

Equality Action Plan update October 2016

Objective	Who is affected	Actions	Lead	Outcome	Progress																					
The achievement gap between BME students and non-BME students is closing in relation to progress.	Staff Students	<ul style="list-style-type: none"> Monitor B&ME progress through tracking information on termly basis Appropriate interventions to be put in place – EAL, mentoring, subject support 	LiL BME Co-ordinator	<p>BME students make expected in English and Maths KS2-4</p> <p>Progress 8 scores for APKN students are improved.</p>	<p>There are a significant number of progress measures to look at when comparing results from 2015 to 2016.</p> <table border="1"> <thead> <tr> <th>Cohort size</th> <th>WBRI</th> <th>BME</th> <th>BME APKN</th> <th>BME non-APKN</th> <th>APKN EAL</th> <th>APKN non-EAL</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>131</td> <td>105</td> <td>48</td> <td>57</td> <td>27</td> <td>21</td> </tr> <tr> <td>2016</td> <td>141</td> <td>91</td> <td>42</td> <td>49</td> <td>20</td> <td>22</td> </tr> </tbody> </table>	Cohort size	WBRI	BME	BME APKN	BME non-APKN	APKN EAL	APKN non-EAL	2015	131	105	48	57	27	21	2016	141	91	42	49	20	22
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From 2015 to 2016 there was an increase in the BME 5 A*-C EM																										

					<p>despite there being a slight decrease in the WBRI. There was, however, a decrease in the percentage of APKN and other BME students achieving the EBacc. The APKN EAL students (20) Progress 8 score decreased from a positive to a negative overall score, while the APKN non-EAL students (22) made the opposite change from negative to positive. The EAL teachers are continuing their work in identifying and supporting the needs of EAL students, particularly in the introduction of a grade for English acquisition.</p> <p>3 students designated as KS2 lower achieved 5A*-C EM, and these students had positive Progress 8 scores, however none of them achieved the EBacc.</p> <p>As with all smaller cohorts of students the results of various BME groups are affected by the results of 1 or 2 students. However, there are areas where there seems to be underachievement when compared to non-BME/APKN cohorts. Areas to further review and monitor are:</p> <p>BME – KS2 Upper achieving A*-C languages BME – KS2 Middle achieving 2+A*-C Science BME – KS2 Upper Progress 8 scores with a particular focus on the APKN cohort. APKN EAL Progress 8 scores APKN students achieving National P8 target in Maths</p> <p>This academic year the EAL teachers, PP coordinator and BME coordinator are working closely together to identify students who need monitoring and intervention and also to identify strategies to support vulnerable students. Proposals for the upcoming year include interviewing BME/PP/EAL students to discuss aspirations and barriers to learning, 6th Form mentoring and workshops both in school and at a University.</p>
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<p>Advance equality of opportunity for B&ME students</p>	<p>Staff Students</p>	<ul style="list-style-type: none"> • Continue to monitor attendance of groups with lower than whole school attendance • Appropriate early interventions via assemblies, contact with parents, attendance surgeries • Early intervention with students at risk of exclusion via Learning mentors and outside agencies 	<p>Gt, Oc,Rv HoH</p>	<p>B&ME attendance is in line with whole school attendance</p> <p>Reduction in fixed term exclusions for B&ME and in particular APKN students</p>	<p>BME attendance last year was 95.1% which is almost in line with the overall High Storrs attendance of 95.7% and higher than the Sheffield figure of 93.3%.</p> <p>High Storrs' APKN attendance of 94.6% is also above Sheffield's APKN attendance (93.8%) but 1.1% below the overall attendance figure. Persistent absence of APKN students is 8.72%, this is almost half that of the Sheffield figure of 16.2%</p> <p>Our EAL attendance, 95.4%, is also broadly in line with the overall attendance and, again, higher than Sheffield's percentage.</p> <p>The number of B&ME exclusions has remained roughly constant over the last 3 years even though the total number of exclusions increased last year. Out of a total of 39 exclusions, 23 were for students of a minority ethnicity. However, within this figure we have continued to see a rapid decline in the number of exclusions for APKN students (from 15 two years ago to 2 last year)</p> <p>Over the past 5 years, B&ME exclusions have fallen from 68 to 23.</p>
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