

# Equality Objectives Statement

Name of Academy: **Sunnyside  
Primary Academy**



**Greenwood Academies Trust**

Date: January 2024

Author: Clare Ley





## Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

*(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;*

*(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;*

*(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

*(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;*

*(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;*

*(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.*

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

*(a) tackle prejudice, and*

*(b) promote understanding.*



(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(7) The relevant protected characteristics are—

- *age;*
- *disability;*
- *gender reassignment;*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.



## Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

□ Date last reviewed: September 2023

### Age

- We participate in the Northampton town transition programme to support our pupils in moving from Year 6 (age 10 and 11) to secondary education in Year 7
- We hold transition events to support pupils as they start and leave our school. Children joining us in EYFS attend a number of events prior to starting in September and we work closely with local secondary schools to support transition from Year 6 to Year 7.
- Adults working in school range from their twenties to their sixties and we value the life experience and differing viewpoints on life that comes with different generations of staff.

### Disability

- Staff training in understanding dysregulation and using de-escalation techniques.
- In November 2021, we achieved the Inclusion Quality Mark accreditation.
- Whole school use of Widgit communication tool.
- Vulnerable pupils, including pupils within the lowest 20%, pupils with SEND and pupils with Pupil Premium allocation have been provided with additional intervention support.
- Where needed, teachers and pupils use adapted materials such as buff paper when reading with pupils to reduce the contrast of reading black/white text and to reduce cognitive load when reading.
- SEND pupils take part in a number of locally organised sporting events that are designed especially for SEND pupils. We celebrate their achievements as part of our weekly Celebration Assembly.
- Our Junior Leadership Team actively promotes events throughout the year where the school can support through fundraising such as Children In Need as well as charities that directly impact on pupils and families
- We work closely with outside agencies to effectively support SEND pupils in school.

### Gender re-assignment

- Gender stereotypes are challenged through texts used and our curriculum, including assemblies.
- As part of our KS2 curriculum, children are taught about respecting similarities and differences, discussing differences sensitively and recognising prejudice and discrimination.
- We have effective pastoral care and safeguarding systems and practices and have the confidence to refer to these when dealing with issues relating to children and young people wishing to change their sex.
- No staff member is discriminated against as a result of their gender.
- Choice of toys and play equipment in KS1 and sporting opportunities across the school are promoted equally for both genders.
- The academy consciously acknowledges children for non-stereotypical attributes, staff notice and reinforce behaviours which go against stereotypes and challenge children who say things that may reinforce stereotypes.
- Training ensures teachers and wider staff should use scientifically and biologically accurate language.
- Training ensures staff should be role models in demonstrating calm and accepting behaviour and in promptly stopping and reporting any bullying or harassment.
- Senior leaders ensure that any decisions, actions or policy associated with gender re-assignment adhere to the principle of reasonableness, comply with equalities law, follow established pastoral care, anti-bullying and safeguarding policies.

### Marriage and Civil Partnership



- We have adopted the Kapow PSHE curriculum and have revised our SRE programme in line with latest statutory guidance.
- As part of KS1 curriculum, pupils experience the diversity of family make up.
- As part of KS2 curriculum, pupils have an opportunity to cover relationships and marriage.

### **Pregnancy & Maternity**

- We have adopted the Kapow PSHE curriculum and revised our SRE programme in line with latest statutory guidance.
- Breast feeding mothers have a private and clean space to express milk should they wish to.
- Pregnant staff and those on maternity leave have the same opportunities at work.
- Risk assessments for pregnant staff are put in place as soon as we are informed – adaptations are made and reviewed as necessary.

### **Race**

- We are a culturally rich and diverse school with just under 17% of our pupils first language not being English.
- Our staff body is made up of White-British, White-European and Asian members of staff. No staff member is discriminated against as a result of their race.
- We have invested in books for the fiction and non-fiction sections of our library that increase diversity and representation.
- Developing diversity and inclusion into our curriculum is a priority and is part of Academy Improvement planning.
- School assemblies ensure pupils understand the importance of race equality and diversity.

### **Religion or Belief**

- We follow the Northants agreed RE curriculum, which aims to develop religious literacy and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom.
- Festivals and significant religious events are recognised in the academy through assemblies, visitors and visits.
- Adjustments are made to recognise the particular beliefs of groups of pupils e.g Jehovah's Witnesses or fasting pupils.
- No member of staff is discriminated against as a result of their religion or belief.

### **Sex**

- Gender stereotypes are challenged through texts used and our curriculum.
- After school clubs are open to all pupils.

### **Sexual Orientation**

- Our unit on stereotypes, recognising discrimination and valuing diversity teaches pupils what discrimination is and raises awareness of different types of discrimination.
- No member of staff is discriminated against a result of their sexual orientation.
- We have adopted the Kapow PSHE curriculum and have revised our SRE programme in line with latest statutory guidance.
- Our RSE curriculum teaches children that loving relationships take many forms.

## **Part B- Statistical data (annual review of data)**

□ Date last reviewed: July 2023



- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

## Cohort profile (as included in GAT outcomes reports)

%%Boys %%Girls %%SEND overall %%SEND SENK %%SEND EHCP %%Disadvantage %%Non-disadvantage %% White British %% Non-white British/other

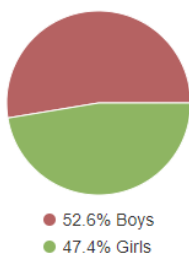
### Contextual Information

#### Demographics of Sunnyside Primary Academy

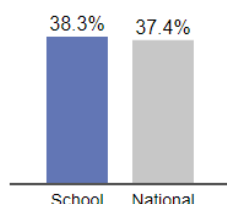
2022-2023: 363 Pupils

Print

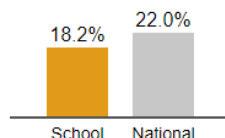
##### Gender



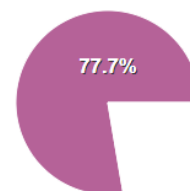
##### Minority Ethnic Background



##### EAL

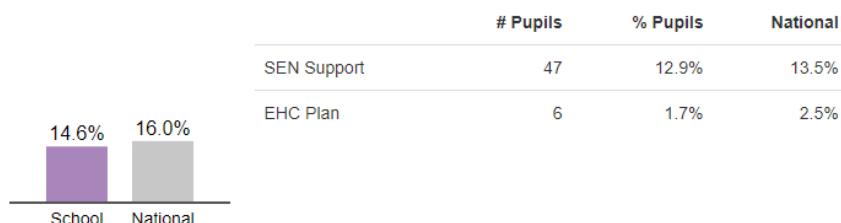


##### Joined in Reception or lower

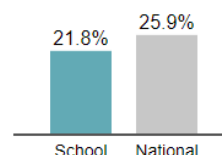


① Only includes pupils in Reception and above.

##### Pupils with SEND



##### Ever 6 FSM



① Only includes pupils in Reception and above.

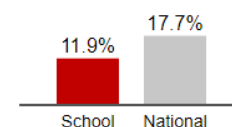
### Attendance PA

#### Absence Rates



① School absence figures only include pupils in Y1 to Y6. This is to be inline with national reporting.

#### Persistent Absence



① Percentage of Y1 to Y6 pupils who miss 10% or more sessions



## Y6 Statutory Test Outcomes

### Headline Report

Pupils (from 2022-2023) in Year 6

|                  |                     | 2022-2023 |                                |                                |                                |                                |
|------------------|---------------------|-----------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
|                  |                     | Summer    |                                |                                |                                |                                |
|                  |                     |           | Reading                        | Writing                        | Maths                          | Reading/Writing/Maths          |
|                  |                     | # pupils  | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher |
| SAT Scaled Score | All Pupils          | 52        | 67%                            | 67%                            | 60%                            | 54%                            |
|                  | Boys                | 28        | 57%                            | 57%                            | 54%                            | 46%                            |
|                  | Girls               | 24        | 79%                            | 79%                            | 67%                            | 63%                            |
|                  | Pupil Premium       | 16        | 81%                            | 81%                            | 63%                            | 63%                            |
|                  | Not Pupil Premium   | 36        | 61%                            | 61%                            | 58%                            | 50%                            |
|                  | Pupils with SEND    | 13        | 46%                            | 31%                            | 31%                            | 23%                            |
|                  | Pupils without SEND | 39        | 74%                            | 79%                            | 69%                            | 64%                            |
|                  | EAL                 | 8         | 75%                            | 63%                            | 75%                            | 63%                            |
|                  | Not EAL             | 44        | 66%                            | 68%                            | 57%                            | 52%                            |

## Y2 Statutory Test Outcomes

### Headline Report - Y2

Pupils (from 2022-2023) in Year 2

|        |                     | 2022-2023 |                                |                                |                                |                                |
|--------|---------------------|-----------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
|        |                     | Summer    |                                |                                |                                |                                |
|        |                     |           | Reading                        | Writing                        | Maths                          | Reading/Writing/Maths          |
|        |                     | # pupils  | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher | % of pupils Expected or higher |
| SAT TA | All Pupils          | 59        | 68%                            | 54%                            | 75%                            | 53%                            |
|        | Boys                | 30        | 80%                            | 57%                            | 87%                            | 57%                            |
|        | Girls               | 29        | 55%                            | 52%                            | 62%                            | 48%                            |
|        | Pupil Premium       | 10        | 50%                            | 40%                            | 60%                            | 40%                            |
|        | Not Pupil Premium   | 49        | 71%                            | 57%                            | 78%                            | 55%                            |
|        | Pupils with SEND    | 10        | 20%                            | 10%                            | 30%                            | 10%                            |
|        | Pupils without SEND | 49        | 78%                            | 63%                            | 84%                            | 61%                            |
|        | EAL                 | 9         | 44%                            | 44%                            | 56%                            | 33%                            |
|        | Not EAL             | 50        | 72%                            | 56%                            | 78%                            | 56%                            |

## Y1 Phonics and EYFS GLD



## Headline Report - Y1 Phonics

Pupils (from 2022-2023) in Year 1

|               |                     | 2022-2023 |                                |
|---------------|---------------------|-----------|--------------------------------|
|               |                     | Summer    |                                |
|               |                     | Reading   |                                |
|               |                     | # pupils  | % of pupils Expected or higher |
| Phonics Score | All Pupils          | 43        | 79%                            |
|               | Boys                | 18        | 78%                            |
|               | Girls               | 25        | 80%                            |
|               | Pupil Premium       | 5         | 40%                            |
|               | Not Pupil Premium   | 38        | 84%                            |
|               | Pupils with SEND    | 4         | 50%                            |
|               | Pupils without SEND | 39        | 82%                            |
|               | EAL                 | 9         | 67%                            |
|               | Not EAL             | 34        | 82%                            |

## Headline Report - EYFS GLD

Pupils (from 2022-2023) in Reception

|       |                     | 2022-2023 |                                |
|-------|---------------------|-----------|--------------------------------|
|       |                     | Summer    |                                |
|       |                     | EYFS GLD  |                                |
|       |                     | # pupils  | % of pupils Expected or higher |
| EYFSP | All Pupils          | 44        | 61%                            |
|       | Boys                | 24        | 63%                            |
|       | Girls               | 20        | 60%                            |
|       | Pupil Premium       | 7         | 57%                            |
|       | Not Pupil Premium   | 37        | 62%                            |
|       | Pupils with SEND    | 2         | 0%                             |
|       | Pupils without SEND | 42        | 64%                            |
|       | EAL                 | 4         | 75%                            |
|       | Not EAL             | 40        | 60%                            |

## SEND and non-SEND information

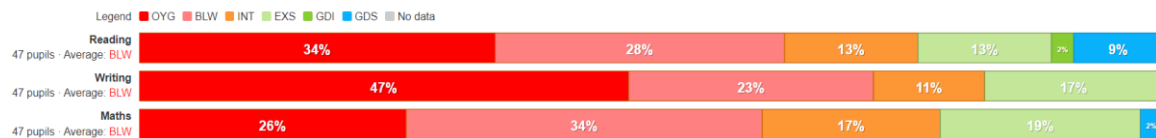
*\*achievement \*attendance \*exclusions*



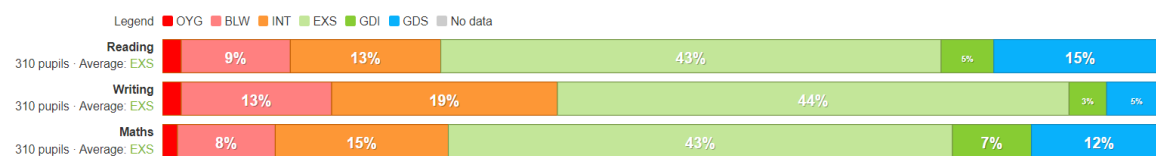


## Attainment:

Attainment Overview for Pupils (from 2022-2023) with SEN Support - 2022-2023 Summer - Main Assessment



Attainment Overview for Pupils (from 2022-2023) with No SEN - 2022-2023 Summer - Main Assessment



## Attendance:

| SEND     |     |              | All     | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|----------|-----|--------------|---------|----------|---------|---------|---------|---------|---------|
| Support  | 36  | School       | 92.1%   | 79.4%    | 90.4%   | 94.3%   | 96.1%   | 92.6%   | 92.2%   |
|          |     | FFT National | 91.0%   | 90.2%    | 91.1%   | 91.2%   | 91.2%   | 91.0%   | 90.9%   |
|          |     | Difference   | +1.2% ● | -10.9% ● | -0.7%   | +3.1% ● | +4.9% ● | +1.6% ● | +1.3% ● |
|          |     |              | All     | Year 2   | Year 6  |         |         |         |         |
| EHCP     | 4   | School       | 90.4%   | 91.0%    | 88.7%   |         |         |         |         |
|          |     | FFT National | 88.5%   | 88.5%    | 88.5%   |         |         |         |         |
|          |     | Difference   | +1.9% ● | +2.5% ●  | +0.1%   |         |         |         |         |
|          |     |              | All     | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| Not SEND | 273 | School       | 92.2%   | 92.9%    | 90.9%   | 94.0%   | 92.4%   | 89.7%   | 92.3%   |
|          |     | FFT National | 93.3%   | 92.7%    | 93.3%   | 93.5%   | 93.5%   | 93.3%   | 93.3%   |
|          |     | Difference   | -1.1% ● | +0.2%    | -2.5% ● | +0.5%   | -1.1% ● | -3.7% ● | -1.0% ● |
|          |     |              | All     | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |

## Suspensions:

| Total number of fixed term suspensions 2022-2023 No. of days | Total number of pupils with fixed term suspensions | Boys | Girls | SEND | Non-SEND | Disadvantaged | Non-Disadvantaged | White British | Non-White British |
|--|--|------|-------|------|----------|---------------|-------------------|---------------|-------------------|
| 12   | 4  | 2    | 2     | 1    | 3        | 1             | 3                 | 1             | 3                 |

## Boys and Girls

\*achievement \*attendance \*exclusions



## Attainment:

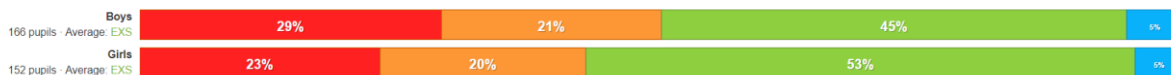
### Reading

Legend Well below Just below Expected Above No data



### Writing

Legend Well below Just below Expected Above No data



### Maths

Legend Well below Just below Expected Above No data



## Attendance:

| Gender |     |              | All     | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|--------|-----|--------------|---------|---------|---------|---------|---------|---------|---------|
| Female | 143 | School       | 93.0%   | 90.9%   | 92.9%   | 94.2%   | 94.6%   | 91.1%   | 94.1%   |
|        |     | FFT National | 92.9%   | 92.4%   | 93.0%   | 93.1%   | 93.1%   | 93.0%   | 93.0%   |
|        |     | Difference   | 0.0%    | -1.6% ● | -0.1%   | +1.0% ● | +1.5% ● | -1.9% ● | +1.2% ● |
| Male   | 170 | School       | 91.5%   | 93.6%   | 89.6%   | 94.0%   | 91.1%   | 89.5%   | 90.6%   |
|        |     | FFT National | 92.7%   | 92.2%   | 92.8%   | 92.9%   | 92.9%   | 92.7%   | 92.6%   |
|        |     | Difference   | -1.1% ● | +1.5% ● | -3.2% ● | +1.0% ● | -1.8% ● | -3.2% ● | -2.0% ● |

## Suspensions:

| Total number of fixed term suspensions 2022-2023<br>No. of days | Total number of pupils with fixed term suspensions | Boys | Girls | SEND | Non-SEND | Disadvantaged | Non-Disadvantaged | White British | Non-White British |
|---|--|------|-------|------|----------|---------------|-------------------|---------------|-------------------|
| 12  | 4  | 2    | 2     | 1    | 3        | 1             | 3                 | 1             | 3                 |

## Disadvantaged and non-disadvantaged

\*achievement \*attendance \*exclusions



## Achievement:

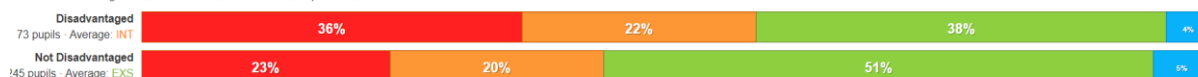
### Reading

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



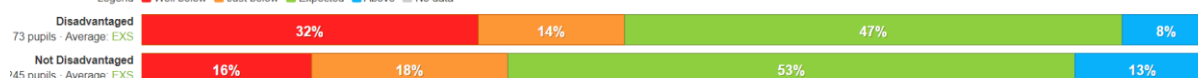
### Writing

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



### Maths

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



## Attendance:

| FSM6     |     |              | All   | Year 1 | Year 2              | Year 3              | Year 4              | Year 5              | Year 6 |
|----------|-----|--------------|-------|--------|---------------------|---------------------|---------------------|---------------------|--------|
| FSM6     | 78  | School       | 90.4% | 89.3%  | 91.3%               | 92.2%               | 88.9%               | 91.2%               | 89.7%  |
|          |     | FFT National | 90.5% | 89.7%  | 90.5%               | 90.7%               | 90.8%               | 90.6%               | 90.6%  |
|          |     | Difference   | -0.1% | -0.3%  | +0.8%               | +1.5% <span></span> | -1.9% <span></span> | +0.6%               | -1.0%  |
|          |     |              |       |        |                     |                     |                     |                     |        |
| Not FSM6 |     |              | All   | Year 1 | Year 2              | Year 3              | Year 4              | Year 5              | Year 6 |
| Not FSM6 | 235 | School       | 92.8% | 92.8%  | 90.7%               | 94.6%               | 94.5%               | 89.9%               | 93.4%  |
|          |     | FFT National | 93.7% | 93.2%  | 93.8%               | 93.9%               | 93.9%               | 93.8%               | 93.7%  |
|          |     | Difference   | -0.9% | -0.3%  | -3.1% <span></span> | +0.6%               | +0.6%               | -3.8% <span></span> | -0.3%  |
|          |     |              |       |        |                     |                     |                     |                     |        |

## Suspensions:

| Total number of fixed term suspensions 2022-2023<br>No. of days | Total number of pupils with fixed term suspensions | Boys | Girls | SEND | Non-SEND | Disadvantaged | Non-Disadvantaged | White British | Non-White British |
|---|--|------|-------|------|----------|---------------|-------------------|---------------|-------------------|
| 12  | 4  | 2    | 2     | 1    | 3        | 1             | 3                 | 1             | 3                 |

## White British and other groups

\*achievement \*attendance \*exclusions



## Attainment:

### Reading

Legend Well below Just below Expected Above No data



### Writing

Legend Well below Just below Expected Above No data



### Maths

Legend Well below Just below Expected Above No data



## Suspensions:

| Total number of fixed term suspensions 2022-2023<br>No. of days | Total number of pupils with fixed term suspensions | Boys | Girls | SEND | Non-SEND | Disadvantaged | Non-Disadvantaged | White British | Non-White British |
|---|--|------|-------|------|----------|---------------|-------------------|---------------|-------------------|
| 12  | 4  | 2    | 2     | 1    | 3        | 1             | 3                 | 1             | 3                 |

## Part C- Equality Objectives (4-yearly priorities)

- Readily available data/information within your academy should be used to help shape these

- Date objectives set: June 2022

| Objective   | Actions   | Who  | By when                                  | Commentary of progress (yearly)   |
|---|---|--|--|---|
| <b>Leadership of our pupils and people</b>  |   |  |  |   |
| To further support subject leader development so they further improve the quality of the curriculum, adapt and adjust it according to the needs of the pupil population ensuring equity, subject areas. | Support and development of subject leaders Deputy<br>CPD on Equality, Diversity and Inclusion<br>End of year 3 progress<br><br>End of year 4 progress | Principal<br><br>Principal<br>summary<br><br>summary | July 2026<br><br>End of<br><br>diversity | End of year 1 progress summary<br><br>year 2 progress summary<br><br>and inclusion are within all |



### Quality of Education for our pupils and people

|   |   |                               |                       |  |
|---|---|-------------------------------|-----------------------|--|
| To review the texts used in summary the KS1 and KS2 academy, mapped to End of curriculum cycles A and B. depth of different race and cultures | Investment in texts to support English novel-led literacy year 2 progress summary<br><br>End of year 3 progress | Writing across<br><br>summary | July 2026<br>the Lead | End of year 1 progress curriculum, to secure appropriate breadth and<br><br><br>End of year 4 progress summary |
|---|---|-------------------------------|-----------------------|--|

### Personal Development of our pupils and people

|   |  |                 |           |  |
|---|--|-----------------|-----------|--|
| To increase the range of extra-curricular clubs/opportunities on offer to extend beyond a sports offer. | To offer extra-curricular clubs and opportunities that include music, dance and art. | PE and SPG Lead | July 2026 | End of year 1 progress summary<br><br>End of year 2 progress summary<br><br>End of year 3 progress summary<br><br>End of year 4 progress summary |
|---|--|-----------------|-----------|--|

### Behaviour & Attitudes of our pupils and people

|   |  |                                  |           |  |
|---|--|----------------------------------|-----------|--|
| To reduce the number of red cards issued. | Analysis of provision for children that require support. Use to inform evidence-based action plan. | Principal<br>Deputy<br>Principal | July 2026 | <b>End of year 1 progress summary</b><br><br><b>End of year 2 progress summary</b><br><br><b>End of year 3 progress summary</b><br><br><b>End of year 4 progress summary</b> |
|---|--|----------------------------------|-----------|--|