

Equality Objectives

Welcome to Holland Haven Primary School

In order to meet our school's general and specific duties under the Equality Act 2010, the following information has been prepared.

Stage 1 : Understanding Our School Community- Pupils

What is the school profile?

- How many children are on roll at the school

405 pupils in total

- What information on pupils is collected by protected characteristics?

The following information was correct as of July 2024

Ethnic Categories							
White British	380	Other Asian	3	White and any other	3		
Turkish	3	White and Asian	2	White and black African	3		
Indian	5	Other Mixed	2				
South African	2	White and Black Caribbean	2				

Disability Categories			
Hearing impairment	1	Visual Impairment	0
Speech and language	33	ASD/ ADHD	20 ASD/15 ADHD
SEMH	33	Physical disability	1 (+2 epilepsy)
Specific Learning Difficulty	19		
Personal care	1	SEN Support but no assessment	9
Eating and drinking	1		

Special Educational needs	Percentage	Actual number
No Specified SEND	80%	325
SEND without a EHCP	16%	65
SEND with an EHCP	3%	11

Gender	
Girls	203
Boys	202

Deprivation	Number	Percentage
Pupil Premium	107	
Non- Pupil Premium	298	

Religion and belief			
Christian	123	No religion	244
Muslim	1	Refused to give information	18
Other religion	14		
Hindu	4		
Buddhism	1		

No information has been collected on Gender Reassignment or Sexual Identity
Stage 1 : Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils

Following our analysis we have developed Equality Objectives to meet the following requirements of the Equality Act

- Eliminate Unlawful Discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance Equality of Opportunity , between persons who share a relevant protected characteristic and persons who do not share it
- Foster Good Relations between persons who share a relevant protected characteristic and persons who do not share it

Objective 1- Attainment

Equality Objective	To continue to close the gap between disadvantaged and non-disadvantaged pupils in writing
Why	In 2025-26 the gap between disadvantaged and non-disadvantaged pupils in writing is evident in Years 1, 3,4,6.

<p>How</p>	<p>A whole school focus on writing is prioritised across the curriculum to ensure the best outcomes in all areas of learning. This, alongside the provision of high quality staff CPD, ensures the most effective current practice occurs in the teaching of writing.</p> <p>RAP 2025-26</p> <p>Writing data has been consistently lower than other areas over time. The introduction to the Write Stuff practice (combined with principles of KS1 Talk for Writing) supported pupils well through graphic organisers and scaffolding. However, after review of implementation in our setting, it is apparent that the teaching sequence requires more time and emphasis on teaching the basic writing fundamentals such as demarcation, and that our current writing assessment grids give more equal weighting to each criteria.</p> <p>Pupil perception shows pupils are often struggling with the final assessments ('writer's block') due to the overwhelming nature of the success criteria language.</p> <p>Research shows that children who are fluent in handwriting and spelling (transcription) find it easier to write down their ideas later on. (Last year's RAP focused on successfully improving the systems in place to increase numbers of pupils reaching ARE in statutory spellings and began the evidence-informed changes to existing handwriting framework).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement the planned changes to HH handwriting scheme <ul style="list-style-type: none"> <input type="checkbox"/> Handwriting Teaching Sequence and Resources <input type="checkbox"/> Handwriting Ladder - Letter Formation <input type="checkbox"/> Handwriting Ladder - Joining – English lead support phases <input checked="" type="checkbox"/> Handwriting ladders shared with families in Home-School materials <input type="checkbox"/> Phase leaders adapt teaching sequence (as based on ideas in staff meeting last term <input type="checkbox"/> English Pedagogy Development) - English lead review planning <input type="checkbox"/> Adapt assessment grids which in turn affect planning (and lesson delivery) to prioritise continuous writing skills <input type="checkbox"/> Shape Coding training - teachers and LSAs - and resources to support SEND writers within teaching sequence (Inclusion bid - Shape Coding training for all staff and Colourful Semantics: both will support sentence construction for SEND pupils) <input type="checkbox"/> Speech and Language Therapist feeds back directly to classteachers, to inform adaptations for writing <input type="checkbox"/> EYFS - maintain and improve the percentage of children making GLD focusing on oracy and core early writing skills
<p>Outcome</p>	<p>The gap in performance will be narrowed with the majority of our pupils achieving ARE in Writing by the end of KS2 thus giving our disadvantaged pupils the best chance of academic success at secondary school.</p>
<p>Review</p>	

Objective 2- Understanding and Valuing Diversity

Equality Objective	To increase understanding of equality and diversity and inclusion by the whole school community including SLT, governors, staff pupils and parents
Why	The school's SEND population is changing with an increasing proportion of pupils now demonstrating more complex needs. The new Ofsted framework has a focus on Inclusion. The lack of SEN school provision is becoming a concern in Essex. There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the needs of neurodiverse pupils.
How	<p>CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils</p> <p>Sharply focused SEMH interventions are used to support individuals specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves in order for them to develop strategies to enable them to engage successfully and happily in school and the wider community.</p> <p>Parents are kept informed about the children's learning in relation to the school values via displays, the school newsletter and parents' evenings</p>
Outcome	Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs. The whole school community, including staff, pupils and parents show respect and understanding to others.
Review	

Objective 3- Race and Religion

Equality Objective	To ensure pupils have a better understanding of other cultures religions and faiths
Why	Our data indicates that the composition of our school is predominantly white British, Christian with minority representation in other ethnic and religious groups.

How	<p>In order to address and celebrate our cultural diversity we will continue to deliver PSCHE/RSE programmes which explore the values and cultural difference. This, alongside a robust RE syllabus which incorporates the use of both visitors and visits to different places of worship, as part of our school curriculum activities , will develop a deeper understanding of other cultures.</p> <p>The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We actively aim to instil aspiration and ambition in our pupils by exposing them to a wider range of cultural experiences including visits, visitors and wider opportunities .</p> <p>2024 New RE scheme in place and needs embedding - Saffron Trust No Outsiders programme and books introduced and embedded</p>
Outcome	<p>Pupils will positively develop their understanding of, and empathy for, people from different regions, races, religions and cultures</p> <p>The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of racial equality</p>
Review	

Objective 4-

Equality Objective	To improve the attainment of boys achievement in Reading Writing and Maths continues to be lower than girls in most year groups.
Why	
How	
Outcome	
Review	

Evaluating Impact

We will engage with our school community to ensure the objectives identified are the most appropriate given the needs of the school at the current time. The Governing Board will monitor progress on all Equality Objectives.