

Djanogly Learning Trust

Equality Impact Statement 2023/24

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

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

Looking more closely at each in turn:

Improving staff diversity profiles if under-represented within a category at each Academy

There has been a focus on obtaining diversity statistics during the last year for all staff which has resulted in approximately a 90% data completion profile across all protected characteristics.

During 2023/24 the data will be analysed for each academy as part of the school improvement plan to address any specific under-represented areas at academy level.

At Trust level we have 69% female, 24% non-white British, 77% heterosexual, 3% disability and 31% Christian and an even split across the age bands.

EDI training has taken place and all staff are allocated an online course to complete. 25% of staff have completed the EDI training to date. The awareness training will be a focus for 2023/24 with all staff being required to complete the online course and managers being required to complete unconscious bias training.

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 curriculum meets the needs of all children, providing additional intervention and support to overcome barriers.

Outcomes of national tests at KS2 were below pre-Covid levels which mirrored the national picture, dips in outcomes also reflected those disadvantaged communities which had been impacted more significantly. Proven effective teaching and learning interventions were put in place to support pupils to overcome barriers to attainment.

Gender

Reading			Writing			Mathematics			Combined		
Boys	Gap	Girls	Boys	Gap	Girls	Boys	Gap	Girls	Boys	Gap	Girls
56.8% (96/169)	G+6.3%	63.1% (94/149)	56.8% (96/169)	G+11.7%	68.5% (102/149)	56.8% (96/169)	G+2.9%	59.7% (89/149)	43.2% (73/169)	G+9.8%	53.0% (79/149)

Girls continue to achieve above boys in reading and writing but gap is narrowing over time. Girls achieved slightly above boys in maths for the first time.

Ethnicity

Reading			Writing			Mathematics			Combined		
BME	Gap	Non-BME	BME	Gap	Non-BME	BME	Gap	Non-BME	BME	Gap	Non-BME
62.2% (79/127)	BME +4.1%	58.1% (111/191)	67.7% (86/127)	BME 9.1%	58.6% (112/191)	62.2% (79/127)	BME 6.7%	55.5% (106/191)	53.5% (68/127)	BME +9.6%	44.0% (84/191)

BME pupils achieved slightly above white British pupils in all areas as has been the pattern for the past 5 years.

Special Education Needs and Disability (SEND)

Reading			Writing			Mathematics			Combined		
SEN	Gap	All	SEN	Gap	All	SEN	Gap	All	SEN	Gap	All
29.2% (21/72)	All +30.6%	59.7% (190/318)	22.2% (16/72)	All +40.0%	62.3% (198/318)	33.3% (24/72)	All +24.8%	58.2% (185/318)	18.1% (13/72)	All +29.7%	47.8% (152/318)

Pupils identified as SEND face significant barriers to learning which can impact on their attainment against age related expectations but should not impact on their progress. In terms of attainment then gaps are significant and further work is being undertaken to track and measure progress more effectively across the Trust. Provision for pupils with SEND remains a priority across all academies in the Trust.

Disadvantage

Reading			Writing			Mathematics			Combined		
Dis	Gap	Non-Dis	Dis	Gap	Non-Dis	Dis	Gap	Non-Dis	Dis	Gap	Non-Dis
52.8% (84/159)	Non-Dis +13.8%	66.7% (106/159)	52.2% (83/159)	Non-Dis +20.1%	72.3% (115/159)	45.9% (73/159)	Non-Dis +24.5%	70.4% (112/159)	36.5% (58/159)	Non-Dis +22.6%	59.1% (94/159)

The gap between disadvantaged pupils and not disadvantaged pupils increased in 2022 as per the national pattern but remains below national gaps in reading and writing and in line for maths.

Outcomes in GCSEs at the end of KS4

	All	Boys	Girls	BME	Non BME	SEND	Non SEND	Disadvantage	Non Disadvantage
A8	42.6	40.1	45.9	44.73	41.1	23.4	44.7	40.6	43.9
P8	+0.09	-0.02	+0.22	+0.11	-0.03	-0.60	+0.10	+0.1	+0.01
EM4+	54%	51%	55%	55%	52%	0%	57%	46%	56%
EM5+	29%	31%	26%	31%	26%	0%	31%	30%	28%

Girls attainment and progress is above boys except attainment at higher level where boys out perform girls. BME progress and attainment is now slightly above non-BME. Disadvantage gaps are wider than in 2021 assessments, but gaps are still well below national gaps between disadvantage and non-disadvantage. SEND progress remains a priority with plans to improve baseline assessments and tracking in 2023-24.

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.”

“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

“Leaders have an inclusive vision for their school. This means pupils with SEND, those who speak English as an additional language and disadvantaged pupils are well provided for. Systems identify their needs quickly and are communicated well with all staff. Expectations for these pupils to achieve are high”.

Djanogly Sherwood Academy Ofsted 2023