

Equality Scheme 2024 - 2028



St Vincent's Catholic Primary School

School Mission Statement

To love, serve and learn as Jesus shows us

Information last updated: November 2024

St Vincent's Catholic Primary School

Equality Scheme 2024 – 2028

This scheme is informed by our Equality policy and complies with the Equality Act 2010. It outlines both the data and current issues and actions relating to protected characteristics and socio – economic factors of the community of St Vincent's Catholic Primary School. As an inclusive school we ensure that pupils are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them.

The following school data was collated in November 2024 and National data for comparison was collated based on the January 2024 census.

Contextual Summary Statement (A full version is available in school)

School / Cohort profile

The school is 1.0 form entry with 5 classes and a standard admission number of 30, due to be reviewed and consulted in readiness for the publication of the Admissions Policy for September 2026. Due to variation in class sizes, some classes are mixed-age (Nursery/Reception, Year 1/2, Year 3/4). Each class is taught by a full time teacher. The staff profile is made up of a range of ages and levels of experience, but there are more female than male staff. The teachers are supported by a team of 12 Teaching Assistants.

The children attending school come from a wide range of backgrounds although housing is predominantly private and most parents are in full or part time employment. Levels of deprivation are low based on a range of measures in comparison to national data (January 2024):

- The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation in England. There are 10 decile rankings. Decile 1 = most deprived tenth of neighbourhoods in England and decile 10 = least deprived tenth in England.
 - Based on the average IMD ranking of the pupil cohort, St Vincent's Catholic Primary School falls within decile 8 (ranges from the 2nd decile to 10th decile)
- IDACI score of 0.07 which is below the average for Warrington at 0.14 (Higher IDACI scores indicate higher deprivation)
- Pupil premium and free school meal (see below)

Each cohort varies in the proportion of the number of children in each of the groups analysed below. The following information was accurate at the time of collection in November 2024:

<i>Gender</i>	Currently the whole school population mirrors the national population (January 24).
<i>Religion/faith</i>	Baptised Catholic children make up 72% of the whole school population. The remaining children are Christian, of another faith or do not specify a religion.
<i>Special Educational Needs and Disabilities</i>	Currently, 12% of children have identified SEN with school support in place which is lower than the national percentage (14.1% - January 24). However the number of children with EHCPs has increased to 12% which is now significantly above the national percentage of 3% (January 24).

<i>Pupil Premium</i>	We receive pupil premium funding for 10% of children across the school. 10% of children are eligible for free school meals (not universal KS1) which is below the national percentage of 24.3% (January 24).
<i>Ethnicity and English as an additional language</i>	The percentage of children whose ethnic background has been defined by parents as something other than white British is 19%, remaining below the national percentage of 37.4% (January 2024). The percentage of children with English as an additional language is 12%, again remaining below the national percentage of 22.8% (January 2024). Although below national figures, it is worth noting that the percentage of children who are non-white British / EAL has increased significantly within school within recent years.

Bullying and Discrimination

The school has an anti-bullying policy supported by clear procedures for dealing with incidents of bullying and other behaviour. Any incidents of bullying are reported to the Governing Body along with information about how it was dealt with.

Any behaviour incidents which may take place are usually low level, however, all issues are dealt with immediately and a resolution sought, following the Behaviour Policy. Any issues which arise usually relate to friendship and conflict. Records are kept of any incidents which may take place.

Performance Trends

Analysis of EYFS, KS1 and KS2 Data (3 year trends) is kept in school. As a school we carry out rigorous and regular monitoring and analysis of all pupils and their progress so that the Headteacher, Senior Leadership Team, Middle Leaders and all teaching staff can use the information to ensure the appropriate progress is made by all pupils irrespective of any specific group or characteristic.

All data analysis informs teacher planning, whole school planning (eg support timetable, CPD) in addition to our School Improvement Plan. It also informs other action plans as appropriate and has helped to inform our equality objectives.

Equality Objectives 2024 - 2028

How we chose our Equality objectives:

Our Equality objective setting process has involved gathering evidence as follows:

- Pupil tracking and assessments
- Reports of any incidents (including behaviour records and exclusion record)
- Multi agency reports
- Inclusion in school activities eg clubs, visits etc
- ASP / IDSR / FFT data
- Child Protection, Child In Need and Looked after children information

It has also included gaining information from as many stakeholders as possible.

The evidence was then analysed in order to choose objectives that will fulfil our legal obligation to:

- 1) Promote equality of opportunity for members of identified groups
- 2) Eliminate unlawful discrimination, harassment and victimisation.
- 3) Foster good relations between different groups in terms of and of the protected characteristics

Objective 1

To raise pupils awareness of equality and diversity (General Duty 1)

Objective 2

To ensure that the needs of all children, including vulnerable children are met and they are not disadvantaged due to or despite of any protected characteristic (General Duty 2)

Objective 3

Ensure all have equal access to all aspects of the curriculum and that all are making good progress (General Duty 2)

Objective 4

Ensure equality of opportunity at after school clubs (General Duty 2)

Objective 5

To raise children's awareness of diversity globally through development of the curriculum (General Duty 3)