

## Equality Objectives 2024-27

School: Filton Avenue Primary School

Through analysing pupil data for relevant protected characteristics, the following objectives have been set:

	Objective	Protected characteristics	Target group	Why	How it will be achieved	Intended outcome
1	To Increase attainment of girls in Maths at KS2 to reduce the gender attainment gap.	Gender	Girls	<p>Data demonstrates that girls are under performing compared to boys in maths. The percentage of girls and boys working at expected standard (EXS) in maths over the last 3 years is as follows:</p> <p>65% Boys, 58% Girls (2024) 72% Boys, 56% Girls (2023) 72% Boys, 69% Girls (2022)</p> <p>The percentage of girls and boys reaching greater depth (GDS) in maths over the last 3 years is as follows:</p> <p>38% Boys, 26% Girls (2024) 22% Boys, 15% Girls (2023) 23% Boys, 14% Girls (2022)</p>	<p>Pre-teach for identified pupils. Targeted interventions for identified pupils.</p> <p>Close monitoring of attainment and progress of girls compared to boys.</p> <p>Peer Mentoring: Establish mentorship programs where older girls or women in STEM careers can support and guide younger students</p> <p>Celebrating Success: Give girls opportunities to showcase their work or explain their problem-solving methods in front of the class, which helps boost self-esteem and encourages them to take pride in their mathematical thinking.</p> <p>Auditing of resources and displays to ensure representation of girls and girls experiencing success.</p>	To close the gender gap in KS2 maths outcomes

2	To increase the participation and engagement of a representative parent/carer group, to ensure all views feed into all aspects of school life.	Race	Minority ethnic	53.2% Minority Ethnic White British 45.9% The voice of non – white parents are underrepresented in school groups. Therefore, the voice and opinions of these parents and families are often unheard.	Develop a range of parent groups that is representative of the school demographic. Provide flexible meeting times to accommodate different needs. Invite feedback regularly Translate materials and key information into languages spoken by school community Celebrate diversity and strengthen relationships with community organisations through 'We Belong event '	There is an active parent group that reflects the demographic makeup of the school. This group will help to make decisions.
3	To raise attendance of children with SEND to be in line with national figures.	Special Educational Needs and Disability (SEND)	SEND	Current data shows us that Send Support (K) attendance is 88%. This is 7.6 % lower than non-Send. SEND (EHCP) is 79.6% this is 15.6% lower than non-SEND. (Nov 24)	Purchasing of school car to support children with Send to get into school if appropriate. Senco to work collaboratively with other Sencos in trust to share good practice. Carry out pupil conferencing of pupil with Send. Work with parents to establish their voice and opinions,	The attendance of children with Send increases to be in line with national figures.
4	To provide a space for children and staff to follow religious observance and prayer	Race	All faiths	Through data obtained at admissions, we know that that there are 6 different religions/faiths practised by the children in our school. Parents of our Muslim	Through discussion with and guidance from our Muslim community create a space that is suitable for prayer.	Children and staff able to pray during the school day

				children (18.7% of our school population) have expressed a need for their children to have a suitable space to pray during the school day.		