



Cherry Orchard Primary School
Equality Objectives for 2017 – 2021 Review



Objective 1: To improve the progress of those with Special Educational Needs and Disabilities in order to narrow the gaps in achievement where they exist, and ensure that our average progress score for SEND is in line with national.

The last measure based on DFE measurements took place in **2018/19** based on the Year 6 pupils' SATs results that year, which included 2 pupils with EHCPs and 3 SEND support pupils. The national figure seems to be generic as it appears to be the same for all.

KS2 Reading Progress		
	Cherry Orchard	National
EHCP	0.98	0.03
SEND Support	-2.60	0.03
No SEND	-0.29	-

KS2 Writing Progress		
	Cherry Orchard	National
EHCP	-6.5	0.03
SEND Support	-7.21	0.03
No SEND	-1.19	-

KS2 Maths Progress		
	Cherry Orchard	National
EHCP	3.59	0.03
SEND Support	5.15	0.03
No SEND	1.86	-

Internal data 20-21 – This data shows the progress of SEND pupils from the end of Autumn 2020 to Summer 2021. Expected progress for this period of time is 2 points. The tables below show how our current SEND pupils have performed as compared to non-SEND pupils.

Reading											
			End of Autumn 2020			End of Summer 2021			Progress (2 terms)		
			SEND		Non SEND	SEND		Non SEND	SEND		Non SEND
	No. EHCP	No. K	EHCP	K		EHCP	K		EHCP	K	
Year 1	2	4	0	18.5	22.5	0	20.7	24.5	0	2.2	2
Year 2	3	1	14.7	23	24.1	15.3	27	27.7	0.6	4	3.6
Year 3	7	5	15.8	24	30.7	16.3	26.8	30.5	0.5	2.8	-0.2
Year 4	5	6	14.8	28	30.8	18.6	28.7	33	3.8	0.7	2.2
Year 5	2	5	25	32.2	34.3	26.3	34.2	36.1	1.3	2	1.8
Year 6	4	10	25.8	35.6	38	30.3	38.8	39.9	4.5	3.2	1.9

Writing											
			End of Autumn 2020			End of Summer 2021			Progress (2 terms)		
			SEND		Non SEND	SEND		Non SEND	SEND		Non SEND
	No. EHCP	No. K	EHCP	K		EHCP	K		EHCP	K	
Year 1	2	4	0	18.3	22.3	0	20.5	24.3	0	2.2	2
Year 2	3	1	14.7	23	23.9	15.7	27	27.4	1	4	3.5
Year 3	7	5	15.3	23.4	30.5	16.3	25.6	29.3	1	2.2	-1.2
Year 4	5	6	14.2	27.3	30	17.4	28	32.1	3.2	0.7	2.1
Year 5	2	5	25.7	31.3	33.4	26.3	31.8	34.1	0.6	0.5	0.7
Year 6	4	10	27.5	33.9	37	30.7	38.5	39.6	3.2	4.6	2.6

Maths											
			End of Autumn 2020			End of Summer 2021			Progress (2 terms)		
			SEND		Non SEND	SEND		Non SEND	SEND		Non SEND
	No. EHCP	No. K	EHCP	K		EHCP	K		EHCP	K	
Year 1	2	4	0	19	22.4	0	21	24.4	0	2	2
Year 2	3	1	15	25	24.5	16.3	27	27.7	1.3	2	3.2
Year 3	7	5	17	24	30.4	17.7	27.8	30.6	0.7	3.8	0.2
Year 4	5	6	16.2	27.7	31.5	21.6	28.9	33.3	5.4	1.2	1.8
Year 5	2	5	27	32.5	34.4	28.3	34.2	36.4	1.3	1.7	2
Year 6	4	10	30.5	35.8	38	32.3	38.6	39.9	1.8	2.8	1.9

The areas highlighted green show where progress for SEND support pupils is better than non-SEND pupils. Note: though progress is on the whole good, attainment is lower.

Target partially met

Objective 2: To close the gap in attainment and progress between girls and boys in reading and writing.

The last measure based on DFE measurements took place in **18/19** based on the Year 6 pupils' SATs results that year.

Reading Attainment		
	EXP+	GDS
Boys	73%	18%
Girls	80%	27%
Gap	7%	9%

Reading Progress	
Boys	-1.23
Girls	0.61
Gap	1.84

Writing Attainment		
	EXP+	GDS
Boys	64%	9%
Girls	93%	7%
Gap	29%	2%

Writing Progress	
Boys	-3.04
Girls	-0.25
Gap	3.29

Internal Data 20-21

Reading								
			End of Autumn 2020		End of Summer 2021		Progress (2 terms)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	35	27	21	22.2	22.7	24.4	1.7	2.2
Year 2	35	24	24.2	25.8	26.6	27.6	2.4	1.8
Year 3	40	26	25.9	28.7	27.9	30.5	2	1.8
Year 4	33	28	29.9	29.4	32	30.9	2.1	1.5
Year 5	37	23	33.8	33.3	35.5	35.2	1.7	1.9
Year 6	42	21	36.6	37.1	39	39.2	2.4	2.1
Writing								
			End of Autumn 2020		End of Summer 2021		Progress (2 terms)	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Year 1	35	27	20.7	22	22.4	24.4	1.7	2.4
Year 2	35	24	23.9	25.5	26.3	27.5	2.4	2
Year 3	40	26	25.7	28.5	26.7	29.7	1	1.2
Year 4	33	28	29.5	29.2	31.2	29.9	1.7	0.7
Year 5	37	23	33.1	33.3	33.3	33.8	0.2	0.5
Year 6	42	21	35.6	36.5	38.7	39.8	3.1	3.3

This data shows that in general boys' progress in reading was better than the progress of girls. In years 1, 2, 3 and 6 attainment in reading is lower, although progress in these year

groups except year 1 was better. In writing, the attainment of writing is lower for boys in all year groups. Boys are also not making as much progress in writing as girls.

Target met for reading.

Target not met for writing.

Objective 3: To narrow the gap in attendance between SEN and non-SEN pupils by fostering good relationships with parents and carers and seeking to understand the barriers to good attendance.

Group	Attendance 18-19	Attendance 20-21	Autumn first half term 21-22	National *
EHCP	92.4%	91.9%	95.2%	93%
SEND Support	93.6%	91.8%	93.8%	94.80%
Non SEND	95.6%	94.5%	95.3%	96.30%
Gap – EHCP v Non SEND	-3.6%	-2.6%	-0.1%	
Gap – Sen Sup V Non SEND	-2%	-2.7%	-1.5%	

*Note – this period of time was when schools re-opened following COVID 19 so a comparison with National Data may not be equitable. National Data was for 18/19.

For 20-21, SEND pupils' attendance was lower than non-SEND, however, the gap between attendance of EHCP and Non-SEND is beginning to close. This is due to the relationships developed between the school and parents. A focus has been with pupils with EHCPs in our Resource Bases. Looking at the attendance figures from the first half of the autumn term 21-22, the gap in attendance between EHCP and non-SEND is nearly completely closed.

Target met for pupils with an EHCP.

Target not met for SEND Support pupils.