



PUBLIC SECTOR EQUALITY DUTY (PSED) REPORT

Author:	Principal
Approval needed by:	LGB
Consultation required	Director of Governance and Compliance
Adopted (date):	November 2019
Date of next review:	November 2020

Introduction

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The General Equality Duty requires our academy to have due regard to the need to:

- **Eliminate discrimination** harassment and victimisation and any other conduct that is prohibited under the Act.
- **Advance equality of opportunity** between people who share a relevant protected characteristic and those who do not share it.
- **Foster good relations** between people who share a relevant protected characteristic and those who do not share it.

The de Ferrers Academy is part of The de Ferrers Trust. Each academy within the Trust follows the Trust's overarching Equality Policy however, the Trust recognises that each academy often has its own challenges in terms of equality and to better perform the General Equality Duty, each academy has set a number of equality objectives pertinent to the context of their school and the community they serve.

Equality objectives are set every 4 years and progress against them is formally reviewed on an annual basis. This report details the outcome of each review.

Academy Background

The Academy is unusually large, having a total of 2,170 students – 1,113 at KS3; 695 at KS4; 362 at KS5 – and has increased its PAN in September 2018 from 350 to 410. To accommodate these numbers, the Academy operates across three sites. The Dove Campus is for Y7/Y8 to provide a “middle years” environment for students as they make the transition to secondary education. The Trent Campus for Y9-Y11 aims to prepare students for Level 2 courses which are predominantly GCSE and then start the majority of those courses in Y10. The Academy promotes an EBacc curriculum, with approximately 65% of students being entered for this measure. The Sixth Form Campus in the town centre provides a stepping stone to Higher Education, offering a mainly traditional A Level programme.

There are 44 different languages spoken in students' homes. The majority of our students, 72%, are from a white heritage background, and a significant number of students, 17%, have a Pakistani heritage. The faith profile of the Academy is as follows: 34% Christian, 15% Muslim and 47% of students have no specified religion. The Academy is developing its EAL provision as 14% of students are recorded as having English as an Additional Language; the proportions for this are slightly higher at KS3 than at KS4.

The Academy has 10% of students who are currently in receipt of a Free School Meal and 21% are in receipt of the Pupil Premium (Quintile 3). The Academy currently provides education for 20 Looked After Children, demonstrating the level of support that is provided for these students.

Objectives

The following Equality Objectives were set for the period November 2018 to November 2022.

- To improve attendance of APKN and Disadvantaged students to be at least in line with the national average
- To implement a range of strategies to ensure that Disadvantaged students close the gap with the national cohort
- To reduce the incidence of fixed term exclusions for SEND and Disadvantaged students
- To implement strategies to reduce the gender gaps

These objectives are reviewed annually and progress reported below.

Review

The Trust's Equality Policy covers a number of actions that the trust and each of its academies takes on a regular basis to comply with its Public Sector Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations. The review which is detailed below covers the objectives that we The de Ferrers Academy have set to further comply with this duty.

November 2019

Aim			
To advance equality of opportunity			
Objective 1	Why	How	Evidence/outcomes (Mar 2019)
To improve attendance of APKN and Disadvantaged students to be at least in line with the national average.	Both in-house and national data tell us that good attendance is a key factor in improving student outcomes. Historically, both student groups have not had strong attendance at the Academy. By improving attendance we aim to improve student outcomes and, thereby, life chances.	<p>Review of attendance strategies, including assemblies, rewards, league tables and increased parental contact.</p> <p>Employment of Academy EWO</p> <p>Extension of RADY approach to KS4</p>	<p>Current Attendance:</p> <p>PP: 91.4% (National 92.2% 2017) APKN: 95.04% (National 94.6% 2017)</p> <p>Persistent Absence:</p> <p>PP: 24% (National 24% 2017) APKN: 12.5% (National 12.7% 2017)</p>

Aim To advance equality of opportunity			
Objective 2	Why	How	Evidence
To implement a range of strategies to ensure that Disadvantaged students close the gap with the national cohort	The Academy is part of a long term RADY strategy which aims to “close the gap” for Disadvantaged students which widens dramatically after KS2. We are now in our fourth year of RADY and maintaining the focus by transferring the strategies from KS3 to KS4.	<p>As students arrive in Y7 we uplift the Disadvantaged students’ KS4 targets to put them in line with the remainder of the students – therefore aiming to diminish the difference. By uplifting targets it also means a number of Y7 students are placed in a higher set than they would have been in without this RADY uplift.</p> <p>Staff are therefore asked to try and find the gaps in understanding as students move up into Y7 and to plug these in order for effective learning to take place. They are encouraged to get to know their students and use simple strategies within the classroom, such as targeted questioning, marking books first, querying lack of homework, praise and encouragement etc.</p> <p>PP funding is also used to increase the Cultural Capital of Disadvantaged students through educational visits and experiences. Funding is also used to help provide Disadvantaged students with the necessary revision guides and equipment to help them reach their full potential.</p>	<p>We will not have definitive evidence until the summer exams 2020, but the current Y10 students (the students from the first year RADY was implemented) are already showing an improvement on past year groups.</p> <p>Data for PP students over last few years:</p> <p>Average Attainment 8 Grade: Summer 2017 exams 3.58 Summer 2018 exams 3.73 Current Y10 predictions 3.77</p> <p>Grades 9-5 in English and Maths Summer 2017 exams 22.5% Summer 2018 exams 25.7% Current Y10 predictions 27.3%</p> <p>We would hope to see these predictions rise further over the next year to close the gap between the national cohort further as a number of interventions are put in place and the focus remains on Disadvantaged students.</p>

Aim			
To eliminate discrimination and advance equality of opportunity			
Objective 3	Why	How	Evidence of FTE (Mar 2019)
To reduce the incidence of fixed term exclusions for SEND and Disadvantaged students.	As with Objective 1, the outcomes for these groups of students are dependent on attendance and historically higher fixed term exclusions have contributed to this not meeting expectations.	On-site Alternative Provision Off-site SEND Alternative Provision Inclusion Centres (Trent/Dove) Isolation as alternative to exclusion Expansion of SEND team SEND Hub (Trent)	PP: 6.67% (National 21.14% 2017) SEND: 8.91% (National 24.89 E/S; 25.6% K 2017)
Aim			
To eliminate discrimination and advance equality of opportunity			
Objective 4	Why	How	Evidence
To implement strategies to reduce the gender gaps.	Overall boys make less progress than girls despite having higher KS2 starting points.		