School Equalities Policy

Reviewed on	October 2026	Review frequency	Two Years
Next review due	October 2028	Template Yes / No	Yes
Owner	Director of Education – Primary	Approved by	DCEO

1. History of Policy Changes

Date	Page	Change	Origin of Change
Oct 26		Annual Review	

2. Contents

1. History of Policy Changes 2
2. Contents 2
3. Introduction 3

National and Legal Context 3

School Context 4

Principles 4

Application of the public sector equality duty 6

4. Curriculum, teaching and wider opportunities 6
5. Reasonable adjustments 6
6. Uniform and admissions 6
7. Behaviour, suspensions and permanent exclusions 6
8. Gender reassignment and gender-questioning pupils 6

Addressing prejudice and prejudice-related bullying 7

Roles and responsibilities 7

Appendix A Equalities Information 8

Pupil Equality Data 9

Proportionate review of equality information 12

Appendix B Equality Objectives 13

Date of publication: 19



3. Introduction

Sholing Infant School welcomes our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the Hamwic Equalities Policy.

National and Legal Context

We recognise our duties under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations. In relation to pupils receiving education, the relevant protected characteristics are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage or civil partnership relate primarily to employment duties and are not generally protected characteristics in relation to pupils receiving education. Employment matters are addressed through the Hamwic Education Trust equality policies.

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Our school is a 3-form entry infant school in Sholing on the outskirts of Southampton. As of October 2026, we have 255 children on roll. Our pupils have a wide range of educational, medical and social needs. We have 18% of pupils on the SEND register, which is below the national average of 19.4%. We had 2.7% of pupils with an EHCP which is below the national average of 3.5%. We have 29.4% of pupils claiming free school meals, however this number often rises over the course of the school year. This is higher than the national average of 26.5%. As of October 2026, we have 19.2% of children with EAL, 6.1% of whom are also on the SEND register. We currently have a roughly even split of boys and girls on roll, with 54% boys in the school. However, our current Year R cohort have 62.5% boys.

We collect equality information and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by several principles. All pupils, families and staff are of equal value.

We see all pupils, potential pupils, their parents and carers, and staff as of equal value: -

• Whether they are disabled

- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex or whether they have the protected characteristic of gender reassignment
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status
- We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics: -

- Disability – we note that reasonable adjustments may need to be made
- Sex and gender reassignment – we recognise that pupils may have different needs and must not experience unlawful discrimination, harassment or victimisation
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – relevant primarily to employment equality duties

- Sexual orientation – pupils and members of the school community must not experience disadvantage, discrimination or harassment because of their sexual orientation
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage because of pregnancy or having recently given birth
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote: -

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff and follow the Hamwic Education Trust's Disability and Equality policy. We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. We consult and involve, to ensure that views are heard.

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are considered. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We aim to foster greater community cohesion. We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We base our practices on sound evidence. We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

We set ourselves specific and measurable equality objectives. We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and consider both national, county and school level priorities.

We will set ourselves new objectives every four years but keep them under review and report annually on progress towards achieving them.

Application of the public sector equality duty

The three statutory aims inform all areas of school life, including:

- admissions and attendance;
- curriculum access;
- attainment and progress;
- behaviour, suspensions and permanent exclusions;
- safeguarding;
- participation in trips, clubs and wider opportunities; and
- policy development and decision-making.

4. Curriculum, teaching and wider opportunities

The school will actively identify and address bias and stereotyping in teaching, learning and the wider curriculum. Resources will be selected and reviewed so that they reflect diversity appropriately. We will provide equitable access to the curriculum, enrichment, trips, clubs and wider opportunities; foster respectful discussion, positive relationships and a sense of belonging; and take proportionate positive action where evidence shows that particular groups experience disadvantage.

5. Reasonable adjustments

The school will take reasonable steps to avoid disabled pupils being placed at a substantial disadvantage. This duty applies to curriculum access, classroom organisation, timetabling, facilities, trips, clubs and wider school activities.

We will proactively consider individual needs and, where reasonable, provide auxiliary aids and services. Decisions will be informed by consultation with the pupil, parents or carers, the SENCO and other relevant professionals. Further information is set out in the school accessibility plan and SEND arrangements.

6. Uniform and admissions

Uniform expectations will be applied consistently. The school will consider reasonable adjustments linked to disability and reasonable requests arising from sincerely held religious belief. Admissions criteria will be applied consistently and without unlawful discrimination. Decisions will be made individually, with appropriate regard to safeguarding, welfare, health and safety and the rights and dignity of others.

7. Behaviour, suspensions and permanent exclusions

Before imposing a sanction, the school will consider whether the behaviour may be linked to disability or additional need; whether appropriate support was in place; whether reasonable adjustments are required; and whether the proposed sanction is proportionate. The school will monitor behaviour, suspension and permanent exclusion information to identify any disproportionate impact on groups of pupils and will take action where patterns of concern emerge.

8. Gender reassignment and gender-questioning pupils

Gender reassignment is a protected characteristic under the Equality Act 2010. A pupil may have this protected characteristic where they are proposing to undergo, are undergoing or have undergone a process to reassign their sex; medical treatment is not required. Gender questioning is a wider term and does not automatically mean that a pupil has the protected characteristic of gender reassignment.

The school will respond sensitively and, on an individual, child-centred basis. The pupil's welfare and safeguarding will be paramount, and the Designated Safeguarding Lead will be involved where appropriate. Parents or carers will

normally be involved unless there are reasonable grounds to believe that doing so may create a risk of significant harm; in those circumstances, the DSL will determine the appropriate safeguarding response.

Any decisions about names, records, privacy, toilets, changing arrangements or residential visits will be considered individually, recorded with reasons, kept confidential on a need-to-know basis and reviewed when circumstances change. The school will have regard to safeguarding, biological sex where relevant, privacy, dignity and the rights of other pupils. The lawful beliefs and dignity of all members of the school community will be respected, and bullying, harassment or discrimination will not be tolerated.

This is a legally sensitive and developing area. This section and any related school decisions must be checked against current Trust legal advice before publication or implementation.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including but not limited to prejudice related to protected characteristics.

Discriminatory, prejudice-related, bullying and harassment incidents must be reported promptly, recorded consistently, investigated and addressed. Parents or carers will be informed where appropriate. The school will analyse incidents for patterns and report relevant information to governors and the Trust through agreed monitoring arrangements.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:-

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Appendix A Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We consider how well we achieve these aims in relation to disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage or civil partnership relate primarily to employment duties and are not generally protected characteristics in relation to pupils receiving education.

We have also involved staff, pupils, parents and others in the following ways:

- School council questions
- Parent questionnaires
- Staff survey

Overall most parents and staff felt that we are currently meeting or partially meeting all of the aims above.

- All children in the school council said that they feel safe in school, one child said *'the teachers help you and make me feel safe'*
- The children identified that adults in school would help them to make new friends if they needed help *'I made friends by myself but the adults help children who feel lonely on the playground'*
- The children on the school council felt that all children are treated fairly and they mentioned the following things as examples of that:
    - *'when anyone does good writing then our teacher says well done.'*
    - *'we all get to move our name up and get a smiley if we are good.'*
    - *'or if people are making bad choices they move their name down but it is the same for all of us.'*
    - *'the teacher includes everyone in the learning and lets us all put our hand up to talk.'*

Pupil Equality Data

	Number (whole school) 256	Attendance % (whole School) 96.3%	Outcomes Phonics screen 90% (average of Y1 & Y2 data)	Outcomes Y2 reading outcomes 81.6%	Outcomes Y2 writing outcome 70.1%	Outcomes Y2 maths outcome 81.6%
Boys	138	95.9%	87.5%	69.4%	55.6%	80.6%
Girls	118	96.7%	95.5%	90.2%	80.4%	82.4%
EAL (English as an additional language)	49	96.2%	88%	100%	100%	100%
SEN (Special Educational Needs)	41	94.6%	83.5%	30.8%	23.1%	46.2%
FSM (Free School Meals)	75	93.6%	75.5%	60.0%	46.7%	66.7%
EHCP (Education Health and care plan)	5	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
LAC (Looked after Child)	0	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Service children premium	2	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
African Asian	2	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Any other Asian Background	2	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group

	Number (whole school) 256	Attendance % (whole School) 96.3%	Outcomes Phonics screen 90% (average of Y1 & Y2 data)	Outcomes Y2 reading outcomes 81.6%	Outcomes Y2 writing outcome 70.1%	Outcomes Y2 maths outcome 81.6%
Any other Ethnic Group	3	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Any other mixed background	9	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Any other white background	10	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Black African	5	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Chinese	2	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Gypsy/Roma	1	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Indian	5	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Not yet obtained	8	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Other Asian	2	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group

	Number (whole school) 256	Attendance % (whole School) 96.3%	Outcomes Phonics screen 90% (average of Y1 & Y2 data)	Outcomes Y2 reading outcomes 81.6%	Outcomes Y2 writing outcome 70.1%	Outcomes Y2 maths outcome 81.6%
Other Black	1	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Other Ethnic Group	1	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Other white British	3	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Pakistani	2	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
White British	170	96.2%	Data unavailable at this level	Data unavailable at this level	Data unavailable at this level	Data unavailable at this level
White English	7	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
White – Irish Traveller	1	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
White and any other ethnic group	3	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
White and Asian	4	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group

Proportionate review of equality information

The school will proportionately review relevant information to understand inequalities, identify barriers and inform improvement. This will include, where appropriate:

- pupil outcomes;
- attendance;
- suspensions and permanent exclusions;
- behaviour and safeguarding information;
- bullying, harassment and prejudice-related incidents;
- access to enrichment and wider opportunities; and
- patterns affecting pupils who share protected characteristics.

Monitoring will be proportionate. The school will not collect or retain more personal data than is necessary for this purpose and will handle information in accordance with data protection requirements.

Further Performance Data can be found in the Statutory Information section on our Website.
The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: October 2026

Date for review and re-publication: October 2027

Appendix B Equality Objectives

We recognise that the public sector equality duty has three aims:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To foster good relations between people who share a protected characteristic and those who do not

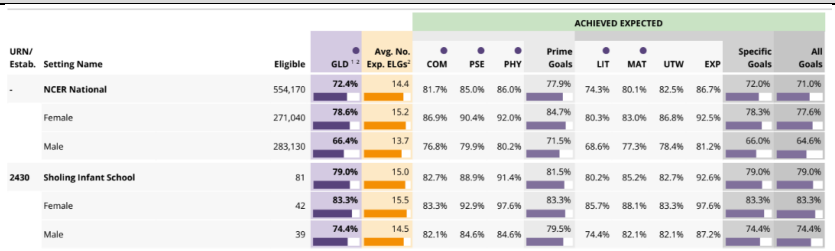
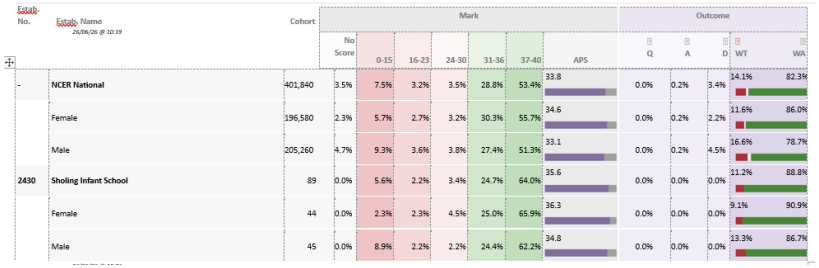
We have considered how well we achieve these aims in relation to disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage or civil partnership relate primarily to employment duties and are not generally protected characteristics in relation to pupils receiving education.

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective	Milestones	Review	Final review
Objective 1: To improve the outcomes for boys across all core subjects (reading, writing and maths) in Key Stage 1 and	2024 data has improved on the previous year however this objective still needs to be a focus so that we can reduce the gap further. - Provision in EYFS was matched to the interests of	**2026 Review** **EYFS**	

Objective	Milestones	Review	Final review
all prime and specific areas of learning in EYFS so that it is in line with the attainment of girls at Sholing Infant School.	boys to encourage their learning through play - Introduction of Little Wandle phonics means children not keeping up with the teaching has bespoke intervention to catch them up - The gap in EYFS is significant so that will be a focus. Adaptations to provision in EYFS will be made throughout the year to meet the needs of the pupils and support them in making good progress. - Interventions planned carefully to meet the needs of the children. - Supporting PSED outcomes through o Explicit teaching of feelings that we experience, key focus on anger, frustration, sadness. o Teach agreed actions that we can take when we experience these feelings - agreed strategies for staff to model and children to replicate. Consistent agreed	 ACHIEVED EXPECTED URN/ Estab. / Setting Name / Eligible / GLD [1,2] / Avg. No. Exp. ELGs[2] / COM / PSE / PHY / Prime Goals / LIT / MAT / UTW / EXP / Specific Goals / All Goals - NCER National 554,170 72.4% 14.4 81.7% 85.0% 86.0% 77.9% 74.3% 80.1% 82.5% 86.7% 72.0% 71.0% Female 271,040 78.6% 15.2 86.9% 90.4% 92.0% 84.7% 80.3% 83.0% 86.8% 92.5% 78.3% 77.6% Male 283,130 66.4% 13.7 76.8% 79.9% 80.2% 71.5% 68.6% 77.3% 78.4% 81.2% 66.0% 64.6% 2430 Sholing Infant School 81 79.0% 15.0 82.7% 88.9% 91.4% 81.5% 80.2% 85.2% 82.7% 92.6% 79.0% 79.0% Female 42 83.3% 15.5 83.3% 92.9% 97.6% 83.3% 85.7% 88.1% 83.3% 97.6% 83.3% 83.3% Male 39 74.4% 14.5 82.1% 84.6% 84.6% 79.5% 74.4% 82.1% 82.1% 87.2% 74.4% 74.4% • At the end of EYFS in 2026 boys at Sholing Infant School outperformed boys nationally with 76.9% of boys at SIS achieving the ELG for writing compared to 75.1% nationally, and 87.2% of boys at SIS achieving the writing ELG compared to 70.2 % nationally. • 74.4% of boys at SIS achieved a GLD compared to 66.4% nationally. **PSC**  Estab. No. / Estab. Name 26/06/26 @ 10:19 / Cohort / Mark: No Score, 0-15, 16-23, 24-30, 31-36, 37-40, APS / Outcome: Q, A, D, WT, WA - NCER National 401,840 3.5% 7.5% 3.2% 3.5% 28.8% 53.4% 33.8 0.0% 0.2% 3.4% 14.1% 82.3% Female 196,580 2.3% 5.7% 2.7% 3.2% 30.3% 55.7% 34.6 0.0% 0.2% 2.2% 11.6% 86.0% Male 205,260 4.7% 9.3% 3.6% 3.8% 27.4% 51.3% 33.1 0.0% 0.2% 4.5% 16.6% 78.7% 2430 Sholing Infant School 89 0.0% 5.6% 2.2% 3.4% 24.7% 64.0% 35.6 0.0% 0.0% 0.0% 11.2% 88.8% Female 44 0.0% 2.3% 2.3% 4.5% 25.0% 65.9% 36.3 0.0% 0.0% 0.0% 9.1% 90.9% Male 45 0.0% 8.9% 2.2% 2.2% 24.4% 62.2% 34.8 0.0% 0.0% 0.0% 13.3% 86.7% • At the end of Y1 boys at SIS outperformed boys nationally in the PSC with 86.7% of boys at SIS achieving the standard of the screen compared to 78.7% nationally. • 62.2% of boys at SIS achieved a score of 37-40 (highest percentile) compared to 51.3% of boys nationally.	

<table>
<tr><th>Objective</th><th>Milestones</th><th>Review</th><th>Final review</th></tr>
<tr><td></td><td>visual cues for these strategies alongside visual ‘feelings’
○ Support by visual displays around the school and in classrooms.
- Little Wandle interventions continued to run all year and children made good progress in the interventions, however phonics will continue to be a focus this year to continue to close the gap between girls and boys.
- Provision in EYFS was matched to the interests of the children however the gap between boys and girls GLD has remained wide. There is significantly more girls than boys in this year group. This year there will be a focus on progression in continuous provision to ensure the children are making good progress and the gap</td><td>End of KS1 Data

All children

<table>
<tr><th>Grouped by:
Year Groups (not EYFS)</th><th colspan="2">Combined</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Mathematics</th></tr>
<tr><th></th><th colspan="2">Expected & Above</th><th colspan="2">Expected & Above</th><th colspan="2">Expected & Above</th><th colspan="2">Expected & Above</th></tr>
<tr><th></th><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th></tr>
<tr><td>Year 2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>⊞ Prior Attainment (86)</td><td>67</td><td>77.9%</td><td>77</td><td>89.5%</td><td>68</td><td>79.1%</td><td>77</td><td>89.5%</td></tr>
<tr><td>⊞ Projected Target 25/26 (86)</td><td>69</td><td>80.2%</td><td>75</td><td>87.2%</td><td>72</td><td>83.7%</td><td>76</td><td>88.4%</td></tr>
<tr><td>⊞ Summer Teacher Assessments 25/26 (87)</td><td>58</td><td>66.7%</td><td>71</td><td>81.6%</td><td>61</td><td>70.1%</td><td>71</td><td>81.6%</td></tr>
</table>

Girls

<table>
<tr><th>Grouped by:
Year Groups (not EYFS)</th><th colspan="2">Combined</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Mathematics</th></tr>
<tr><th></th><th colspan="2">Expected & Above</th><th colspan="2">Expected & Above</th><th colspan="2">Expected & Above</th><th colspan="2">Expected & Above</th></tr>
<tr><th></th><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th></tr>
<tr><td>Year 2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>⊞ Prior Attainment (50)</td><td>44</td><td>88%</td><td>47</td><td>94%</td><td>45</td><td>90%</td><td>45</td><td>90%</td></tr>
<tr><td>⊞ Projected Target 25/26 (50)</td><td>45</td><td>90%</td><td>46</td><td>92%</td><td>47</td><td>94%</td><td>45</td><td>90%</td></tr>
<tr><td>⊞ Summer Teacher Assessments 25/26 (51)</td><td>38</td><td>74.5%</td><td>46</td><td>90.2%</td><td>41</td><td>80.4%</td><td>42</td><td>82.4%</td></tr>
</table>

Boys</td><td></td></tr>
</table>

Objective	Milestones	Review	Final review
	between boys and girls will begin to close. Continued focus on mood monsters to support PSED development	*Grouped by: Year Groups (not EYFS)* **Combined** / **Reading** / **Writing** / **Mathematics** — Expected & Above *Year 2* Prior Attainment (36): 23 (63.9%) / 30 (83.3%) / 23 (63.9%) / 32 (88.9%) Projected Target 25/26 (36): 24 (66.7%) / 29 (80.6%) / 25 (69.4%) / 31 (86.1%) Summer Teacher Assessments 25/26 (36): 20 (55.6%) / 25 (69.4%) / 20 (55.6%) / 29 (80.6%) • Outcomes for boys are below the projected targets set, most significantly in writing and reading. • Compared to projected national %, boys are slightly above boys nationally for reading, maths but are below in writing and combined. READING / WRITING / MATHS / RWM* NCER National: 32,960 — 28.2% 71.7% 19.2% / 35.4% 64.4% 9.9% / 27.6% 72.4% 17.0% / 60.1% 7.0% Female: 16,290 — 25.3% 74.6% 21.0% / 30.0% 70.0% 12.0% / 27.9% 72.0% 13.6% / 63.8% 7.6% Male: 16,670 — 31.0% 68.8% 17.5% / 40.8% 59.0% 7.8% / 27.3% 72.7% 20.3% / 56.4% 6.4% 2430 Sholing Infant School: 87 — 18.4% 81.6% 24.1% / 29.9% 70.1% 9.2% / 18.4% 81.6% 17.2% / 66.7% 5.7% Female: 51 — 9.8% 90.2% 33.3% / 19.6% 80.4% 15.7% / 17.6% 82.4% 17.6% / 74.5% 9.8% Male: 36 — 30.6% 69.4% 11.1% / 44.4% 55.6% 0.0% / 19.4% 80.6% 16.7% / 55.6% 0.0%	

Objective 2: To further develop strategies and opportunities that will prepare	Ensure that the school vision and values are shared in assemblies - Ensure that diversity is celebrated in assemblies	**2026 Review** As a school we have continued to offer a diverse range of experiences and opportunities for the children namely: Assembly celebrations for - Eid	

children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community.	- School workforce is more diverse and adult role models reflect pupils in school. - Audit resources and ensure that resources across the curriculum reflect the diversity of modern Britain and pupils in our school. - Development of cross- curricular links throughout the curriculum to reflect the diversity in both our school and wider community. - Broaden our curriculum content to ensure that our teaching reflects achievements of people from a range of races/cultures, e.g. include the work of Mary Seacole as well as Florence Nightingale in history, include learning about the work of artists from a variety of backgrounds etc. - Mental health woven more directly into PSHE curriculum so that children know how they can ensure good mental health, know where to go for help if things start to go wrong or become difficult i.e. if diversity is not respected. - CPD for staff to develop understanding of mental health within children. - Identify a governor to monitor the impact of the school's actions in terms of this target. - Resources in school including toys in EYFS and books in KS1 are more reflective or a diverse society - The school vision and values will continue to be shared through assemblies - Ensure music shared in singing assemblies is from a range of cultures	- Chinese New Year - Diwali Visits from the local church (St Mary's) for Easter and Christmas The curriculum continues to reflect the diversity in the school and across modern Britian through - Books and resources that are made available to the children - Curriculum content that reflects our local area	

	- Curriculum enhancements such as visitors represent a diverse range of cultures and ethnic backgrounds.		
Objective 3: To continue to review and improve arrangements and provision for pupils with disabilities in school, with a specific focus for children with an ASD or ADHD diagnosis, or those children that have been referred and are on the waiting list for assessment.	- There has been an increase in children with an ASD or ADHD diagnosis in school, as well as an increase of children that have been referred to CAMHS for assessment. - PECS has been introduced as a whole school approach and is being used in all classrooms. - Mood monsters consistently used across the school to support children understanding their emotions with opportunities for children to discuss with adults regularly. - 'Lunch bunch' reinstated and accessed by pupils who need support regulating themselves. - 'Sensory circuits' intervention running in the morning to support pupils with ADHD or traits of ADHD settle into school in the morning. - ASD / ADHD register started including children waiting for assessment. - staff CPD to raise awareness of ASD presentation in girls has resulted in a higher number of girls being referred for assessment. - Sensory room will be updated so that children can access this when they need sensory regulation. - SENCo and teachers are working directly with external agencies to ensure sensory	**2026 Review** During 2026 we have worked on the following areas to ensure high quality provision for all children: - Lunch Bunch run by Trauma Informed Practitioner for children who need additional support or a quieter space at lunch times - Sensory circuits used by trained staff to help children regulate particular at the start of the day or at key transition points - Parents supported with the Right to Choose option for neurodivergent diagnosis - Sensory room redevelopment to support children with a calm area when dysregulated - Cabin area developed and set up to provide small group and reduced classroom support for EHCP and LA children in EYFS	

	needs linked to ASD and ADHD are being met for specific pupils. - Attention Autism intervention running to ensure children with focus and attention needs are developing these skills.		

Date of publication: October 2026

Date for review and re-publication: October 2027

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.