

## Equality and Data Objectives

### Leamington Primary and Nursery Academy

Leamington Primary Academy has used the following process to assist them in identifying some of the key barriers that pupils face when accessing provision.

Understanding our school community

- 448 on roll

The following information has been collected on the protected characteristics

#### Ethnicity

| Ethnicity                  | Total     | Ethnicity                  | Total       |
|----------------------------|-----------|----------------------------|-------------|
| Black African              | 14 (3.1%) | White and Asian            | 2 (0.45%)   |
| Black British              | 2 (0.45%) | White British              | 324 (72.3%) |
| White and Black African    | 4 (0.89%) | Irish                      |             |
| African Asian              | 1 (0.22%) | Any other white background | 5 (1.1%)    |
| White and black Caribbean  | 2 (0.45%) | Other White British        | 3 (0.67%)   |
| Any other black background | 1 (0.22%) | White English              | 31 (6.9%)   |
| Any other mixed background | 1 (0.22%) | White European             | 5 (1.1%)    |
| SE Asian                   |           | White Eastern European     | 23 (5.1%)   |
| Indian                     | 2 (0.45%) | White and any other        | 3 (0.67%)   |
| Pakistani                  |           | Refugee/Asylum Seeker      |             |
| Turkish                    | 2 (0.45%) | Any other unspecified      |             |
| Chinese                    | 1 (0.22%) | Information refused        | 1 (0.22%)   |
| Any other Asian Background | 3 (0.67%) | Information not obtained   | 7 (1.6%)    |

#### Special Educational Needs

| Category                        | %   | Number  |
|---------------------------------|-----|---------|
| No Special Need                 | 86% | 367/448 |
| SEN Provision SEN Support       | 14% | 81/448  |
| EHCP                            | 4%  | 17/448  |
| Total Number of pupils with SEN | 18% | 81/448  |

#### Gender

| Gender assigned at birth | Number |
|--------------------------|--------|
| Girls                    | 218    |
| Boys                     | 230    |

## **Disability**

| Category                           | Total |
|------------------------------------|-------|
| Not collected                      | 0     |
| No disability                      | 274   |
| Attention Deficit                  | 6     |
| ASD/ Aspergers                     | 23    |
| Down Syndrome                      | 1     |
| Dyslexia                           | 1     |
| Moderate Learning difficulty       | 41    |
| Other difficulty/ disability       | 1     |
| Physical Disability                | 3     |
| Severe Learning Difficulty         | 2     |
| Social, Emotional & Mental Health  | 43    |
| Specific Learning Difficulty       | 6     |
| Speech, Language and Communication | 47    |

## **Religion and Belief**

| Religion          | Total | Religion       | Total | Religion       | Total |
|-------------------|-------|----------------|-------|----------------|-------|
| Anglican          |       | Hindu          | 2     | Other religion | 20    |
| Methodist         |       | Jewish         |       | Unknown        | 117   |
| Buddhist          | 2     | Greek Orthodox | 1     | Refused        | 9     |
| Catholic          | 5     | Muslim         | 9     |                |       |
| Christian         | 28    | Sikh           |       |                |       |
| Church of England | 25    | Of no Religion | 230   |                |       |

No information was available on the following protected characteristics:

1. Gender reassignment-The school agreed to seek further support and guidance on how and when to monitor.
2. Sexual identity-The school did not have information on whether any of the pupils on roll identified as lesbian, gay, bi-sexual or transgender (LGBTQIA+) as the question had not been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.

### **Equality Objective 1:**

**To improve learning behaviours, engagement and academic outcomes for White British boys who are identified through school data as performing below their peers, by implementing targeted support, raising aspirations and strengthening positive attitudes to learning.**

Protected Characteristic: Gender & Race

### **Why?**

School analysis has identified that some White British boys are less likely to demonstrate positive learning behaviours and achieve as highly as their peers. Through targeted intervention, high-quality teaching, positive role models and an engaging curriculum, the school will promote equality of opportunity and support all pupils to thrive academically, socially and emotionally.

## How?

We are going to:

- Create frequent opportunities for success through short-term goals.
- Use recognition systems that reward resilience, effort, attendance and improvement.
- Explicitly teach growth mindset and learning dispositions.
- Ensure pupils can articulate their own progress and successes.
- Give meaningful responsibilities, not token roles.
- Create leadership opportunities linked to sports, technology, environment, wellbeing, events and community action.
- Ensure White British boys are represented in leadership groups.
- Publicly celebrate leadership contributions.
- Invest in high-interest texts linked to pupils' interests.
- Introduce reading role models.
- Establish "reading champions" from older pupils.
- Create opportunities for reading linked to practical projects and real-life contexts.
- Develop reading spaces that appeal to reluctant readers.
- Ensure every vulnerable pupil has a trusted adult.
- Use check-in systems.
- Train staff in trauma-informed approaches.
- Build connection through clubs, enrichment and mentoring.
- Analyse attendance data specifically for White British boys.
- Celebrate improvement rather than perfection.
- Work closely with families before attendance concerns become entrenched.

## Outcomes

By July 2027, the gap in attendance, behaviour incidents and attainment between White British boys and their peers will have reduced, with pupil voice indicating stronger engagement, belonging and aspirations for the future.

This would align particularly well with Leamington's ethos of "Nurture and Love to Educate" and your "Life Beyond Leamington" vision because it focuses on developing confident, engaged and aspirational young people rather than simply improving compliance in lessons.

## Equality Objective 2:

**To improve access, inclusion, wellbeing and educational outcomes for pupils with identified Social, Emotional and Mental Health (SEMH) needs by developing an inclusive school environment, strengthening targeted support, and promoting positive learning behaviours that enable all pupils to thrive.**

**Protected Characteristic:** Disability

**Purpose:**

At Leamington Primary Academy, we recognise that pupils with SEMH needs can face additional barriers to learning, attendance, relationships and participation in school life. In line with our ethos of '**Nurture and Love to Educate**', we are committed to ensuring that every child feels safe, valued and supported to achieve success both in school and as they prepare for '**Life Beyond Leamington**'.

### How?

- Develop staff expertise in SEMH through ongoing professional development and trauma-informed practice.
- Ensure early identification and timely intervention for pupils with SEMH needs.
- Provide targeted nurture, pastoral and emotional wellbeing support.
- Promote positive learning behaviours through personalised strategies and reasonable adaptations.
- Increase opportunities for pupil voice, leadership and participation for pupils with SEMH needs.
- Strengthen partnerships with families and external agencies to provide coordinated support.
- Monitor attendance, behaviour, wellbeing and attainment data to evaluate impact and identify emerging needs.
- Develop safe and supportive learning environments that foster belonging and emotional regulation.

### Outcomes

- The attendance of pupils with identified SEMH needs improves and the gap between these pupils and their peers narrows.
- Fixed-term suspensions and significant behaviour incidents involving pupils with SEMH needs reduce.
- Pupil voice demonstrates that pupils with SEMH needs feel safe, included and supported in school.
- Increased participation of pupils with SEMH needs in enrichment activities, pupil leadership roles and wider curriculum opportunities.
- Improved progress and attainment outcomes for pupils with SEMH needs from their individual starting points.
- Staff confidence in supporting SEMH needs increases, evidenced through monitoring and professional development evaluations.