

Dixons Trinity Chapeltown

Equality Objectives 2023 - 2027

Equality Objective 1:

To increase the representation of teachers from minority ethnic communities over a four-year period (Sep 2023 to Aug 2027), so that this group increases from 22% to, at least, 40% of the teaching workforce.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.

A substantial proportion of our students (over 98%) are from minority ethnic groups, with the majority coming from Pakistani and Afro-Caribbean backgrounds. However, only 22% of our teaching staff are from minority ethnic groups.

We believe that the ethnicity of our workforce should be more reflective of the population served:

- a. Minority teachers serve as role models for minority students.
- b. Minority teachers may have a greater opportunity to improve the academic success and positive school experiences of minority students.

This objective was chosen after consultation with governors.

To achieve this objective we plan to:

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we will be concerned to ensure, wherever possible, that the staffing of the academy reflects the diversity of our community.

We will ensure that our recruitment evenings and promotional videos include significant contributions from our teachers from minority ethnic communities.

We will use multiple platforms that will reach a more diverse audience when advertising for teaching vacancies for example BAME Ed Network.

We will advertise locally in order to encourage applications from the local community.

The Heads of School will ensure that all appointment panels give due regard to the equality information and objectives, so that no-one is discriminated against when it comes to employment or training opportunities.

We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Progress we are making towards achieving this objective:

As of September 2023, 22% of the teaching workforce are from minority ethnic communities.

Equality Objective 2:

To close the achievement gap by ensuring there is **no** significant difference in the progress made by different groups of learners.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.

Dixons Trinity Chapeltown is an all-through school and we have approximately an equal split of boys and girls on roll. Approximately 40% of our students are from low-income families and so qualify for the Pupil Premium and a substantial proportion of our students are from ethnic minority communities. One third of students speak English as an additional language. Approximately 20% of our students receive SEND support.

It is unacceptable that in our country there is such an enormous gap between the life chances of children from poor backgrounds and other children:

- In England, disadvantaged students are 9 months behind their peers in primary school and 18 months behind in secondary school (22 months for the most persistently disadvantaged students)
- If the recent five-year trend continues, it would take over 500 years for the disadvantage gap to close by the end of secondary school
- Since 2011, black Caribbean secondary school students have fallen behind white British students by an additional 2.2 months (to 9.3 months in total)
- Students with Special Educational Needs and Disabilities (SEND) remain significantly behind their peers at every stage – up to 40 months
- Disadvantage gaps still tend to be larger, and growing, in parts of the North of the country – the largest disadvantage gaps at age 16 were equivalent to over 2 years of learning
- Post-16 destinations are increasingly segregated – an over-representation of disadvantaged students in further education, employment and an unknown or un-sustained destination and an under-representation in school sixth forms, sixth form colleges and apprenticeships

Additionally, in 2020, the OFS reported:

- Young people from advantaged areas of England are more than six times as likely to attend selective universities, including Oxford, Cambridge and other members of the Russell Group, as those from disadvantaged areas.

This objective was chosen after consultation with staff.

To achieve this objective we plan to:

Achieving our mission will not be easy, but our research has shown that it can be achieved if we:

- operate consistent routines and protocols
- deliver a powerful, knowledge-rich curriculum for all
- have an unwavering focus on outcomes
- offer the very best teaching and support
- deliver high quality literacy and numeracy interventions

Using the Pupil Premium effectively is a key part of our strategy for closing the gaps (see academy website for details of our Pupil Premium allocation, spend and impact).

Progress we are making towards achieving this objective:

Primary:

Class of 2025: Disadvantaged students attained higher than non-disadvantaged in Maths and Writing and there was a higher percentage of students making expected progress or better in Reading. They gave a higher value-added score for Reading.

Class of 2026: A higher percentage of disadvantaged students made expected progress or better than non-disadvantaged in Reading. The valued-added score for Reading is higher.

Class of 2029: Disadvantaged students' attainment is in line with non-disadvantaged students in Maths and attainment is higher in Writing.

Secondary:



Class of 2025: Disadvantaged students made more progress than non-disadvantaged students in English Literature, Religious Studies, Physics, Music, Creative Media Production, Geography and French.

Class of 2026: The EBacc value-added score is higher for disadvantaged students than non-disadvantaged students. Gap analysis shows that there are currently no significant differences in the progress made by ethnic groups.

Class of 2027: The EBacc value-added score is higher for disadvantaged students than non-disadvantaged students. Gap analysis shows that there are currently no significant differences in the progress made by ethnic groups.

Class of 2029: The EBacc value-added score is higher for disadvantaged students than non-disadvantaged students.



Equality Objective 3:

To ensure 100% of students participate in, at least, one extra-curricular activity throughout KS2, KS3 and KS4.

Why we have chosen this objective:

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and Academies. It requires that the academy must have due regard to the need to:

- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Approximately 40% of our students are from low-income families and so qualify for the pupil premium. Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities. We want to ensure that every child at Dixons Trinity Chapeltown regularly participates in at least one extra-curricular activity.

Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

This objective was chosen after consultation with students.

To achieve this objective we plan to:

All students in Year 7, 8 and 9 will be expected to attend two compulsory co-curricular electives on a Thursday each week. Students can choose from a range of co-curricular options, such as: art, drama, dance, debate, chess, music, gardening and a wide variety of sports. Students will be encouraged to attend extra-curricular clubs which run daily from 3.30pm to 4.30pm and include team sport, homework club, history club, games club, music and community action.

Our primary offer will be extended as we move into Year 6 and all students will be encouraged to participate in at least one extra-curricular club. Due to our longer school day, we understand that not all EYFS and KS1 students are ready to stay in school for extended learning after the school day has finished at 3.20pm. We therefore provide the choice of at least one club 3 days a week and these options are reviewed and discussed on an individual basis where necessary.

We will use a proportion of our pupil premium funding to help cover the costs associated with delivering extra-curricular activities on such a large scale.

Progress we are making towards achieving this objective:

100% of students in Year 7, 8 and 9 participate in co-curricular electives.

70% of students in Year 10 and Year 11 participated in, at least, one extra-curricular activity throughout 2022.23.

