



EQUALITY INFORMATION POLICY 2026

Reviewed and approved: September 2026
Annual September 2027

Introduction

“Education plays a key role in determining how you spend your adult life – a higher level of education means higher earnings, better health, and a longer life. By the same token, the long-term social and financial costs of educational failure are high. Those without the skills to participate socially and economically generate higher costs for health, income support, child welfare and social security systems.”

Ashton Keynes C. Of E. Primary School recognises the importance of education in creating life opportunities and recognises that the influence of school on a child’s life is made more significant if they currently have, or have had in the past, a disadvantaged home life. AKPS looks beyond the curriculum in ensuring an excellent, inclusive personal development and wellbeing offer for all pupils to develop life experiences and skills, opportunities and ambition and aspiration for the future and for learners to understand the purpose of engaging with learning for their future lives. E.g. 4 years of progressively planned residential for independence, resilience and self-growth; we work hard to ensure all our pupils, regardless of need, attend our residential and adaptations are made to ensure this. We offer forest skills problem solving and sustainability skills, careers activities, real life, real context across our curriculum (making links in learning so learners understand why they are learning and how to apply to real life context). We also offer a diverse range of sports to ensure all learners are active and healthy and are able to compete and develop self esteem from the introduction of new and levelling new sports such as Fencing and Quidditch which can be excelled in. In addition, we have excellent pupil leadership on all levels from organic to formal to give all pupils the opportunity to lead, develop confidence and articulation as well as management skills. These are just a few examples from the many we carefully plan and provide for our children over their 7 years journey at our school. We are proud to keep in touch with many families and pupils who have moved on to secondary and hear about their continued success, children from all different starting points with a range of needs and lives who are continuing to thrive after the strong foundations and opportunities to access, grow and flourish at our primary school.

This document looks at the most recent attainment data and highlights the groups that are vulnerable to underachievement in Wiltshire schools. Our school is using this data to support its work to maximise the attainment of every pupil and, in particular, pupils at risk of educational underachievement.

ATTAINMENT: NATIONAL AND WILTSHIRE DATA

For most of the groups, attainment is broadly in line with national results. In this document results are being highlighted where there is a county attainment gap compared with national results or where there is national and local concern about poor attainment for particular groups.

Pupils Eligible for Free School Meals

There is concern nationally and in Wiltshire about the underachievement of boys and girls who are eligible for free school meals as well as the comparatively low attainment of children who are looked-after by the Local Authority. The attainment gaps for pupils eligible for FSM (compared with average attainment for All Pupils) are substantial although the gaps are beginning to narrow. In our school our gap for these pupils is narrow and often no gap and as a result we are a Pupil Premium partner school working to share best practice and raise outcomes for pupils in Wiltshire schools.

In 2026 the allocation for pupils eligible and registered for FSM is set at £1550 for each primary-aged pupil. This funding is allocated to the school. In the case of Looked After Children (LAC), children adopted from care, and children with guardians, the Pupil Premium Plus is currently £2,690 per pupil. For LAC this funding is allocated directly to the LA's Virtual Head Teacher. In the case of children adopted from care, and children with guardians, the PPP is allocated to the school. Information about how AKPS spends its pupil premium can be found in the Pupil Premium section of the school website. For service children this is £260 per year allocated to the school to support pupils emotionally and pastorally.

Pupils whose ethnic background is recorded as Gypsy/Traveller

Wiltshire and national ethnic monitoring data shows that Gypsy Traveller pupils, as a group, have the lowest educational outcomes with attainment gaps of 50 per cent. This group is also of concern as they are likely to choose home education rather than opting to attend secondary school and are more likely to receive fixed term exclusions from school. A low pupil population at AKPS means it is not able to detail the steps it takes to raise attainment and support transfer to secondary school in but recognises that Gypsy/Traveller pupils are particularly vulnerable within the education system. Individual support and transition plans will be prepared on a needs-basis to assist these pupils. Strong relationships are formed with our families to ensure they work in partnership with the school have high attendance and support for their best outcomes. At AKPS engagement with our traveller families is strong. Families and school work closely together to ensure children attend school well and flourish academically and pastorally.

Black Caribbean Pupils, Pupils ethnicity recorded as Any Other Black Background

The numbers of Wiltshire pupils in many of the ethnic groups (with the exception of the White British category) are too small for the annual data to be reliable. However, year on year, the data on the attainment of Black Caribbean pupils and pupils in the Any Other Black Background groups show a pattern of significant underachievement when compared with the attainment for All Pupils. AKPS is aware that pupils in these groups continue to be vulnerable to underachievement. This mirrors the national picture as the 'Any Other Black Background' broad ethnic category (which includes Black Caribbean, Black African, Any Other Black Background sub-categories), has had the lowest attainment of the five broad ethnic categories.

Mixed White/Asian Pupils and Asian Indian Pupils

The ethnic categories where the attainment of Wiltshire pupils is significantly above that of All Pupils are: Mixed White/Asian pupils and Asian Indian pupils. This differs from the national picture as across England it is Chinese pupils who have the highest attainment.

Boys/Girls

Nationally, attainment in reading, writing and mathematics combined has slightly improved for both boys and girls. However, girls continue to outperform boys particularly in Writing.

Sometimes the disadvantaged group can be significantly lower in attainment than non-disadvantaged however at AKPS we buck this local and national trend and our disadvantaged pupils perform in line with and in some cases out perform their non-disadvantaged peers and have done this consistently since 2017. We are aware that disadvantaged pupils who are also EHCP (Educational Health Care Plan) require additional support is provided to ensure they perform well from their starting points. We acknowledge this within our pupil premium plan (on our website www.akps.org.uk) . We buck the national trend with boys' and girls' outcomes and see boys performing well in writing. In 2026 KS2 Assessments for Writing 100% boys met the expected standard.

AKPS recognises that groups of pupils may be vulnerable to underachievement for a number of complex reasons, and is able to put the following measures in place to raise attainment:

- ☐ The school ensures that all teaching staff are aware of the groups that have experienced historic underachievement
- ☐ The school has a vulnerable pupil tracer which all teachers work to update and track pupils access, attainment and progress, attendance, health, and to help identify and remove any barriers for these pupils to ensure they flourish.
- ☐ The school ensures that all teachers have high expectations of all pupils, and individual pupils' progress and attainment is tracked, with a special focus on pupils who may be vulnerable to underachievement
- ☐ All teachers are aware that different factors can combine to exacerbate educational disadvantage, e.g. gender, being summer born, being eligible for free school meals, having special educational needs, being a young-carer etc.
- ☐ The school works closely with parents/carers to address any underachievement at an early stage, and is able to implement a wide variety of interventions AKPS seeks to narrow the attainment and achievement gap between boys and girls through rigorous tracking and assessment of data. The school carefully spends and monitors the impact of the spend of SEND and disadvantage budgets to ensure these groups of children make their very best progress from their starting points and compared to national.

Assemblies/Worship

- ☐ Gender balance of themes
- ☐ Gender balance of visitors

Curriculum

- ☐ Engage boys in 'writing for pleasure' activities using quality books as a key focus and stimuli in Reception classes and beyond Ensure high quality texts with a real range of genres. Global and local issues and cultures are explored across our curriculum.
- ☐ Focus to improve English skills of both lower and higher attainers across the school by ensuring all pupils engage with our 'culture of challenge'
- ☐ Buddies across the school
- ☐ Year 6 role models across the school providing a wide range of opportunities for all children to express themselves
- ☐ Teachers evaluate provision in the curriculum to ensure engagement with both genders

- ☐ Gender balance of reading books
- ☐ Gender balance through sport and music e.g. promoting female drummers, male singers e.g. Rocksteady, young voices, AKPS choir, visitors as role models and in sport female football and rugby teams as well as male go out to competitions and mixed teams
- ☐ STEM- opportunity for all and success with both female and male pupils in Engineering competition such as RIAT annual schools' competition winner's female and male engineers.
- ☐ Pupil leadership across the school and progressive responsibilities
- ☐ Star challenge lifts lid on learners and all learners are able to control their learning and challenge themselves to make their very best progress from their starting points.
- ☐ School focus work on embedding diversity across our 'Shine Curriculum'.
- ☐ Strong home school relationships to engage all families in ensuring high attendance and best outcomes for all pupils

Events

- ☐ Gender balance of school visitors
- ☐ Celebrating diversity within our school and in the community locally, nationally and globally e.g. our work on embedding diversity across our 'Shine Curriculum', our AKPS Global advocacy which is a Golden thread running through our Shine Curriculum.

English as an Additional Language (EAL)

Improved performance in Writing helped Wiltshire EAL learners narrow the gap with English first language pupils in Reading, Writing and Mathematics. This matches the national figure.

The local authority's Ethnic Minority Achievement Service (EMAS) continues to work with local schools to secure the achievement of EAL learners, and other learners. This includes work with individual children to assess, identify needs and recommend and support provision. It includes support from Bilingual Assistants both in the classroom and to help establish productive home-school partnerships. AKPS currently has pupils who are bilingual, we track them closely and work with parents/carers to ensure they are progressing well from their starting points. We use technology to support them. We have had excellent success with our EAL pupils and have ensured they flourish with us ready for the next stage of their educational journey beyond us. We have families at AKPS who are refugees and we have successfully supported them both pastorally and academically to flourish during their time with us.

In addition, the service works at a more strategic level. Recent work has included:

- ☐ providing training to specific groups including ECT (Early Career Teachers), Early Years Practitioners and other school staff to equip them with the skills and knowledge to meet learner's needs.

As always, EMAS believes that Wiltshire schools will also benefit more widely from strategies used with learners of EAL, as it is recognised that a focus on language and communication skills can benefit a broad range of students. This belief has recently been bolstered by the findings of Professor Steve Strand in English as an Additional Language (EAL) and

educational achievement in England, he showed an increase in the number of EAL learners in a school is associated with improved attainment by English first language children.

AK supports all children including those in ethnic minority groups and economically disadvantaged to achieve and attain to their potential.

- ☐ EMAS and EAL support (Wiltshire) for children and families
- ☐ EMAS and EAL training for teachers and teaching assistants
- ☐ Access to Parental Support Advisor (via Chippenham Partnership of Schools)
- ☐ Primary School cluster links
- ☐ Monitor balance of children accessing after school clubs and track their access to our 11 by 11 (Pupil Premium/Free School Meal entitlement etc.)
- ☐ Use of technology in school to support EAL families
- ☐ Our global curriculum supports all children to understand world issues and support families who may arrive at the school as refugees and ensure they are mindful of their context, empathetic and understanding e.g. Ukraine

SEND (Special Educational Needs)

Every school is required to identify and address the SEND needs of the pupils that they support. Information about the support provided by AKPS for pupils with special education needs and for disabled pupils is detailed in the SEND section of our school website.

SEND Pupils – Attainment Data

In Wiltshire children with SEND achieve well at the end of EYFS when their achievement at GLD is compared to the national average. Overtime time achievement has been above average for children with an EHCP and on SEND school support. KS2 children with SEND are making better progress in reading than nationally but progress is weaker in Writing and Maths. (SEND Strategy 2016-2020)

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. Our SEND pupils at AKPS achieve well from their starting points by the end of KS2 and move well to their secondary settings. We ensure additional support is provided by the secondary setting for these pupils, to give them additional support to aid a smooth and successful transition e.g. familiarisation visits, small send visits, activities at the school for familiarisation, photo story board and secondary preparation by AKPS staff in Summer of 2026 to help prepare for routine and expectations of secondary e.g. uniform, timetables, movement between classes, buses, day structure so they have an insight and prepared ahead of the change.

AKPS supports all children including those in with disability or SEN to achieve and attain to their potential.

- ☐ Reasonable adjustments for inclusion and to ensure equal opportunities for all
- ☐ Specific training for teachers and teaching assistants – Inclusion Development Programmes e.g. supporting children on the Autistic Spectrum

- SENDco provides training and monitoring for teaching assistants who support EHCP pupils
- All staff at AKPS are regularly trained in SEND to ensure continuous CPD, we receive his training cascaded by our SENDco and from outside agencies such as Wiltshire behaviour support team

The school SENDCo Sarah Igoe provides advice and support on this area of equalities.

Assemblies/Worship : We have been highly commended in our exceptional SIAMS inspection 2024

The inclusive, welcoming atmosphere is apparent from the moment you enter the school. This is a school where every child is valued as an individual, created in God's image, and nurtured for their unique talents.

- Daily worship brings everybody together, fully inclusive of all both in accessing the worship and taking part in leading the worship
- We provide every opportunity for positive role models, often lead from worship
- The Christian values which shape the children's lives are lived out by all

Curriculum

- Audit of resources and books to ensure they represent all groups in society
- Pupil tracking identifies children with disability and SEND, and tracks their progress, access, wellbeing and attendance
- Interventions in place, monitored (Whole School Provision Map)
- Boosting Reading at Primary Intervention including SEN/children with a Disability
- Outside support agencies e.g. Occupational therapist, Physical Impairment service, Physiotherapist
- Common Assessment Framework (CAF) for multi-agency support
- Multi Agency Forum (MAF) for multi-agency FOR MULTI AGENCY SUPPORT AND ADVICE
- Single Agency Referral Form (SARF) for single agency support
- 11 by 11 for AKPS to ensure all children access these unique opportunities- tracked and monitored by the inclusion lead (on school website) and RAG rated annually to ensure provision for all children.
- 'Shine Curriculum' bespoke to the needs of our pupils at AKPS
- Adaptive teaching used throughout our school via digital tech, practical equipment and star boards.

Events

- Additional transition arrangements and activities with secondary school for children with SEND
- SEND support assistant role to assist with IEP sharing and regular communication with parents and carers of SEND pupils

Faith and Belief We are a Church of England school and we are fully inclusive of all beliefs and faiths. We explore a range of faiths through our festivals and RE learning across the year including during our Global Advocacy which is at the heart of our 'Shine Curriculum' annual Global Awareness week where we explore different faith from across the school. Although we are proudly a Church of England school, we are inclusive of children of no faith, and other faith and we develop their views and respect for other views.

Data is not collected for monitoring purposes on Religion and Belief, so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

AKPS recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a particular faith or belief, or whether this relates to wider belief systems, and moral ethics.

AKPS is committed to supporting all our young people as they develop a personal relationship with their particular set of values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to religion and belief.

Wiltshire LA Anti-bullying Guidance specifically states that Religious Bullying can be identified as 'a negative or unfriendly focusing on religious difference or how somebody expresses their faith'. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. AKPS is aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that pupils are provided with accurate and appropriate information.

AKPS ensures all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils have the opportunity to celebrate a number of different religious festivals and learn from religious representatives from various communities.

Miss Katy Thomas and Mrs. Samantha Saville are the members of staff who provide advice and support on this area of equalities.

Assemblies/Worship

- ☐ Daily Worship using 'Roots and Fruits', iSing pop worship, celebration and with local church group for open the book.

Curriculum

- ☐ Use of Discovery RE scheme of work and the Understanding Christianity Scheme of work
- ☐ Visits to religious places of worship of different faiths
- ☐ Role play scenarios
- ☐ Topics to celebrate similarities and differences in faiths

Sexual Orientation/Different Families

This is one of the fastest changing areas of society, and one that is being addressed by AKPS. Different families may include:

- ☐ families with adopted children (including those headed by same-sex couples)
- ☐ families with foster children (including those headed by same-sex couples)
- ☐ families headed by grandparents/uncles and aunts
- ☐ single-parent families
- ☐ children with more than one home
- ☐ step or blended families
- ☐ Families with two mums/dads.

Celebrating different families is one of the ways AKPS has been recognising the differences and similarities between pupils. Same-sex couples are legally able to adopt children, and that this puts additional responsibility on schools to make sure that all families providing love and care for children feel welcome as part of the school community. Same-sex couples are being welcomed as foster carers and adopters for Wiltshire Looked-After children and the numbers of families headed by same-sex couples will continue to rise.

AKPS works with pupils to address any use of discriminatory and bullying language that would create an unequal school environment. The school confidently tackles homophobic language (and other discriminatory language) and supports pupils to create a school environment that values diversity.

AKPS has benefited from the information contained within the following resources which have informed and enhanced the work we are undertaking in this area: -

‘Valuing All God’s Children’

<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf>

The organisation ‘Stonewall’ has a wide range of information, advice and resources and AKPS utilises the information to ensure the school creates a positive and inclusive environment for all its pupils.

<http://www.stonewall.org.uk/our-work/education-resources>

Gender Identity

AKPS is aware of the support that we can access in relation to this equality issue, including that from the Local Authority. AKPS is able, with the help of the Local Authority if required, to appropriately support pupils and their parents/carers should the need arise.

In addition, this school is aware of the changes we can make to avoid unnecessary gender distinctions. Such changes introduced by the school not only ensure a more equal environment should there be pupils who are uncertain about their gender identity, but can also contribute to providing a clearer perspective with regard to reviewing our data on attainment gaps between girls and boys.

This school has flexibility within the school uniform, does not make any distinction between the sports that girls and boys can play, and endeavors not to divide pupils into groups solely based on their sex.

Gender identity is included in our anti-bullying policy.

The SENDco is the member of staff who will, in total confidence, provide or obtain support and advice for any pupil (and/or their parents/carers) who is experiencing gender variance or related bullying.

Our school has established a procedure for recording all incidents of prejudice-based bullying and this includes bullying relating to gender identity.