

Djanogly Learning Trust

Equality Impact Statement 2020/21

The Djanogly Learning Trust (the Trust) has set the following objectives:

- 1. Improving staff gender profiles if under-represented within each Academy**
- 2. Reducing the differential in attainment by race, gender and disability**
- 3. Appropriately supporting pupils and students from disadvantaged backgrounds to ensure their success.**

Looking more closely at each in turn:

Improving staff profiles if under-represented within each Academy

The staff profiles are improving as awareness raising of diversity issues is taking place with training and collection of data. All employees have access to their own data on the Trust's HR database and have been encouraged to complete their equality data.

In the workforce statistics for March 2021, the workforce is split with 19% of staff being male. This has remained constant for the past couple of years. As we have 7 primary schools, where traditionally there is a higher proportion of females undertaking part-time roles this impacts on the overall %. All vacancies are advertised widely and applicants short listed based on achievement of the person specification criteria.

The BME % has increased by 9% since the previous report with 31% declaring that they are from a non-white British group.

Disability declarations are at 4%, which is an increase on the previous report. We have carried out wellbeing and mental health training as part of our strategy and whilst the % of declarations is small it is pleasing to see the number increasing.

The average age of staff is 42 years.

Our people strategy for 2021/22 has a focus on diversity awareness and wellbeing, including a roll out of training on unconscious bias.

Reducing the differential in attainment by race, gender, disability and context.

At Djanogly Learning Trust, we aim to provide high quality teaching and learning provision that allows all children, whatever their background, gender, ethnicity or status, to succeed and prosper. We ensure that our curriculums meet the needs of all children, providing additional intervention and support to overcome barriers.

Due to Covid restrictions, there has been no externally validated attainment data since 2019. Pupil attainment has been assessed internally, using national standards and rigorous moderation by experienced staff. Whilst data has not been published, trends have been identified and feed into academy priorities. Proven effective teaching and learning interventions are in place to support pupils to overcome barriers to attainment.

Headline Trends

- Girls achieve higher than boys in English, with boys slightly ahead in maths. Gaps are narrowing over time.
- Where gaps in attainment between disadvantaged and non-disadvantaged had narrowed considerably over time to less than national, the impact of Covid has seen those gaps increase again in 2021 at our primary academies.
- Gaps in attainment for disadvantage remain very low at secondary level. A considerable number of devices were given out to pupils during periods of Covid related closure, as well as dongles to access the internet. Direct remote teaching was in place for 4 hours each day, with particular focus on pupils facing the greatest barriers to attainment.
- BME pupil attainment across the Trust is higher than white British attainment
- EAL pupil attainment is broadly in line with non-EAL attainment where pupils have attended the school for 2 years or more.
- SEND pupil attainment varies according to area of need but overall attainment has gone down due to the impact of Covid and school closures. Where SEND children did attend on site throughout the period of partial closure, attainment is better.

Appropriately supporting pupils and students from disadvantaged backgrounds to ensure their success

Ofsted noted this support as a strength at Djanogly City Academy; stating that

“Teachers take great care to support students, especially those who are vulnerable or in need of extra help. A range of well-trained teachers is available to provide one-to-one mentoring and in-class support. Academy records show that many students have benefited from this individual support and are now making good progress.”

“Disadvantaged pupils and pupils who have special educational needs and/or disabilities made better progress than national figures across the eight key subjects studied, including English and maths” Ofsted 2018

Primary

Ofsted at Trust primary academies state:

“Leaders have high aspirations for disadvantaged pupils. They have ensured that the pupil premium funding is used effectively to improve the attainment of this group of pupils. They analyse the impact of spending and amend their strategies accordingly. Disadvantaged pupils make good progress.” Djanogly Northgate Academy Ofsted 2018

“Pupils who fall behind, including disadvantaged pupils and those pupils who have special educational needs and/or disabilities, are identified quickly and given the support they need in order to catch up.”

“Disadvantaged pupils made progress that was better than that made by other pupils nationally in reading, writing and mathematics.”

“A higher proportion of disadvantaged pupils achieved the expected levels than other pupils nationally in reading, writing and mathematics. The use of pupil premium funding for disadvantaged pupils is therefore highly effective.” Djanogly Strelley Academy Ofsted 2017

“Provision for pupils with special education needs and/or disabilities (SEND) is a strength of the school”.

“Teachers make sure that the curriculum is adapted to meet the needs of individual pupils”. Springfield Academy Ofsted 2021