

Copnor Primary School Equality Plan: 2024–2027

Our Aims	Why	Planned Action
<p>Attainment and achievement for all. Use our internal data in order to help focus upon the achievement of all groups – to ensure all pupils achieve to the best of their abilities, with attainment at or above national standards.</p>	<p>There are gaps in attainment and progress between certain groups in the school compared to other groups. The coronavirus (COVID-19) pandemic has impacted more on certain children and groups compared to other children and groups</p>	<p>See the Pupil Premium Strategy for further details on the support and targeting provided to pupil premium children; Governors SEND report; and the School Improvement Plan for additional detail on specific (and significant) groups within the school.</p> <p>Termly recording of the children’s attainment data and analysis conducted to identify individuals, groups and cohorts requiring additional support.</p>
<p>To reduce the number of racist incidents by at least 50%.</p>	<p>There were 10 racist incidents in 2023/2024</p>	<p>To work with individual children and groups (where applicable) who have instigated racist incidents.</p> <p>To use the PSHE curriculum, Think Big afternoons (where different topics and themes are brought into focus in a school-wide afternoon of lessons) and the Philosophy For Children – P4C-lessons to discuss racism and the negative impact it has on individuals, families and communities.</p> <p>To use the RE curriculum to ensure that the children are exposed to the main world religions.</p>
<p>To encourage children from disadvantaged backgrounds to take part in after school sporting activities and/or festivals and fixtures, including at least 50% of disadvantaged pupils.</p>	<p>Percentage of disadvantaged pupils’ participation: 36% of disadvantaged pupils participated in a club in 2023-2024, compared with 24% from 2022-2023.</p>	<p>Survey disadvantaged children to find out which clubs they would like to see being held by the school.</p> <p>Use of Sports Premium to fund coaches to offer a wider range of sports and clubs.</p> <p>Funding provided for targeted families (where there is a cost involved).</p> <p>PE kit funded where this is appropriate.</p> <p>Ascertain whether other barriers exist to their participation (e.g. transport) and look at ways to reduce/remove these barriers.</p> <p>School to track the number of disadvantaged children who are offered the opportunities.</p>
<p>To encourage more girls to participate in after school sporting activities and/or festivals and fixtures so that it is in line with the boys.</p>	<p>While the school has a strong commitment to girls’ football, (with 43 girls attending in 2023-2024 compared to 75 boys), their participation in other sports and after school clubs is not as strong e.g. in basketball there were 8 girls compared to 28 boys.</p>	<p>Survey the girls to find out which clubs they would like to see being held by the school.</p> <p>Use of Sports Premium to fund coaches to offer a wider range of sports and clubs.</p> <p>School to track the number of girls who are offered the opportunities to participate in sport/ after school clubs and the uptake of these offers.</p>

<p>To strive to have a workforce that reflects the diversity within Portsmouth and is at least in line with the local authority (Portsmouth City Council) and/or nationally for teachers.</p>	<p>The PCC area has the following ethnicity: 84% White British, with 16% identifying as being from a Black and minority ethnic (BME)</p> <p>PCC's employees comprise of 75% female and 25% male, with 6.5% of its staff being BME.</p> <p>Copnor Primary School's staff comprise of: 90% female and 10% male, with BME accounting for 5.8% of the staff.</p> <p>Nationally. 89% of all teachers in state-funded primary schools were White British.</p> <p>15% of teachers in primary schools are male. This compares to 21% at Copnor Primary School.</p>	<p>Actively promote vacancies to diverse community groups (with support from PCC and in line with their Equality and Diversity Strategy).</p> <p>To actively encourage volunteers from both within the school's community and from outside the school community (as volunteering can often be a route into working in a school).</p>
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