

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	196	275 (average)
% girls	50	49
% boys	50	51
% FSM	35	25
% minority ethnic groups	13	35
% EAL	11	20
% SEND support	18	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 2016/17:

Group	Communication and language			Literacy		Mathematics	
	Listening and attention	understanding	Speaking	Reading	Writing	Number	Shape, space and measure
All children	80%	80%	80%	76%	76%	84%	80%
Boys	66%	73%	73%	66%	66%	73%	66%
Girls	100%	90%	90%	90%	90%	100%	100%
FSM	63%	75%	75%	63%	63%	75%	63%
Non FSM	88%	82%	82%	82%	82%	88%	88%

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	84%	80%	80%	84%	88%
Boys	73%	66%	66%	73%	80%
Girls	100%	100%	100%	100%	100%
FSM	63%	63%	63%	63%	75%
Non FSM	94%	88%	88%	94%	94%

The results for the end of Key Stage 1 in 2016/17 were:

Group	Reading	Writing	Maths
All children	77%	64%	77%
Boys	87%	67%	80%
Girls	69%	62%	77%
Disadvantaged	72%	72%	81%
FSM	72%	72%	81%
English as a first language	81%	73%	77%
English as an additional language	83%	66%	83%
SEND	17%	0%	33%

The results for the end of Key Stage 2 in 2016/17 were:

Group	Reading	Writing	Maths	RWM combined	SPAG
All children	44%	68%	56%	32%	36%
Boys	50%	75%	63%	38%	38%
Girls	40%	44%	40%	22%	33%
Disadvantaged	62%	47%	60%	27%	36%
FSM	66%	66%	66%	66%	50%
English as a first language	46%	71%	54%	34%	38%
English as an additional language	0%	0%	100%	0%	0%
SEND	44%	33%	44%	33%	33%

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 underachieving academically compared to their peers in writing and in Reading Writing and Maths combined at the end of Key Stage 2. 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.
- Girls are also underachieving academically in Reading, Writing and Maths compared to the boys. 44% of girls and 75% of boys are achieving the expected grades in Writing; 63% of boys, but only 40% of girls, are achieving the expected grades in Maths. We have set an objective to improve this figure over a four-year period to 75 per cent of girls 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.

October 2017

Ian Rogers – Headteacher

Helen Hewitt – Chair of Governors