

School name: Lincoln Carlton Academy

This document sets out equality information and objectives in relation to students and should be read in conjunction with the Anthem Whole-School Equality Policy.

Links to other policies:

- Behaviour Policy
- Anti-bullying Policy

Equality objectives

(to be reviewed every four years)

Date objectives set: September 2022

Objectives review date: September 2026

Objectives:

- To reduce the GAP in attainment between boys and girls (SAT results for primaries and GCSE results for secondaries)
- To reduce the GAP in attendance between non-disadvantaged and disadvantaged students
- To reduce the GAP in exclusions between SEND and non-SEND students

Objectives – actions taken and progress

(to be reviewed annually)

Objective 1	Actions for academic year 2022 – 2023 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in attainment	Leaders will regularly interrogate data and other evidence on	Boys performed broadly in line or above in years 1-5 in all subjects.			

between boys and girls	performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils.	In year 6 SATS boys performed in line with girls in reading, above girls in maths but slightly below girls in writing (60% boys and 70% girls). Changes to the writing curriculum, which include boy friendly books have supported this data.			
Objective 2	Actions for academic year 2022 – 2023 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in attendance between non-disadvantaged and disadvantaged students	Leaders will consult with pupils, staff and parents in relation to barrier to attendance, and respond in order to improve participation and access to school. Leaders will produce an attendance and pupil premium strategy in relation to their setting, and implement accordingly.	There has been a high focus on improving attendance this year and this is evident in our national comparison data. Whilst our disad group's attendance was 94% (national was 91.3%) and our non disad groups was 96%.			

	Leaders will continue to implement the Anthem attendance policy with fidelity and rigour.				
Objective 3	Actions for academic year 2022 – 2023 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in exclusions between SEND and non-SEND students	<p>Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups.</p> <p>Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly.</p> <p>Leaders will ensure all staff are well trained in managing pupils with SEND, and managing pupil behaviour.</p>	<p>During this academic year there were 20 fixed term exclusions and 1 permanent exclusion. 20/20 FTEs were from the SEN group. 6 of these were disadvantaged students and they were all male students.</p> <p>We work hard to support students with significant behaviour in school and our process for determining if we have done everything we can (Anthem's reducing exclusions toolkit) provides a rigorous support and checklist for leaders.</p>			

Objectives are set up for a four-year period and statistical data is published annually. The information contained on this form is reviewed on an annual basis by the Headteacher and the Anthem Associate Director of Education.