School name: Grampian Primary Academy

This document sets out equality information and objectives in relation to students and should be read in conjunction with the Anthem Whole-School Equality Policy.

Links to other policies:

- Behaviour & Ethos Policy
- Anti-bullying Policy

Equality objectives

(to be reviewed every four years)

Date objectives set: September 2022

Objectives:

- To reduce the GAP in attainment between boys and girls (SAT results for primaries and GCSE results for secondaries)
- To reduce the GAP in attendance between non-disadvantaged and disadvantaged students
- To reduce the GAP in exclusions between SEND and non-SEND students

Objectives – actions taken and progress

(to be reviewed annually)

Objective 1	Actions for academic year 2022-2023	Data & progress September 2023	Data & progress September 2024	Data & Progress September 2025	Data & Progress September 2026
To reduce the GAP in attainment between boys and girls	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences and use that to enact changes to the curriculum and	53% of boys achieved EXS in reading. 71% of girls achieved EXS in reading. 47% of boys achieved EXS in writing. 71% of girls achieved	50% of boys achieved EXS in reading compared to 70% of girls. 20%. The gap widened by widened by 2%. 50% of boys achieved EXS in writing	84% of boys achieved EXS in reading compared to 73% of girls. The gap has reversed with boys outscoring girls in reading. 74% of boys achieved	85% of girls achieved EXS+ in Reading, Writing and Maths combined compared to 67% of boys. This is a gap of 18pp. This is the first year girls have outscored boys, changing and growing

	provision to maximise the learning potential of all pupils.	EXS in writing. 67% of boys achieved EXS in maths. 50% of girls achieved EXS in maths. 40% of boys achieved combined. 50% of girls achieved combined.	compared to 65% of girls. This is a gap of 15%. The gap has closed by 9%. 67% of boys achieved EXS in Maths compared to 77% of girls. The gap was 10%. The gap has closed by 7% and reversed. 42% of boys achieved combined EXS compared to 41% of girls. The gap is 1%. The gap has closed by 9%.	EXS in writing compared to 73% of girls. The gap has closed. 79% of boys achieved EXS in Maths compared to 55% of girls. The gap has reversed with boys significantly outscoring girls. 63% of boys achieved combined EXS compared to 55% of girls. The gap has reversed with boys outscoring girls by 8%.	the gap. This is the same across Maths, Reading and Writing, with girls outscoring boys in all separate subjects. 12pp gap in Maths, 19pp gap in Reading and 18pp gap in Writing.
Objective 2	**Actions for academic year 2022-2023**	**Data & progress September 2023**	**Data & progress September 2024**	**Data & Progress September 2025**	**Data & Progress September 2026**
To reduce the GAP in attendance between non-disadvantaged and disadvantaged students.	Leaders will consult with pupils, staff and parents in relation to barrier to attendance, and respond in order to improve participation and access to school. Leaders will produce an attendance and pupil premium strategy in relation to their setting and implement	The attendance for all pupils last academic year was 93.3%. The attendance for FSM pupils last academic year was 92.9%. The current difference is -0.4%.	The attendance for all students last academic year was 94.2%. This is an improvement of 0.9%. The attendance of PP students was 93.6%. This is an improvement of 0.7%. The attendance gap is -0.6%. The gap has	The attendance for all students last academic year was 93.8%. This was 0.4% lower than last academic year. The attendance of PP students was 93.2%. This was 0.4% lower than last year. The attendance gap is -0.6%. The gap has	School attendance for 2025-2026 was 93.4%, a 0.4pp decrease on last year. Non-disadvantaged attendance was 95.0% compared to disadvantaged attendance of 92.5%. A gap of 2.5pp. The gap has widened, with disadvantaged

	accordingly. Leaders will continue to implement the Anthem attendance policy with fidelity and rigour.		widened by 0.2%.	stayed the same.	attendance dropping 0.7pp compared to last year.
Objective 3	**Actions for academic year 2022-2023**	**Data & progress September 2023**	**Data & progress September 2024**	**Data & Progress September 2025**	**Data & Progress September 2026**
To reduce the GAP in exclusions between SEND and non-SEND students,	Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups. Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly. Leaders will ensure all staff are well trained in managing pupils with SEND and managing pupil behaviour.	During this academic year there were 3 suspensions. These suspensions were for two students in total – one girl and one boy. 1/3 suspensions were from the SEN group. 1 of these students was a disadvantaged student.	There were no exclusions during this academic year. There were no fixed-term suspensions during this academic year.	There were 8 suspensions during this academic year. The suspensions were for 6 students – all 6 students were boys. 5 of the 8 suspension were from the SEN group.	There were 3 suspensions this academic year, 5 fewer than the previous year. 2 suspension were female, with 1 male. All 3 suspensions were pupil premium students, with all 3 students receiving SEND provision.

Objectives are set up for a four-year period and statistical data is published annually. The information contained on this form is reviewed on an annual basis by the Headteacher and the Anthem Director of Education