



## **School Equalities Information - January 2018**

### **Our Ethos**

Sunnyside Primary Academy is committed to promoting equality of opportunity. We recognise that we live in a diverse society and will offer everyone opportunities irrespective of sex, sexual orientation, gender reassignment, marital or civil partnership, age, disability, colour, race, nationality, ethnic or national origin, religion/belief, or political beliefs (“the protected categories”). We take pride in the inclusive nature of Sunnyside.

We are an institution that strives to understand, appreciate and value the differences in each individual; we aim to make people feel valued and supported so that they may achieve their full potential.

### **Understanding Our School Community- Pupils**

Using SIMS and 2018 Census, the following information was available;

There are 335 pupils on roll	
Boys	166
Girls	169

**Data -by number of Ethnicity pupils**

African Asian	0	Chinese	2	Indian	5	Other Asian	5
Pakistani	14	Other Black African	13	Black Caribbean	2	Other Black Background	1
Any other mixed Background	4	White and Asian	2	White and Black African	9	White and Black Caribbean	8
Any other Ethnic Group	5	Information Refused	0	White British	230	White European	31
White Other	5						

**Disability Categories -by number of pupils**

Specific learning difficulty	0	Moderate learning difficulty	2
Hearing impairment	0	Social Emotional & Mental Health	4
Behaviour, emotional and social difficulty	0	Speech, language and communication needs	35
Visual impairment	0	Physical disability	1
Autistic Spectrum Disorder	3	Other disability/difficulty	1

<b>Special Educational Needs Provision</b>			
<b>SEN Support</b>	<b>45</b>	<b>Educational Health and Care Plan</b>	<b>1</b>
<b>No Special Educational Need</b>	<b>289</b>		

<b>First Language –by number of pupils</b>			
<b>Akan (Twi/Asante)</b>	<b>1</b>	<b>Albanian/Shqip</b>	<b>2</b>
<b>Amharic</b>	<b>0</b>	<b>Arabic</b>	<b>0</b>
<b>Arabic (Any other)</b>	<b>0</b>	<b>Caribbean Creole English</b>	<b>0</b>
<b>Chinese (Mandarin/Putonghua)</b>	<b>2</b>	<b>English</b>	<b>283</b>
<b>Fijian</b>	<b>0</b>	<b>French</b>	<b>0</b>
<b>Fula/Fulfulde-Pulaar</b>	<b>0</b>	<b>Kikuyu/Gikuyu</b>	<b>0</b>
<b>Gujarati</b>	<b>0</b>	<b>Kurdish</b>	<b>0</b>
<b>Lingala</b>	<b>0</b>	<b>Lithuanian</b>	<b>3</b>
<b>Latvian</b>	<b>1</b>	<b>Information not obtained</b>	<b>0</b>
<b>Believed to be other than English</b>	<b>0</b>	<b>Other than English</b>	<b>22</b>
<b>Panjabi</b>	<b>3</b>	<b>Panjabi (any other)</b>	<b>0</b>
<b>Polish</b>	<b>5</b>	<b>Portuguese</b>	<b>0</b>
<b>Persian/Farsi</b>	<b>2</b>	<b>Russian</b>	<b>5</b>
<b>Shona</b>	<b>0</b>	<b>Slovak</b>	<b>1</b>
<b>Somali</b>	<b>0</b>	<b>Spanish</b>	<b>0</b>
<b>Tamil</b>	<b>0</b>	<b>Turkish</b>	<b>1</b>
<b>Urdu</b>	<b>7</b>	<b>Vietnamese</b>	<b>0</b>
<b>Yoruba</b>	<b>0</b>	<b>Classification Pending</b>	<b>0</b>

<b>Religion and belief- number of pupils</b>			
Sikh	0	No religion	206
Muslim	20	Hindu	1
Christian	81	Other	0
Refused	2		

**No information was available on the following protected characteristics:**

- **Gender Reassignment** –the school does not hold any information on whether any of the children on roll had reassigned their gender.
- **Sexual Identity**-the school does not hold any information on whether any of the children on roll identified as Lesbian, Gay, Bi-sexual or Transgender.

**Understanding the information gathered;**

Using the information gathered, we have looked at the following to identify whether there are any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents



## Admissions

Approximately 14.3% of Northampton stated that they were non-white British – as of the 2011 census. 15% of pupils at Sunnyside Primary Academy are from an ethnic minority background.

We only collect very limited diversity data during the admissions process. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The admission process is carried out by the Local Authority.

## Attainment

At Sunnyside Primary Academy we continually monitor and assess the impact of teaching and learning on pupil progress and attainment. With regard to the protected characteristics;

<p><b>Gender ;</b>  <b>Attainment :girls underperform against boys</b>            Reading in years:             Writing            -            Maths Yr 4, 5, 6</p>	<p><b>Gender ;</b>  <b>Attainment :boys underperform against girls</b>            Reading in years: 1, 2, 3, 5, 6             Writing – Yr 1, 2, 3, 4, 5, 6             Maths – Yr 2, 3</p>
<p><b>Attainment EAL( race, nationality, ethnic or national origin)</b></p>	<p><b>Attainment EAL( race, nationality, ethnic or national origin)</b></p>

<p>Outperform non EAL in Reading: Y Writing: Y Maths: Y</p>	<p>Underperform against non EAL in Reading: Y Writing: Y Maths: Y</p>
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Our numbers of EAL children are generally low across year groups – the majority of EAL children perform as well as their peers.

### **Attendance**

Sunnyside Primary Academy set a target of 97% as our attendance is generally high.

Our attendance data shows that there is no significant difference in attendance percentages for the following groups:

Pupils with Special Educational Needs

Free School Meal

EAL children

with all groups in the range 95.9% -96.08%

### **Exclusions**

Based on the census data Spring 2018, there were 2 Fixed Period Exclusion. There are no issues with this in terms of the protected characteristics.



### **Prejudice Related Incidents**

During the academic year 2016/17, there had been no prejudice related incidents. Recording and reporting of these follow the LA guidelines whereby all incidents of a prejudice related nature are recorded, dealt with and reported to the LA who carry out monitoring, collation and analysis of data.

At Sunnyside Primary Academy there were no prejudice related incidents in the academic year 2016/17.

## Appendix 2

### Action Plan.

Following the terms of the Single Equality Policy these are the published objectives which fall within our Academy Development Plan.

<b>Objective</b>	<b>Issue</b>	<b>Action</b>	<b>When/who?</b>
To close the gap between boys and girls in terms of attainment	<p>Girls attainment is higher than boys in reading, writing and maths in several year groups</p> <p>Boys attainment is higher than girls in maths in several year groups.</p>	<ul style="list-style-type: none"> <li>• Teachers to be aware of class groups/ gaps within class</li> <li>• Teachers plan and deliver lessons which target attainment to specific children/groups of children in order to close the gap</li> <li>• Teachers to monitor progress in cycle of assess/plan/deliver/</li> </ul>	<p>ongoing – teachers</p> <p>6 times per year- teachers</p> <p>– Deputy Principal/</p>



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		<p>Assess</p> <ul style="list-style-type: none"> <li>• Leaders to hold teachers to account during pupil progress meetings</li> <li>• Principal to monitor data and report Headlines to SLT/staff/ SEA</li> </ul>	Principal
To continue to monitor any prejudice related incidents.	Incidents of racial /homophobic abuse recorded.	<ul style="list-style-type: none"> <li>• Follow LA guidelines for monitoring and recording incidents.</li> <li>• Analyse frequency of incidents and individuals involved to look for recurring patterns</li> <li>• Deal with incidents according to policy</li> <li>• Raise awareness of all forms of bullying and in particular prejudice related bullying</li> <li>• Renew inclusion</li> </ul>	<p>Ongoing – Deputy and office admin</p> <p>Deputy</p> <p>All staff</p> <p>Family worker lead- all staff</p>

		<p>award</p> <ul style="list-style-type: none"> <li>• Whole school involvement in embedding the language/actions of respect following UNICEF CRC.</li> <li>• Maintain high profile of zero-tolerance and encourage pupils to report prejudice related incidents</li> </ul>	<p>all staff/pupils/parents involved Whole school</p> <p>All staff</p>
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**These objectives will be monitored along with the Academy Improvement Plan. They will be reviewed and updated in October 2020**