Cherry Orchard Primary School

Equality Objectives for 2021 – 2025 Review

Objective 1: Gender

To diminish the difference in attainment and progress between boys' and girls' writing in each year group.

Whilst there is attainment data for this period, there is no official KS1 – KS2 progress data.

KS2 Writing Attainment						
	EXP+			GDS		
	2023	2024	2025	2023	2024	2025
Boys	53%	58%	75%	3%	5%	6%
Girls	70%	86%	74%	17%	11%	15%
Gap	-17%	-28%	+1%	-14%	-6%	-9%

2025 Whole School Internal Data

Writing	Year 1 27				Year 2 30					Year 3 33					Year 4 34					Year 5 37					Year 6 40				
	A2	S2	Su2	Progress	Y1Su2	A2	S2	Su2	Progress	Y2Su2	A2	S2	Su2	Progress	Y3Su2	A2	S2	Su2	Progress	Y4Su2	A2	S2	Su2	Progress	Y5Su2	A2	S2	Su2	Progress
All pupils	21.2	23.2	23.3	2.1	24.1	24.9	25.9	26.8	2.7	26.7	27.2	28.0	28.9	2.2	28.9	29.9	30.9	32.1	3.2	32.4	33.4	34.4	35.7	3.3	34.9	35.9	37.1	38.1	3.2
Boys	20.1	23.0	22.1	2.0	23.9	24.7	25.5	26.4	2.5	25.8	26.1	26.9	27.6	1.8	28.8	30.0	31.0	32.1	3.3	31.6	32.8	33.7	35.0	3.4	34.5	35.6	36.9	38.0	3.5
Girls	22.4	23.5	24.3	1.9	24.3	25.0	26.2	27.1	2.8	27.4	28.0	28.9	29.9	2.5	29.1	29.9	30.8	32.1	3.0	33.3	34.2	35.2	36.5	3.2	35.3	36.3	37.3	38.3	3.0

2024 Whole School Internal Data

Writing	Year 1 27				Year 2 30					Year 3 33					Year 4 34					Year 5 37					Year 6 40				
	A2	S2	Su2	Progress	Y1Su2	A2	S2	Su2	Progress	Y2Su2	A2	S2	Su2	Progress	Y3Su2	A2	S2	Su2	Progress	Y4Su2	A2	S2	Su2	Progress	Y5Su2	A2	S2	Su2	Progress
All pupils	22.6	23.4	24.1	1.5	23.5	24.9	25.4	26.7	3.2	26.4	27.2	28.1	28.8	2.4	30.1	30.9	31.9	32.4	2.3	32.3	33.4	34.0	34.9	2.6	34.7	35.7	36.9	38.1	3.4
Boys	22.6	23.2	24.0	1.4	22.6	24.2	24.6	25.9	3.3	26.2	27.0	27.7	28.5	2.3	29.6	30.2	31.3	31.6	2.0	32.4	33.4	33.8	34.5	2.1	33.5	34.6	35.8	37.0	3.5
Girls	22.6	23.5	24.2	1.6	24.4	25.4	26.0	27.3	2.9	26.6	27.5	28.5	29.1	2.5	30.7	31.5	32.6	33.3	2.6	32.1	33.4	34.4	35.3	3.2	36.3	37.2	38.4	39.7	3.4

Although the data is not consistent across all year groups, there is an improvement in attainment in writing for boys. KS1 to KS2 progress figures would qualify if this objective has been achieved. Therefore, it would be beneficial to continue with this target when the next equalities targets are set.

Target partially met

Objective 2: Disability

To narrow the gap in attendance between SEND Support and non-SEND pupils by fostering good relationships with parents and carers and seeking to understand the barriers to good attendance.

2025

Overall attendance:	Persistent absence:
All pupils - 94.5% SEND K - 92% Non-SEND - 95% (Gap: -3%)	All pupils – 12.4% SEND K - 32.6% Non-SEND - 9.2% (Gap: -23.4%)

2024

Overall attendance:	Persistent absence:
All pupils - 94.2% SEND K - 91.6% Non-SEND - 94.8% **(Gap: -3.2%)**	All pupils - 13% SEND K - 32.4% Non-SEND - 9.8% **(Gap: -22.6%)**

2023

Overall attendance:	Persistent absence:
All pupils - 94.2% SEND K – 90.2% Non-SEND – 93.2% **(Gap: -3%)**	All pupils – 20.2% SEND K - 3% Non-SEND – 15.9% **(Gap: -12.9%)**

The gap for overall attendance has stayed the same for School Support (K) pupils over the past 3 years but alongside non-SEND there has been a gradual improvement in overall attendance. However, there is a large gap between persistent absence rates for School Support (K) pupils compared to non-SEND pupils which needs to be the focus for when new targets are set.

Target met for overall attendance

Objective 3: Disadvantaged

To improve outcomes in reading, writing and maths for disadvantaged pupils focusing on EYFS and KS1.

EYFS

	2023			2024			2025		
	FSM (5)	NFSM (55)	Gap	FSM (12)	NFSM (49)	Gap	FSM (15)	NFSM (43)	Gap
Literacy	20%	53%	-33%	25%	55%	-30%	47%	74%	-27%
Mathematics	20%	64%	-44%	42%	67%	-25%	60%	81%	-21%

The gap between FSM and NFSM is closing in both Literacy and Mathematics, however it still remains significant.

KS1 Attainment

	2023			2024			2025		
	FSM (5)	NFSM (58)	Gap	FSM (3)	NFSM (55)	Gap	FSM (5)	NFSM (55)	Gap
Reading	0%	69%	-69%	100%	64%	+36%	60%	71%	-9%
Writing	0%	48%	-48%	67%	51%	+16%	80%	51%	+29%
Mathematics	0%	64%	-64%	67%	69%	-2%	80%	70%	+10%

Key Stage 1 attainment is trickier to interpret due to the lower number of pupils. It would still be beneficial to monitor this objective due to larger cohorts of FSM children moving through the school.

Target partially achieved