



## South Molton United C of E Primary School Equality Plan: Annual Review 2025

### Equality Objective 1

To narrow the gap in attainment between groups of children, girls and boys and disadvantaged and non-disadvantaged.

Description of the improvement needed

#### GIRLS AND BOYS

##### 2023-24 Outcomes Data

Reception GLD:

Girls 71% Boys 60% Gap 11%

Year One PSC

Girls 93% Boys 92% Gap 1% (Please note this is down to size of cohorts)

KS1 SATS

Reading

Girls 87% Boys 50% Gap 37%

Writing

Girls 73% Boys 57% Gap 16%

Maths

Girls 67% Boys 71% Gap -4%

Year 4 MTC

SCORING 20+/25

Girls 63% Boys 56% Gap 7%

Year 6 KS2 SATS

Reading

Girls 75% Boys 72% Gap 2%

Writing

Girls 69% Boys 67% Gap 2%

Maths

Girls 56% Boys 60% Gap -4%



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### DISADVANTAGED AND ALL

**2023-24 Outcomes Data** – Please note that some cohorts for PP are quite small.

Reception GLD:

PP: 50% ALL: 67% GAP 17%

YEAR ONE PSC

PP: 80% ALL: 92% GAP 12%

KS1 SATS

Reading

PP: 77% ALL: 69% GAP -8%

Writing

PP: 67% ALL: 66% GAP -1%

Maths

PP: 67% ALL: 69% GAP 2%

Year 4 MTC

Average Score

PP: 18.14 ALL: 19.14

Year 6 KS2 SATS

Reading

PP: 73% ALL: 74% GAP 1%

Writing

PP: 55% ALL: 68% GAP 13%

Maths

PP: 45% ALL: 58% GAP 13%

Within the school we want to reduce in school gaps between girls and boys and between disadvantaged pupils and non-disadvantaged pupils. We also want to narrow gaps with national comparators.

### Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact



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To continue to improve the quality of teaching in each class so that teaching is extremely precise.	All staff	Ongoing	Steplab Instructional Coaching.	Steplab instructional coaching for all teachers show that over time teaching becomes increasingly precise.  Over time, gaps narrow and attainment and progress rise across key indicators.
To use targeted interventions to raise attainment and narrow gaps for groups.	KS Leads SENDCO	Ongoing	Half termly staff/phase meeting to look at half termly interventions.	Over time, gaps narrow and attainment and progress rise across key indicators.

### Summary

#### GIRLS AND BOYS

#### 2024-25 Outcomes Data

Reception GLD:

Girls 76% Boys 64% Gap 12%

Year One PSC

Girls 70% Boys 75% Gap 5% (Please note this is down to size of cohorts)

Year 4 MTC

SCORING 20+/25

Girls 71% Boys 79% Gap 8%

Year 6 KS2 SATS

Reading

Girls 63% Boys 67% Gap -4%

Writing

Girls 63% Boys 50% Gap 13%

Maths

Girls 58% Boys 42% Gap 16%



## South Molton United C of E Primary School Equality Plan: Annual Review 2025

### DISADVANTAGED AND ALL

**2024-25 Outcomes Data** – Please note that some cohorts for PP are quite small.

Reception GLD:

PP: 29% ALL: 71% GAP 42%

YEAR ONE PSC

PP: 57% ALL: 71% GAP 14%

Year 4 MTC

Average Score

PP: 13.1 ALL: 21.21

Year 6 KS2 SATS

Reading

PP: 54% ALL: 65% GAP 11%

Writing

PP: 38% ALL: 58% GAP 20%

Maths

PP: 38% ALL: 52% GAP 14%

### Equality Objective 2

**To improve the attendance between groups of children, disadvantaged pupils and non-disadvantaged pupils and SEND and non SEND pupils.**

#### Description of the improvement needed

In common with the national trend, attendance has become an issue to address within the school. The gap in attendance for pupils who are disadvantaged and non-disadvantaged remains high. We would like to reduce the number of disadvantaged pupils who are persistently absent by at least half over the next two years.



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### Attendance Data 2022-23

Whole School: 93.1% (5.8% Authorised Absence and 1.1% Unauthorised Absence)  
 Girls: 92.8% (5.8% Authorised Absence and 1.4% Unauthorised Absence)  
 Boys: 93.3% (5.8% Authorised Absence and 0.8% Unauthorised Absence)  
 FSM: 89.9% (8.2% Authorised Absence and 1.9% Unauthorised Absence)  
 SEND support: 92.4% (6.7% Authorised Absence and 0.9% Unauthorised Absence)  
 SEND ECHP: 88.6% (9.7% Authorised Absence and 1.7% Unauthorised Absence)  
 Persistent Absence: 22.7%

### Attendance Data 2023-24

Whole School: 93.7% (5.0% Authorised Absence and 1.2% Unauthorised Absence)  
 Girls: 93.4% (5.3% Authorised Absence and 1.2% Unauthorised Absence)  
 Boys: 94.0% (4.7% Authorised Absence and 1.2% Unauthorised Absence)  
 FSM: 90.5% (7.5% Authorised Absence and 1.9% Unauthorised Absence)  
 SEND support: 91.1% (7.2% Authorised Absence and 1.6% Unauthorised Absence)  
 SEND EHCP: 89.4% (10.5% Authorised Absence and 0.1% Unauthorised Absence)  
 Persistent Absence: 19.9%

### Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To raise the profile and expectations amongst parents/carers of attendance and the importance of good attendance.	All staff	Ongoing	Attendance Champion costs (Pastoral Lead 0.5 day per week) CPD – Raising attendance (£200)	Over time the rate of attendance within the school improves to be above national averages and the percentage of pupils who are persistently absent reduces by half from baseline of 22% (2022-23).
To target vulnerable pupils who have previously been P.A. and raise attendance	Pastoral Lead	Ongoing	Attendance Champion costs (Pastoral Lead 0.5 day per week)	Attendance for vulnerable groups (FSM and SEND) shows at least a 2% improvement over the academic year. The proportion of pupils who are P.A. reduce to below 15% by end of 2024-25.



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through work in school and with families.				
<p><b>Summary</b></p> <p><b>Attendance Data 2024-2025</b></p> <p>Whole School: 94.2% (4.3% Authorised Absence and 1.45% Unauthorised Absence)</p> <p>Girls: 93.9% (4.4% Authorised Absence and 1.7% Unauthorised Absence)</p> <p>Boys: 94.6% (4.2% Authorised Absence and 1.2% Unauthorised Absence)</p> <p>FSM: 89.43% (7.5% Authorised Absence and 3.07% Unauthorised Absence)</p> <p>SEND support: 91.36% (6.31% Authorised Absence and 2.34% Unauthorised Absence)</p> <p>SEND EHCP: 89.68% (8.95% Authorised Absence and 1.37% Unauthorised Absence)</p> <p>Persistent Absence: 15.6%</p> <p>Attendance for all pupils and children with SEND are close to average, attendance for FSM pupils is below national average and represents a small decline by around 10% compared with previous year.</p>				
<p><b>Equality Objective 3</b></p> <p><b>Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, increasing understanding between pupils from different faith communities and increasing understanding of protected characteristics.</b></p>				
<p><b>Describe the improvement that was needed</b></p> <p>The curriculum for personal development does not provide pupils with sufficient knowledge of fundamental British values, different faiths and cultures and protected characteristics. The school should review the current curriculum to ensure that pupils have more opportunities to learn about other faiths, equality and citizenship.</p>				
<p><b>Key strategies that were planned to address this</b></p>				
<b>Action</b>	<b>Who was the lead</b>	<b>How was it monitored</b>	<b>How was it achieved</b>	<b>Impact</b>



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To implement new R.E. curriculum (Devon and Torbay Agreed Syllabus 2024-29).	Head	From September 2024	NATRE Subscription (£199) CPD (£200)	R.E. lead to evaluate the implementation of the curriculum and complete termly Subject Leader activities to check the impact of the curriculum.
To ensure that the programme of Collective Worship, R.E. and PSHE provides pupils with a comprehensive understanding of difference and diversity.	Head and PSHE Lead, R.E. Lead and	From September 2024	One Decision Training (All Staff) 3 hours of staff meeting time.	Subject Leads to evaluate the planned curriculum to ensure that there is sufficient time devoted to difference and diversity.
To further develop opportunities for Pupil Voice to evaluate the impact of the planned curriculum.	Subject Lead	Ongoing	Termly Subject Leader release.	Subject Leads to conduct pupil voice activities with sample of pupils to evaluate the impact of the curriculum on pupils attitudes, knowledge and skills with relation to difference and diversity.

### **Summary**

Natre subscription and new syllabus embedded across the school. Subject monitoring shows that curriculum is being delivered in line with intention. Subject leader monitoring shows that pupils are showing increasing awareness and understanding of diversity and difference. Cultural Champions are booked to visit this academic year to further develop our children's awareness and appreciation of diversity. There continues to be an increasing frequency of opportunities for pupil voice.

### **Equality Objective 4**

**Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.**



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### Describe the improvement that was needed

The curriculum for personal development does not provide pupils with sufficient knowledge of fundamental British values, different faiths and cultures and protected characteristics. The school should review the current curriculum to ensure that pupils have more opportunities to learn about other faiths, equality and citizenship.

### Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To review CPOMS logs each half term to enable early identification of patterns and trends.	Head	Half termly	N/A	Half termly monitoring by safeguarding team. Input into Collective Worship programme and PSHE curriculum.
Review of attendance data to look for correlation and patterns with bullying.	Pastoral Lead and Head	Half termly	N/A	Incidents of bullying reduce.
To proactively use the curriculum and collective worship to prevent bullying, racism and prejudice.	Curriculum Lead RE and PSHE Leads	Termly		Incidents of bullying, prejudice and racism reduce over time.

### Summary

Termly CPOMS analysis shows that bullying incidents remain low. Incidents of bullying, prejudice and racism have reduced over time from baseline in 2022-23.



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### Equality Objective 5

**To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.**

#### Describe the improvement that was needed

The school is becoming increasingly diverse, for example significantly greater numbers of EAL pupils and increasing neurodiversity, we want to ensure that all staff have the tools to support pupils and make sure all staff and pupils feel included in the school.

#### Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To embed adaptive teaching approaches to make whole class teaching more inclusive.	SLT	Ongoing	Total of 12 hours of staff meeting times over the year. Ongoing Steplab	Steplab instructional coaching shows that adaptive teaching strategies become increasingly well embedded in each class.
To ensure that resources to support EAL pupils and neurodiverse pupils are available.	SENDCO	Ongoing	OAIP Audit £500 BUDGET for resources.	Learning walks show use of resources to support pupils.

#### Summary

Steplab is well embedded across the school.

OAIP Non-Pupil Day in October 2025 for all staff supporting consistency of approach, this builds on a focus on Adaptive teaching last academic year and a whole school focus on the small steps to become a writer this academic year including necessary adaptations for those that need them. EP to attend two twilights for the teaching team on working memory in the Autumn term. Resources to support EAL and neurodiverse pupils are well in place.