# School name: Meadow Park Academy

This document sets out equality information and objectives in relation to students and should be read in conjunction with the Anthem Whole-School Equality Policy.

Links to other policies:

- Behaviour & Ethos Policy
- Anti-bullying Policy

## Equality objectives

*(to be reviewed every four years)*

**Date objectives set:** September 2022

### Objectives:

- To reduce the GAP in attainment between boys and girls (SAT results for primaries and GCSE results for secondaries)
- To reduce the GAP in attendance between non-disadvantaged and disadvantaged students
- To reduce the GAP in exclusions between SEND and non-SEND students

## Objectives – actions taken and progress

*(to be reviewed annually)*

| Objective 1 | Actions for academic year 2026 – 2027 *(including data)* | Data & progress September 2023 | Data & progress September 2024 | Data & progress September 2025 | Data & progress September 2026 |
|---|---|---|---|---|---|
| To reduce the GAP in attainment | Leaders will regularly interrogate data and other evidence on | **Reading**<br>Boys – 57.9%<br>Girls – 77.8% | **Reading**<br>Boys – 73%<br>Girls – 71% | **Reading**<br>Boys – 73%<br>Girls – 75% | **Reading**<br>Boys – 43%<br>Girls – 71% |

| | | | | | |
|---|---|---|---|---|---|
| between boys and girls | performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils. | **Writing**<br>Boys – 36.8%<br>Girls – 77.8%<br>**Maths**<br>Boys – 52.6%<br>Girls – 70.4% | **Writing**<br>Boys – 50%<br>Girls - 61%<br>**Maths**<br>Boys – 62%<br>Girls - 55%<br>**Combined**<br>Boys – 50%<br>Girls – 48% | **Writing**<br>Boys – 55%<br>Girls - 54%<br>**Maths**<br>Boys – 77%<br>Girls - 54%<br>**Combined**<br>Boys – 55%<br>Girls – 46% | **Writing**<br>Boys – 67%<br>Girls - 88%<br>**Maths**<br>Boys – 62%<br>Girls - 94%<br>**Combined**<br>Boys – 38%<br>Girls – 71% |
| **Objective 2** | **Actions for academic year 2026 – 2027**<br>*(including data)* | **Data & progress September 2023** | **Data & progress September 2024** | **Data & progress September 2025** | **Data & progress September 2026** |

| | | | | | |
|---|---|---|---|---|---|
| To reduce the GAP in attendance between non-disadvantaged and disadvantaged students | Leaders will consult with pupils, staff and parents in relation to barrier to attendance, and respond in order to improve participation and access to school. Leaders will produce an attendance and pupil premium strategy in relation to their setting, and implement accordingly. Leaders will continue to implement the Anthem attendance policy with fidelity and rigour. | **PP**<br>91%<br><br>**Non-PP**<br>94% | **PP**<br>90.7%<br><br>**Non-PP**<br>95.5% | **PP**<br>90.6%<br><br>**Non-PP**<br>95.2% | **PP**<br>90%<br><br>**Non-PP**<br>92.5% |
| **Objective 3** | **Actions for academic year 2026 – 2027**<br>*(including data)* | **Data & progress September 2023** | **Data & progress September 2024** | **Data & progress September 2025** | **Data & progress September 2026** |

| | | | | | |
|---|---|---|---|---|---|
| To reduce the GAP in exclusions between SEND and non-SEND students | Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups.<br>Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly.<br>Leaders will ensure all staff are well trained in managing pupils with SEND and managing pupil behaviour. | There were 6 fixed-term suspensions, all of which were boys. 66.6% of those were SEND. There were no permanent exclusions. The school continues to work with the local authority, Anthem's inclusion team and uses Anthem's Toolkit to reduce the number of suspensions for students. | There were 5 fixed-term suspensions, all of which were boys and all of which were SEND. There were no permanent exclusions. The school continues to work with the local authority, Anthem's inclusion team and uses Anthem's Toolkit to reduce the number of suspensions for students. | There were 17 fixed term suspensions, all of which were boys apart from one and all of which were SEND. There were no permanent exclusions. The school continues to work with the local authority, Anthem's inclusion team and uses Anthem's Toolkit to reduce the number of suspensions for students. | There were 9 fixed term suspensions, all were boys and all were SEND. There was 1 permanent exclusion of a boy in Y6 with an EHCP. The school has worked hard to secure places for some of these children in specialist provisions for 2026-27 and continues to work with the local authority, Anthem's inclusion team and uses Anthem's Toolkit to reduce the number of suspensions for students. |

*Objectives are set up for a four-year period and statistical data is published annually. The information contained on this form is reviewed on an annual basis by the Headteacher and the Anthem Director of Education.*