

Equalities Objectives 2014-15

These objectives are to be considered in relation to the school's Equalities Policy Statement. The formulation of the objectives is an evidence-based process.

Students with disabilities and/or learning difficulties make good progress at Chase Terrace and, in particular, the progress of statemented students is especially strong.

There are no significant differences between the achievements of students of different ethnicities, religion or sexual identity.

Review of progress against Equalities Objectives 2013-14

Last year we identified that there were improvements that could be made in the achievement of specific groups in particular courses (as appropriate), namely boys' progress in GCSE English and the reduction of the gap between the achievement of 'Pupil Premium' students (i.e. those registered for free school meals and other disadvantaged students) and others.

1. Progress of boys in GCSE English

As a result of the strategies that were put in place, the percentage of boys making expected progress in English (as determined by their final GCSE grade) in 2014 was 67%, surpassing the 2013 national figure of 64%.

2. Pupil Premium (PP) – achievement

Despite the very strong improvement in the overall progress made by students and the significant uplift in the 5 A*-C (inc. En and Ma) headline figure, the profile of achievement for disadvantaged students still needs attention. The 5 A*-C (inc. En, Ma) attainment gap (i.e. the difference between the percentage of PP students attaining this measure and the national percentage for non-PP students) for 2014 was 26%, compared with a national gap between PP and non-PP of 27% for 2013. Expected progress percentages for English and Maths that were 5% and 4% (respectively) below national figures in 2014. Given the strong achievement of non-Pupil Premium students this creates an in-school achievement gap that we are committed to close.

Objectives for 2014-15

Objective 1: Improve the proportion of PP students who make expected progress through KS2-4 in English

Actions:

- *Revise intervention programmes to have a greater impact on PP students*
- *Provide small group specialist KS4 English tutoring for PP students*
- *Enhance level of IAG support and 'Focus Room' provision for PP students*

Objective 2: Improve the proportion of PP students who make expected progress in Maths

Actions:

- *Revise intervention programmes to have a greater impact on PP students (in particular, new arrangements for Raising Boys' Achievement and Raising Girls' Achievement programmes, including new appointment)*
- *Specialist KS4 1-1 tutor support targeted exclusively on PP students*
- *Tactical staffing match for targeted PP students in small Maths groups*
- *Enhance level of IAG support and 'Focus Room' provision for PP students*