



## **Equalities Duty Statement and Targets 2024-2025**

Schools have a duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and to foster good relations. Our commitment to equal opportunities for all children, staff and visitors to the school is set out in our Equality Policy, which can be found on our website.

We believe that our diverse curriculum promotes respectful engagement, which is celebrated by all those who learn, teach and visit us.

We have a duty to publish information about our school population, to explain how we have due regard to equality and to publish equality objectives which demonstrate how we plan to tackle any particular inequalities that we have identified.

The school collects information about the attainment and progress of particular groups of pupils based on ethnicity, gender, disability, special educational needs, English as an additional language and gifted and talented. The Senior Leadership Team and Governors use this information to inform the Federated School Improvement Plan and to set whole school targets. Teachers use this information to plan curricular targets and challenging learning experiences in order to close the gap between groups in the class. Performance management targets are informed by this process. Pupil progress review meetings enable us to have professional conversations regarding the progress of each child and group.

### **Objectives:**

These are based on the data we collected in the last academic year (2023-2024), Merton's and our strategy to address racism and the Black Lives Matter agenda and our approach to which we monitor and review:

#### **Lonesome Primary School:**

1. To close the gap in attainment between pupil premium and non-pupil premium children achieving the Good Level of Development at the end of the Foundation Stage
2. To increase the percentage of boys working at the age related standard at the end of Key Stage 1 in writing





3. To close the gap in attainment between White British children and children from an African Background achieving the age related expectation in reading, writing and Mathematics at the end of Key Stage 2
4. To close the gap in attainment between the pupil premium and non-pupil premium children achieving the age related standard in Mathematics at the end of Key Stage 2

**Singlegate Primary School:**

1. To close the gap in attainment white British and children from an Asian background achieving the Good Level of Development at the end of the Foundation Stage
2. To increase the percentage of boys working at the age related expectation at the end of Key Stage 1 in writing
3. To close the gap in attainment between White British children and children from Any Other Asian background achieving the age related expectation in reading at the end of Key Stage 2
4. To close the gap in attainment between the pupil premium and non-pupil premium children achieving the greater depth standard in writing and reading at the end of Key Stage 1

**William Morris Primary School:**

1. To close the gap in attainment white British and children from Any Other Black background achieving the Good Level of Development at the end of the Foundation Stage
2. To increase the percentage of boys working at the age-related expectation in writing at the end of Key Stage 1
3. To increase the percentage of girls working at the age-related expectation in Mathematics at the end of Key Stage 2
4. To close the gap in attainment between the pupil premium and non-pupil premium children achieving the age related expectation in writing at the end of Key Stage 1

The Chief Executive Headteacher is responsible for ensuring that our Federation complies with its Public Sector Equality Duty. The Governors will review regularly the Federation's compliance with its Public Sector Equality Duty.

