

## Djanogly Learning Trust

### Equality Impact Statement 2024/25

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

1. Improving staff diversity profiles if under-represented within a category at 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 and promoting EDI awareness**

During 2023/24 each academy was provided with their own diversity data and asked to focus on under-represented areas. Some of the impact of this work is that at Djanogly City Academy, out of our new appointments, 80% are from an ethnic background, which was an area of focus to reflect the ethnicities of our scholars.

We continued to focus on data collection and now have 97% of data held against all protected characteristics for all employees. The data shows at Trust level the following statistics: we have 71% female, 28% non-white British, 84% heterosexual, 3% disability, 36% Christian and an even split across the age bands.

We automated our recruitment application process with a system, and this provides much more equality data. Our plans for 2024/25 are to use the applicant data to assess our under-represented areas. We have already started to widen our recruitment methods by attending job fairs in the local area and at universities.

We focused on raising awareness and training all staff in the principles of EDI. We used various training methods such as INSET days and an online training programme. 412 employees have completed the online programme which is a total of 74%. We also asked recruiting managers to undertake unconscious bias training and 29 (76%) completed it. The EDI course is mandatory and is allocated to all new starters during induction.

We asked specific questions in our staff survey about EDI with over 80% of staff believing that there is equality of opportunity, staff are treated fairly by managers and action would be taken to prevent discrimination.

In 2024/25 we will:

- Focus on analysing recruitment applicant data to assess the gaps and widen our recruitment methods.
- Remind all employees of the necessity to complete training and ensure that 100% of staff have completed the online programme.
- Promote the importance of disclosing a disability, both physical and mental and encourage staff to update their personal data if necessary.

## 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.

### 2022/2023 Academic year outcomes

#### Gender

	Reading			Writing			Maths			Combined		
	Boys	Gap	Girls	Boys	Gap	Girls	Boys	Gap	Girls	Boys	Gap	Girls
DLT 2023	58%	G + 12%	70%	60%	G + 19%	79%	65%	G + 10%	75%	51%	G + 15%	66%
Nat. 2023	70%	G + 6%	76%	65%	G + 13%	78%	73%	B + 1%	72%	56%	G + 6%	63%

**Nationally:** Girls continued to outperform boys at the expected standard in all subjects in 2023, except for maths where boys performed slightly better (1 percentage point difference). In reading, 76% of girls met the expected standard down from 80% in 2022, whilst 70% of boys met the expected standard, unchanged from 2022. The biggest attainment gap between boys and girls remains in writing at 13 percentage points.

**At Djanogly Learning Trust (DLT),** the trend was the same in Reading and Writing, with girls outperforming boys, albeit by larger margins than see nationally. However, **Djanogly Learning Trust** buck the trend in Maths with girls outperforming boys.

DLT girls outperformed girls nationally in writing, maths and combined. Boys did not fare as well as boys nationally but have narrowed the gap on 2022 DLT v National outcomes in all areas, significantly so in Maths and combined.

Just as the biggest attainment gap nationally, between boys and girls, is in writing, this can also be seen at DLT. Nationally the gap is 13 percentage points, in DLT it is 19 percentage points.

## Disadvantaged v Not Disadvantaged

	Reading			Writing			Maths			Combined		
	Dis Adv	Gap	Not Dis Adv	Dis Adv	Gap	Not Dis Adv	Dis Adv	Gap	Not Dis Adv	Dis Adv	Gap	Not Dis Adv
DLT 2023	53%	ND + 21%	74%	57%	ND + 22%	79%	57%	ND + 13%	70%	44%	ND + 26%	70%
Nat. 2023	60%	ND + 18%	78%	58%	ND + 19%	77%	59%	ND + 20%	79%	44%	ND + 22%	66%

**Nationally** in reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils, a difference of 22 percentage points. This is a decrease from 23 percentage points in 2022.

Attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils. Attainment had increased from 2019 to 2022 for non-disadvantaged pupils, whilst it has now decreased back to 2019 levels. For the disadvantaged group, attainment had remained the same between 2019 and 2022, and has fallen in 2023. Attainment in writing and maths has increased for both groups since 2022.

The disadvantage gap in 2023 compared to 2022 is similar across subjects, ranging from 18 percentage points in reading and science to 20 percentage points in maths.

At DLT the trend is similar to that seen nationally in some areas but is starkly different in other areas. For example, whereas the 'gap' was similar in all subjects nationally from 2022 to 2023, at DLT the gap widened by 7% points in reading, was significantly reduced in maths and remained within a couple of percentage points in writing. This resulted in the combined gap being 4 percentage points wider from 2022 to 2023.

Disadvantaged combined at DLT improved 7 percentage points from 2022 to 2023 and in 2023 DLT disadvantaged performed in line with disadvantaged nationally.

## SEND v Not SEND

	Reading			Writing			Maths			Combined		
	SEND	Gap	All	SEND	Gap	All	SEND	Gap	All	SEND	Gap	All
DLT 2023	43%	A + 21%	64%	41%	A + 28%	69%	50%	A + 20%	70%	36%	A + 22%	58%
Nat. 2023	39%	A + 34%	73%	29%	A + 42%	71%	36%	A + 37%	73%	20%	A + 40%	60%

In 2023 the pupils in DLT with SEND performed favourably when compared to pupils with SEND nationally. Nationally, in 2023, 20% of pupils with SEND met the expected standard in reading, writing and maths (combined), compared with 18% of pupils with SEN in 2022.

At DLT 36% of pupils with SEND achieved ARE combined. In all subject areas, DLT narrowed the gap significantly compared to 2022 outcomes.

### Ethnicity – BME v Not BME

	Reading			Writing			Maths			Combined		
	BME	Gap	Not BME	BME	Gap	Not BME	BME	Gap	Not BME	BME	Gap	Not BME
DLT 2023	62%	NB + 3%	65%	67%	NB + 3%	70%	67%	NB + 5%	72%	56%	NB + 3%	59%

At DLT, White British pupils achieved slightly above BME pupils in all areas. This was the first time this had happened in the last 6 years.

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

#### Secondary

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

In recent Ofsted inspections within DLT, inspectors have stated:

*“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

This is a vibrant and **diverse** school. **All pupils, including** children in the early years, are happy and enjoy their learning.....Pupils, **including those with special educational needs and/or disabilities (SEND)**, concentrate well on their learning in lessons..... This includes the study of diversity across subjects. Leaders have included links to the community in the curriculum..... Leaders have made sure that there is good support for pupils with **SEND**. Leaders and teachers are **ambitious for pupils with SEND**. They have **the same learning opportunities** as their peers. Pupils use practical objects to help them learn. Pupils with **SEND achieve well**..... They link book choices to the 'big ideas' of '**Diversity, Democracy, Wellbeing and Sustainability**'.

Djanogly Northgate Academy Ofsted 2023

Pupils know that everyone should be treated **equally**. They know what fundamental British values are and why these are important in modern Britain. Children respond positively to the well-established routines that are in place. Any who become upset or unhappy receive **well-tailored support**..... The recently appointed special educational needs and/or disabilities coordinator (SENCo) has ensured that **support for pupils with special educational needs and/or disabilities (SEND) is working well**. Pupils' needs are **identified accurately**. The help put in place helps them to learn the curriculum. Pupils with more **complex SEND** receive **well-tailored support**..... Pupils learn about a **wide range of people and communities** from around the world.

Lacey Fields Academy Ofsted 2023

Pupils are respectful and understanding of others. One pupil, typical of many, said, '**We are all different and that should be celebrated.**'

This helps pupils to understand where they belong, what makes them unique and how they can make a difference..... **Pupils with special educational needs and/or disabilities (SEND) access the same curriculum** as their peers. Skilled staff provide support and **adapt their teaching** to cater for pupils' needs. The school ensures that pupils with **SEND are quickly identified**. The school provides a wealth of **support for pupils with social and/or emotional needs**. For example, staff who are trained in providing emotional support help pupils to discuss their feelings and find strategies to cope..... The taught curriculum includes friendships, keeping healthy and how to **celebrate each other's differences**. Pupils talk confidently about British values, such as democracy and respect.

Kensington Junior Academy Ofsted 2024