

Equality Statement

In everything we do as an Academy, we take account of how we can get rid of discrimination, give pupils an equal chance and encourage everyone to get along.

Here are some of the ways we do this:

The Academy gathers information on the pupil population broken down by gender and ethnicity. At Breakwater Academy we have:

	Breakwater Academy	National
Number on Roll	194	275 (average)
% girls	44	49
% boys	56	51
% FSM	44	25
% minority ethnic groups	13	35
% EAL	7	20
% SEND support	15	12

The Academy gathers information about significant difference in attainment between girls and boys, and between pupils of different ethnic backgrounds. Using this information, we identify areas in which the school could reduce inequalities and decide upon priorities for the upcoming academic year in which we can work towards diminishing these differences entirely.

Pupils achieving at least the expected level of development at the end of EYFS in 2015/16:

Group	Communication and language			Literacy		Mathematics	
	Listening and attention	understanding	Speaking	Reading	Writing	Number	Shape, space and measure
All children	92%	96%	81%	81%	73%	77%	77%
Boys	87%	100%	87%	87%	80%	80%	80%
Girls	100%	91%	73%	73%	64%	73%	73%
FSM	100%	100%	80%	60%	40%	60%	60%
Non FSM	90%	95%	81%	86%	81%	81%	81%

Group	Personal, Social and Emotional Development			Physical Development	
	Self-confidence and self-awareness	Managing Feelings and behaviour	Making relationships	Moving and handling	Health and self-care
All children	88%	88%	88%	73%	77%
Boys	87%	87%	87%	80%	87%
Girls	91%	91%	91%	64%	64%
FSM	80%	80%	80%	40%	60%
Non FSM	90%	90%	90%	81%	81%

The results for the end of Key Stage 1 in 2015/16 were:

Group	Reading	Writing	Maths
All children	71%	66%	84%
Boys	61%	57%	78%
Girls	87%	80%	93%
Disadvantaged	63%	63%	75%
FSM	63%	63%	75%
English as a first language	69%	64%	83%
English as an additional language	100%	100%	100%
SEND	40%	30%	70%

The results for the end of Key Stage 2 in 2015/16 were:

Group	Reading	Writing	Maths	RWM combined	SPAG
All children	55%	60%	44%	36%	48%
Boys	47%	53%	42%	32%	42%
Girls	83%	83%	50%	50%	67%
Disadvantaged	36%	45%	27%	27%	36%
FSM	36%	45%	27%	27%	36%
English as a first language	57%	57%	43%	38%	52%
English as an additional language	33%	67%	67%	33%	33%
SEND	25%	25%	0%	0%	25%

[Pupil Premium Plan](#)

Pupil Premium money is used to target underachievement and ensure all children, no matter what their background, have access to the same quality teaching.

[Anti-bullying policy](#)

There are clear procedures for dealing with prejudice-related bullying and incidents. All staff have access to an online safeguarding programme where all incidents of bullying or racist incidents are logged. Incidents that do occur are dealt with in line with the school's behavior policy.

These are our objectives:

- Disadvantaged children are significantly underachieving academically compared to their peers in all areas of the curriculum. By 2020 we are targeting that at least 75% of our disadvantaged children at the end of both Key Stage 1 and Key Stage 2 achieve the age related expectation, in line with their peers.
- Boys are also underachieving academically in Reading, Writing and Maths. 83 per cent of girls, but only 47 per cent of boys, are achieving the expected grades in Reading; 83 per cent of girls, but only 53% of boys, are achieving the expected grades in Writing. We have set an objective to improve this figure over a four-year period to 75 per cent of boys reaching the required grade.
- We will aim to put as many messages as possible onto our school website so that it can be translated into different languages to support those parents whose first language is not English.

December 2016

Ian Rogers – Headteacher

Helen Hewitt – Chair of Governors