



# The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School



## Equality Objectives

January 2023- December 2026

### Trent Vale Infant School Equality Information 23/24

This document supports our equality objectives 22-25

#### Gender –Number of pupils

<b><u>Boys</u></b>	<b>87 boys</b>
<b><u>Girls</u></b>	<b>80 girls</b>

#### Class / year group size

Staff	Classroom	Nursery		Reception		Year 1		Year 2		
		girls	boys	girls	boys	girls	boys	girls	boys	
KB	Acorn	8	19							27
CM	Beech			12	10					22

AR	Lilac			10	9					19
RC	Holly					13	11			24
AM	Cedar					12	13			25
MG	Maple							14	12	26
IE	Elm							11	13	24
				22	19	25	24	25	25	
		27		41		49		50		167

**FSM and PP Number of pupils**

<b>FSM</b>	<b>21</b>
<b>PP</b>	<b>25</b>
<b>Ever 6 PP no longer FSM</b>	
<b>Post LAC PP</b>	<b>1(included in PP figure above)</b>

**Ethnic Groups Yr 3 – Yr 6 Number of pupils**

<b>Any Other Asian Background – Asian or Asian Britain</b>	<b>0</b>	<b>White British</b>	<b>123</b>	<b>Any other Ethnic Group</b>	<b>1</b>
<b>White and Asian</b>	<b>3</b>	<b>Any Other White Background</b>	<b>13</b>	<b>Indian</b>	<b>8</b>

<b>Any other Asian Background</b>	<b>3</b>	<b>Chinese</b>	<b>4</b>	<b>Pakistani</b>	<b>2</b>
<b>Any Other Mixed Background – mixed Dual Back ground</b>	<b>0</b>	<b>White and Black Caribbean</b>	<b>2</b>	<b>Black Caribbean</b>	<b>2</b>
<b>Black African</b>	<b>1</b>	<b>Any other mixed Group</b>	<b>2</b>	<b>White and Black African</b>	<b>3</b>

**First Language F1 – Yr 2 - Number of pupils**

<b>English</b>	<b>141</b>	<b>Lithuanian</b>	<b>4</b>	<b>Arabic</b>	<b>1</b>
<b>Chinese</b>	<b>3</b>	<b>Panjabi</b>	<b>2</b>	<b>French</b>	<b>1</b>
<b>Hungarian</b>	<b>4</b>	<b>Romanian</b>	<b>2</b>	<b>Hindi</b>	<b>2</b>
<b>Malayalam</b>	<b>3</b>	<b>Slovak</b>	<b>2</b>	<b>Urdu</b>	<b>2</b>

**Religion - Number of pupils**

<b>No Religion</b>	<b>105</b>
<b>Christian</b>	<b>45</b>
<b>Hindu</b>	<b>4</b>
<b>Muslim</b>	<b>6</b>

<b>Sikh</b>	<b>3</b>
<b>Buddist</b>	<b>3</b>
<b>Not given</b>	<b>1</b>

**Special Educational Needs**

<b>STAGE</b>	<b>NUMBERS</b>	<b>%</b>
<b>No specific SEND</b>	<b>151</b>	<b>90%</b>
<b>SEND support</b>	<b>17</b>	<b>10%</b>
<b>EHCP</b>	<b>1</b>	<b>0.59%</b>

**SEND type for pupils with SEND support**

<b>Hearing Impairment</b>	<b>1</b>
<b>Moderate learning difficulty</b>	<b>4</b>
<b>Physical disability</b>	<b>1</b>
<b>Profound &amp; Multiple learning difficulty</b>	<b>1</b>
<b>Severe Learning Difficulty</b>	<b>1</b>
<b>Speech / language and communication</b>	<b>10</b>

**Ethnic group of permanent staff employed by School F1 – Y2**

<b>White British</b>	<b>26</b>	<b>Any Asian background</b>	<b>1</b>
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<b>Asian or Asian British Pakistani</b>	<b>1</b>	<b>Chinese</b>	<b>1</b>

# Equality Objectives

January 2023- December 2026

	Objective	Why	How	Intended Impact
1	To narrow the in school gap for attainment for pupils in receipt of FSM6 and other pupils in school	The gap between the achievement of our pupils in receipt of pupil premium and other pupils is still large in some year groups.	Pupil Premium and Catch up plan Targeting of parents in EYFS. PEEPS . Phonic workshops Targeted tutoring	The gap between FSM6 and other pupils in all subjects is reduced. Assessment shows that children are making good or accelerated progress across the schools, in order to catch up. Children and families are supported .  FSM6 children will have access to all opportunities in school.
2	To ensure that we are improving the poor attendance of FSM6 pupils and SEN pupils so that fewer become persistent Absentees .	There are a small number of pupils within school, that are often late for school, or have regular absence from school.	Strict monitoring.  Meeting with parents and pupils to work together on this.  Referrals to Early Help . Referrals to enforcement.  Training for staff.	The attendance for these pupils is improved so that data from these groups is in line with other groups .
3	To ensure that our EAL children make good progress and attain well.	The school community is changing. 30 % of our children in Nursery are EAL. In KS1 21 % of	Monitor the school community.  Work with children and parents to develop ideas and activities.	Curriculum development can be evidenced.

	<p>To ensure that the families are well supported when they join our school.</p>	<p>children in main school are EAL.</p> <p>In KS2 26% of children are EAL.</p>	<p>Evaluate the curriculum to ensure that it reflects our changing curriculum.</p> <p>Develop staff training.</p> <p>Review our resources , including key texts.</p> <p>Ensure that our curriculum is inclusive and learning is scaffolded to ensure access.</p> <p>Focus on vocabulary and language groups.</p>	<p>Children will attain well and make good progress.</p> <p>Attainment gap between these pupils and other groups is less .</p>
4	<p>To promote British Values in order to ensure that there is mutual respect , acceptance of others faiths and beliefs .</p> <p>To ensure children understand the values of tolerance and equality and that they show this in their behaviour.</p>	<p>The RHSE curriculum is robust and deals with equality – we want to build upon this and ensure that children are able to discuss this area using appropriate vocabulary.</p> <p>We want children to grow up in to fair, respectful and tolerant citizens.</p>	<p>Continue to review the RHSE curriculum .</p> <p>Develop and embed the curriculum drivers of Community, responsibility and possibilities.</p> <p>Develop thorough assembly plans that educate and also are reflective of ongoing developments</p> <p>Ensure that children know appropriate vocabulary and what is appropriate but on line and in school.</p> <p>Ensure that children know the protected characteristics ensure that books and resources are reflective of all groups in society.</p>	<p>Curriculum developments can be evidenced.</p> <p>The assembly plan is explicit and reflective of British Values, the protected characteristics , families and diversity.</p> <p>Children attain well and make good progress.</p> <p>Floor books show evidence of discussion.</p> <p>Children feel safe in school and the values of tolerance and respect can be evidenced.</p>

			<p>Ensure that any prejudice is challenged by staff and children.</p> <p>Staff training and policy updates.</p> <p>Pupil Voice</p> <p>Being safe in school campaigns</p> <p>Anti-bullying week</p>	<p>Teachers feel confident with using correct terminology and also to tackle discrimination.</p>
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