

Dixons Allerton Academy

Equality Objectives 2019- 2022

Equality Objective 1:

To increase the representation of staff from minority ethnic communities over a four-year period (Sep 2019 to Aug 2022), so that this group increases.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.

A substantial proportion of our students are from minority ethnic groups, with the majority coming from Pakistani backgrounds. However, only around a third of our whole workforce are from such minority ethnic groups.

We believe that the ethnicity of our workforce should be more reflective of the population served:

- a. Minority teachers serve as role models for minority students.
- b. Minority teachers may have a greater opportunity to improve the academic success and positive school experiences of minority students.

To achieve this objective we plan to:

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we will be concerned to ensure wherever possible that the staffing of the academy reflects the diversity of our community.

The Principal will ensure that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities.

We will explore options to reach a more diverse audience when advertising for leadership vacancies for example BAME Education Network.

We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination. Training evaluation data will show 100% of those attending have a good understanding of the legal requirements

Progress we are making towards achieving this objective:

As of November 2021 39.2%, of the teaching workforce are from minority ethnic communities.

As of November 2021, 7.7% of SLT are from minority ethnic communities.

As of November 2021, 37.5% of the whole workforce are from minority ethnic communities.

Equality Objective 2:

To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.

Dixons Allerton is an all-through school, with more boys than girls on roll. Approximately 27% of our students are from low-income families and so qualify for the pupil premium and a substantial proportion of our students are from ethnic minority communities. Approximately 14% of our students are school action plus or have a statement of special educational needs. There are 8 looked after students.

It is unacceptable that in our country there is such an enormous gap between the life chances of children from poor backgrounds and other children:

- In England, disadvantaged students are 9 months behind their peers in primary school and 18 months behind in secondary school (22 months for the most persistently disadvantaged students)
- If the recent five - year trend continues, it would take over 500 years for the disadvantage gap to close by the end of secondary school
- Students with Special Educational Needs and Disabilities (SEND) remain significantly behind their peers at every stage- up to 40 months
- Disadvantage gaps still tend to be larger, and growing, in parts of the North of the country- the largest disadvantage gaps at age 16 were equivalent to over 2 years of learning
- Post 16 destinations are increasingly segregated- an over-representation of disadvantaged students in further education, employment and an unknown or un-sustained destination

Additionally, in 2020, the OFS reported:

- Young people from advantaged areas of England are more than six times as likely to attend selective universities, including Oxford, Cambridge and other members of the Russell Group, as those from disadvantaged areas.

To achieve this objective we plan to:

Achieving our mission will not be easy, but our research has shown that it can be achieved if we:

- Have high expectations and operate strict routines and protocols
- Deliver a powerful, knowledge-rich curriculum for all
- have an unwavering focus on outcomes
- a whole school focus on literacy development
- offer the very best teaching and support

Using the Pupil Premium effectively is a key part of our strategy for closing the gaps (see academy website for details of our Pupil Premium allocation, spend and impact).

Progress we are making towards achieving this objective:

Primary

Reading is a clear strength of the primary phase with disadvantaged children overall, outperforming other children. Negative gaps lie within KS1, hence our enhanced focus on Phonics for our youngest children.

Maths:

Y1: -3.5%

Y2: - 15.5% (significant proportion of disadvantaged pupils with EHCP)

Y3: -3.5%

Y4: -8.4%

Y5: -14.3% (significant proportion of disadvantaged pupils with complex SEND)

Y6: -1.4%

Writing:



Y1: -35.1%

Y2: - 8.7% (significant proportion of disadvantaged pupils with EHCP)

Y3: -4.1%

Y4: -4.7%

Y5: -16.9% (significant proportion of disadvantaged pupils with complex SEND)

Y6: +12.0%

Whilst there are notable differences between cohorts, our data illustrates that at the end of their Primary journey, the attainment gap between disadvantaged and other children is diminished.

Secondary

Year 11

Our internal evidence base and assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than the previous year in key areas of the curriculum. EBacc entry for disadvantaged pupils was 56%, which was higher than in the previous 2 years. P8 (+0.38/+0.72) A8 (44.12/50.23) EBacc (56%/63%)

Year 10 P8 (-0.89/-0.37) A8 (32.29/39.39)

Year 7 Gap Analysis Av Attainment Rank (3.0)

Year 8 Gap Analysis Av Attainment Rank (-3.0)

Year 9 Ap Analysis Av Attainment Rank (-10.3)



Equality Objective 3:

To ensure 100% of students participate in, at least, one extra-curricular activity throughout their entire career at Dixons Allerton Academy.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Approximately 27% of our students are from low-income families and so qualify for the pupil premium. Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities. We want to ensure that every child at Dixons Allerton regularly participates in at least one extra-curricular activity.

Research indicates that participating in after school programs improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

To achieve this objective we plan to:

Introduce extra-curricular activity for students in all Phases to select from, including; art, music, sport, gardening, chess, drama and cooking.

Increase the uptake of Duke of Edinburgh award

We will use a proportion of our pupil premium funding to help cover the costs associated with delivering extra-curricular activities on such a large scale.

Progress we are making towards achieving this objective:

Our leader of PE is the cross-cutting champion for the Trust and is focussed on devising inter-Trust sporting competition.

Our AVP for student leadership is relaunching the DofE scheme in conjunction with the newly elected student leaders.

In Primary, a survey has been completed with families to inform the variety of activity that will appeal to the children. A responsive plan is now underway.

Primary children in Y3 and Y6 have a weekly group music lesson (ukele and recorder) to develop their enthusiasm, talent and interest for playing a musical instrument.

As part of the academy strategic plan, leaders are looking to strengthen partnerships with community events and partners to promote out of school activity.

Peri music teachers continue to provide lessons in the academy day for secondary students

