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 & Ethos Policy
- Anti-bullying Policy

Equality objectives

(to be reviewed every four years)

Date objectives set: September 2023

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 *(including data)*	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in attainment between boys and girls.	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils.	Boys performed broadly in line or above in years 1-5 in all subjects. 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.	68% of boys achieved combined at the end of KS2 compared to 74% of girls. 9 children had SEND in this year group and 6 of them were boys (2 had EHCPs and were disapplied. Boys outperformed girls in Maths.	There was a very high % of girls in this particular cohort with 66% being F and 34% M. 8 of these M students were PP. 7 were SEND with one EHCP. 3 M students were both SEND and PP. 77% of all children met combined standard at the end of Y6. 57% of boys, 88% of girls met combined standard. 47% of PP students met combined which is in line with national. 88% of our PP students met the expected standard compared to 66% nationally. 65% of our PP students met the expected standard compared to 61% nationally in writing. 65% of our PP students.	In this cohort there were 31 girls and 32 boys. Reading – 87% of girls achieved the expected standard compared to 88% of boys. In writing, 77% of girls achieved the expected standard compared to 84% of boys. In maths, 74% of girls achieved the expected standard compared to 88% of boys. 68% of girls achieved the combined standard in reading, writing and maths compared to 78% of boys.

Equality Objectives

Objective 2	Actions for academic year 2022 – 2023 *(including data)*	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. Leaders will continue to implement the Anthem attendance policy with fidelity and rigour.	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%.	The focus on improving attendance continues and the data similar to last year with 94% (national was 91.8%) for disadvantaged students and 96.3% (95.2% national) for non-disadvantaged.	Focus on improving attendance continues with improvements across the board. Whole school attendance was 96.5%. Pupil premium attendance increased slightly to 95.4% with non-PP students at 96.9%. Both these are significantly higher than nationally with PP students at 92.5% and non-PP students at 95.1%.	Attendance for non-Pupil Premium students was 96.8%. Attendance for Pupil Premium students was 93.5%. This has dropped by 1.9% since the end of 2025 but remains above the national figure of 93.1%.

Equality Objectives

Objective 3	Actions for academic year 2022 – 2023 *(including data)*	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	Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups. Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly. Leaders will ensure all staff are well trained in managing pupils with SEND, and managing pupil behaviour.	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 disad students and they were all male students. 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.	There were 6 fixed term suspensions during this academic year. 4 were boys and 2 were girls. There were no permanent exclusions. All of these suspensions were from the SEND group. This shows a significant reduction in suspensions from the previous year. LCA continues to work hard to be inclusive and to meet the needs of children with SEND. We make full use of Anthem's reducing exclusions toolkit.	There were 3 fixed term suspensions over this academic year. All 3 were boys and all 3 were SEND students. This shows a significant reduction in suspensions from the previous 2 academic years. Meeting the needs of children with SEND through trauma informed practice being implemented and Thrive ™ approaches beginning to be embedded.	There were 2 fixed term suspensions during the academic year. One was a boy and the other a girl. Both had an Education, Health and Care plan and both were Pupil. This maintained the low levels of from this time last year and shows that principles of Thrive™ are having a positive impact on the school community.

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 Director of Education.