

**Equality objective 1:** *To close the achievement gap between boys and girls at the end of Key Stage 2*

### Why we have chosen this objective:

Boys made better progress in reading (0.49/ -2.55) and maths (2.56/ -0.99) at the end of KS2 in 2019. Girls had better combined attainment due to a higher percentage of girls meeting the expected standard or better in writing (64%/ 94%).

Girls need to make better progress from KS1 to KS2 to maintain the attainment achieved at KS1. Boys need to achieve better in writing in both key stages (attainment in writing in KS1 was also lower for boys than girls (56%/ 69%).

### To achieve this objective we plan to:

- Provide carefully planned interventions
- Ensure the curriculum is engaging for all
- Support girls to develop positive attitude and confidence in maths
- Ensure quality first teaching is in place for all
- Ensure high expectations for all
- Focus on boy's achievement in the early years and KS1 so gender is not used as an excuse for underachievement ('they're a boy and not ready') and break down any barriers eg fine motor, speech and language difficulties

### Progress we are making towards achieving this objective:

July 2021

It is difficult to rigorously assess due to disruption of Covid and removal of SATs, but internal data provides attainment outcomes for boys and girls. This shows there is still a significant gap between the achievement of boys and girls, particularly in writing and this has grown since KS1 when there was very little difference in performance between girls and boys:

	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Boys	56.3%	31.3%	50%	6.3%	69%	33.3%
Girls	66.7%	33.3%	83%	16.7%	75%	16%

This indicates that progress of girls is improving, but attainment for boys in English is a concern.

There is a similar picture in Year 5, with girls significantly out-performing boys in English and slightly outperforming boys in math.

July 2022

	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Boys	81.8%	42.1%	72.7%	36.8%	90.9%	26.4%
Girls	100%	27.3%	94.7%	9.1%	100%	22.2%

Overall attainment has risen significantly for both boys and girls. However, the gender gap remains.

This is similar at the end of KS1, where girls attained higher than boys in English, but boys outperformed girls in maths.

However, there are signs that careful targeting is resulting in more equality between genders in outcomes. In EYFS, there is more equality between outcomes, with boys actually outperforming girls in Literacy:

<b>LIT: At least expected</b> ●	75.0%	+3.4%	71.6%	-9.6%	84.6%	+14.5%	60.5%
<b>MAT: At least expected</b> ●	81.3%	+4.6%	76.7%	-3.3%	84.6%	+7.3%	74.0%

Similarly, at the end of Year 1, outcomes for girls and boys in English were almost identical. For example, 75% of boys and 77% of girls reached the expected standard in writing.

These early promising results will need to be carefully monitored as children progress through the school in order to ensure that they are being maintained and that the gap in achievement doesn't in fact increase as children progress through the school.

July 2023

	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Boys	86%	21%	79%	21%	73%	29%
Girls	66%	47%	87%	53%	72%	33%

There are signs that the gender gap is closing for children achieving at least the expected standard. More boys than girls reached the expected standard in reading for the first time. There remains a marked difference in the percentage of children achieving GDS/HS in reading and writing, with girls still out-performing boys.

Overall, it is fair to say that boys' achievement has increased significantly from 2019 when only 50% of boys reached the expected standard in writing. This is now 79%.

## Equality objective 2: Challenge stereotypes – gender, sexuality, ethnicity

### Why we have chosen this objective:

As part of our key curriculum driver to ensure children have a sound understanding of and experience of diversity, particularly given the school's context in rural Suffolk with predominantly white British heritage.

Teachers have reported that children conform to stereotypes, especially towards gender, for example in their play, in the books they choose, in the representation of different genders in clubs and sports teams.

### To achieve this objective we plan to:

- Use opportunities within the curriculum to highlight the contribution of ethnic minority people and women. e.g. when studying significant individuals in history and artists in art and design,
- Carefully select fiction books, particularly in KS1, that challenge stereotypes.
- Be aware of representations in images – on presentations in lessons and assemblies and displays around the school

### Progress we are making towards achieving this objective:

July 2021

- New literature spine and CUSP curriculum have made a significant impact on this – wide range of authors and subjects; focus of curriculum (eg history units of Windrush)
- Staff are increasingly mindful of this in displays and materials shared with classes
- All staff who work with children have taken part in challenging sexual discrimination training Sept 2021

July 2022

- The new literature spine and curriculum continue to be embedded and are having a positive impact from discussions with children
- The school has marked Black History Month this year for the first time and is now looking for more opportunities for local examples of diversity that children can relate to, rather than a reliance of American ethnic minorities.
- The school has also purchased a number of books to represent LGBTQ+ characters and families.
- All new staff are required to undertake the sexual discrimination training as part of their induction.

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- This is becoming increasingly embedded within the curriculum and school life.