St John Baptist (Southend) CE Primary School

SCHOOL EQUALITY INFORMATION AND OBJECTIVES

Agreed: October 2026

Review Objectives: November 2027

Reviewed Information: October 2027

St John Baptist (Southend) Church of England Primary School

School Equality Information

Introduction

Under the Equality Act 2010, St John Baptist (Southend) Primary School welcomes our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information about our school population; to explain how we have due regard for equality and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

As a school we welcome our duties under the Equality Act 2010. The general duties are to:
• eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this 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.
We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.
A protected characteristic under the act covers the groups listed below:
• age (for employees not for service provision)
• disability
• race
• sex (including issues of transgender)
• gender reassignment
• maternity and pregnancy
• religion and belief
• sexual orientation
• marriage and civil partnership (for employees)

How do we do this

The school gathers information on the pupil population broken down by ethnicity and gender. It also gathers information about significant difference in attainment between boys and girls, and between pupils of different ethnic backgrounds, ensuring individual pupils cannot be identified.

The Headteacher has special responsibility for equality matters.
The Link Governor for Inclusion has responsibility for Equality issues.

Pupil Premium money is targeted to specific groups. It is an additional amount of money allocated by the government in order for schools to combat disadvantage and support the most vulnerable pupils. The amount allocated for 2026/27 is calculated at £1,550 for each child in receipt of Free School Meals, or any child who has been eligible in the last 6 years.

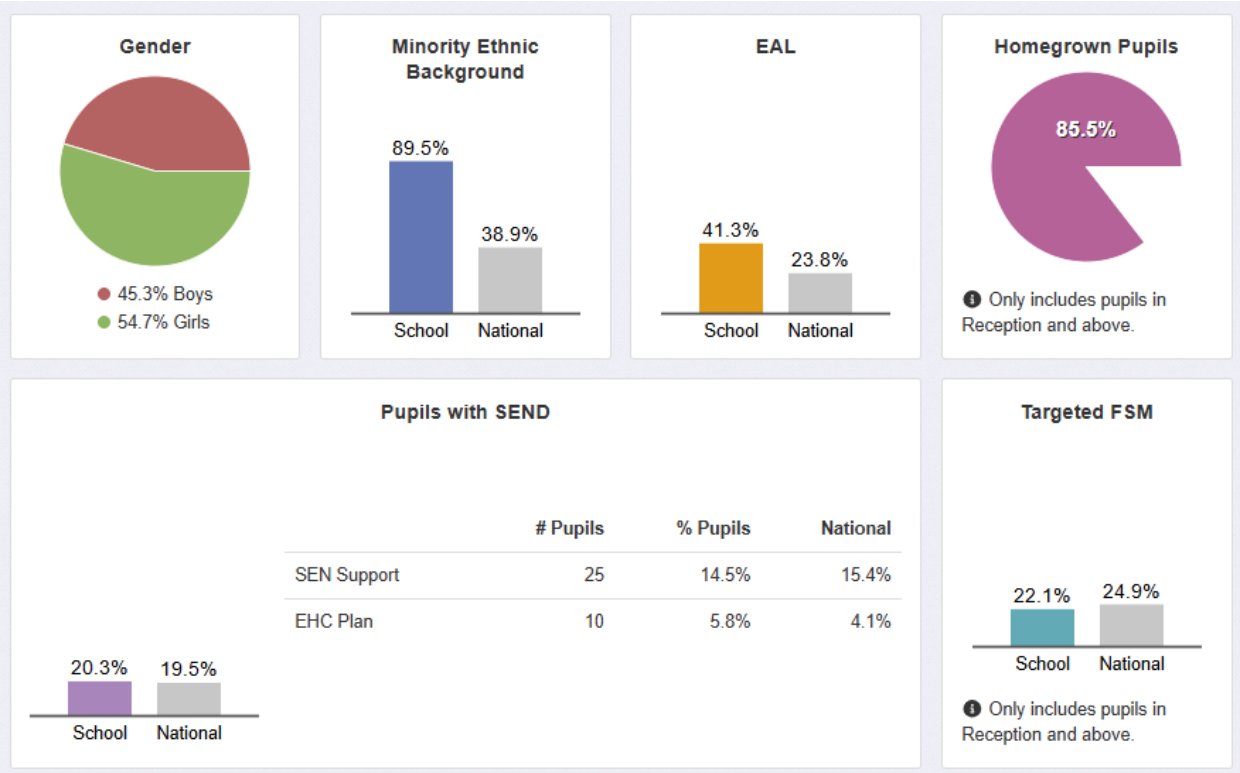
There are clear procedures for dealing with prejudice-related bullying and incidents. Further details can be found in our Anti-Bullying Policy. Any incidents are reported and monitored by the Governing Board. Data is also collated, and reported termly to the Local Authority by the school's Admin Officer. This information can be provided on request.

We have a school policy on equality.

We have used the following information to assist us in identifying some of the barriers to pupils accessing education provision.

School Data – Protected Characteristics

Total on Roll: 172



Ethnicities

	# Pupils	% Pupils
Black - African	41	23.8%
Black Caribbean	30	17.4%
Any Other Asian Background	21	12.2%
White - British	18	10.5%
Any Other Mixed Background	15	8.7%
White and Black Caribbean	14	8.1%
Any Other White Background	10	5.8%
White and Black African	6	3.5%
Any Other Black Background	4	2.3%
Refused	3	1.7%
Any Other Ethnic Group	2	1.2%
Black - British	2	1.2%
White and Asian	2	1.2%
Bangladeshi	1	0.6%
Information Not Yet Obtained	1	0.6%
Pakistani	1	0.6%
White - Irish	1	0.6%

SEND Specific Needs

	# Pupils	% Pupils
Speech, Language and Communication Needs	21	12.2%
Autistic Spectrum Disorder	9	5.2%
Social, Emotional and Mental Health	7	4.1%
SEN support but no specialist assessment of type of need	2	1.2%
Specific Learning Difficulty	1	0.6%

Underachieving Groups

Using the monitoring information (including ASP - Analyse School Performance and Insight Tracking) we looked to see if we could identity whether there were any obvious gaps or potential issues from pupils in relation to the protected characteristics in:

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

No information was available on the following protected characteristics

- Gender Reassignment
- Sexual Identity

The protected characteristic of Age does not apply to pupils at primary or secondary schools.

These are our objectives (November 2023)

Having viewed the recent information about St John's pupils we have set the following objectives, focusing on narrowing the gaps in achievement:

Objective 1

To close the attainment gap for disadvantaged pupils across the school.

Actions:

- Research most effective ways to 'close the gap' – i.e. https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap
- Monitor groups through PP meetings and adjust the class offer and interventions according to regular data
- Increase cultural capital activities for all children to support disadvantaged learners
- Promote reading and develop into a 'Reading for Pleasure' school
- Support families to access services and support networks

Actions and Impact as of September 2025:

- *Changed the offer for school run After School Clubs – now 50% for all clubs for PP learners, not just the first club. This has led to a rise in places offered and uptake by families. There is still one free/very small contribution club offered by the school – this is run by parents.*
- *Increased offer of clubs and activities for all children, and specific PP children – see school's Club Booklet.*

KS2 pupils achieving the expected standard in reading, writing and maths combined (RWM):

KS2 RWM Exp+				
2023	2024	2025	2026	Trend
52% (30)	61% (28)	68% (26)	**73%** (30)	

Disadvantaged KS2 pupils achieving the expected standard in reading, writing and maths combined (RWM) vs Other Pupils:

30% (10)	25% (8)	33% (9)	**60%** (10)	
63% (19)	75% (20)	88% (17)	**80%** (20)	

- *The gap narrowed by 35 percentage points since 2025 and by 13 since 2023. Disadvantaged attainment rose by 27 points in the latest year; other pupils fell by 8. In 2026, reading was equal at 90%; writing was 80% versus 95%, and maths 60% versus 95%.*

Review and next steps: Maintain subsidised clubs, reading for pleasure and family support. Prioritise disadvantaged pupils' maths and writing through termly pupil reviews, adaptive teaching and evaluated interventions.

Objective 2

To support SEND learners across the school to make excellent progress in all areas from their starting points.

Actions:

- Use tracking system to track 'smaller steps' for children with SEND
- Monitor groups through PP meetings and Annual Reviews
- Educate children on SEND to help support inclusion and awareness
- Develop further expertise and awareness for all staff in specific SEND areas
- Further develop SEND teaching practices to support all learners in class

Actions and Impact as of September 2025:

- *Smaller steps of tracking on Insight*
- *Tracking system Insight used to create children's plans.*

- *Termly SEND sharing meetings for all class-based staff are supporting individual children through sharing information and reports.*
- Training
- SEND training practices

KS2 SEND pupils achieving the expected standard in reading, writing and maths combined (RWM):

KS2 RWM Exp+				
2023	2024	2025	2026	Trend
0% (4)	20% (5)	33% (6)	**57%** (7)	

- *KS2 RWM attainment for SEND Support rose from 0% (4 pupils) in 2023 to 20% (5) in 2024, 33% (6) in 2025 and 57% (7) in 2026. The gap against the whole cohort narrowed from 52 to 16 points. Including pupils with EHCPs, 4 of 8 SEND pupils achieved RWM in 2026 (50%, versus 73% overall); reading was 88%, writing 63% and maths 63%, versus 90%, 90% and 83% overall. SEND Support progress scores were positive: reading +5.8, writing +3.4 and maths +2.9.*

- *By Year 2, 67% of SEND Support pupils and 67% of pupils with EHCPs met the phonics threshold, versus 90% overall.*

Objective 3

To develop the school's race equality work (in line with the Lewisham pledge).

Actions:
- Work together in Lewisham in new ways and share good practice to embed race equality in our school cultures and curriculum
- Restart Governors' working party
- Undertake unconscious bias training (as staff)
- Further diversify our curriculum
- Celebrate our diversity through our annual Cultural Day and develop links with families to help us celebrate this collaboratively

Actions and Impact as of September 2025:
- *September 2025: School has started the Hemisphere training and audit resource which has been provided by the SDBE to all SDBE schools.*

Information: 'Hemisphere improves the racial literacy of school teachers, staff and students. It positively impacts everyone, regardless of background: racial literacy is a life skill that helps us to be more confident in all our interactions, both inside and outside school. By providing concrete, practical advice on exclusionary behaviours to avoid and inclusionary behaviours to practice, Hemisphere helps every member of the school community to become part of the solution. Hemisphere empowers people to do things differently.'

- *Governors' Toolkit is included in the Governing Board Cycle for discussion with the FGB 2024-2025*
- *Champions for Change Project (diversifying the curriculum) – two members of SLT attending 2024-2025 and onwards. Lewisham Curriculum Audit Tool is being used by staff members to identify actions.*
- *Cultural Studies and International Day – one member of staff is leading on this. New topics were very successful in 2024-2025 academic year and are linked to our unique diversity as a school.*
- *Diversifying books – fundraising for this is ongoing.*
- *List of inspirational people linked to our demographics and woven into worship times throughout the year – area for continued focus.*
- *Year 1 phonics: Black pupils achieved 82%, 69% and 75% in 2024–2026; their gap against the whole cohort was 2, 4 and 9 points. Mixed ethnicity pupils rose from 57% to 80% to 100%; Asian pupils achieved 100% throughout. KS2 RWM: Black pupils rose from 60% to 64% to 67%, but their whole-cohort gap widened from 1 to 4 to 6 points. Mixed ethnicity pupils rose from 40% to 83% to 89%. In 2026, Asian pupils achieved 50% and White pupils 75% (four pupils in each group).*

- *Review and next steps: Continue Hemisphere, Champions for Change, curriculum and book diversification, and Cultural Day. Investigate barriers with pupil and family voice, focusing on phonics for Black pupils and KS2 maths. Check detailed ethnic groups internally; broad categories can conceal differences. Training and curriculum activity alone do not establish improved attainment or belonging.*