent terms. We have been accessing the National Tutoring Programme with White Rose Maths intervention and Lightning Squad reading intervention to support the progress of disadvantaged pupils.

This target will be carried forward