



Equality Plan
September 2024-September 2025

School Context

All	172
Female	85
Male	87
FSM6	37
Not FSM6	135
Support	26
EHCP	3
Not SEN	143

Ethnicity

This school has 3 out of 17 possible ethnic groups.

The large majority of the pupils are White - British.

Number of different languages: 4

SEND

SEN primary need	SEN support (29)							Total
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	0	0	0	1	1	0	0	2
Moderate Learning Difficulty	0	0	1	2	0	1	4	8
Social, Emotional and Mental Health	0	0	0	0	1	1	1	3
Speech, Language and Communication Needs	0	0	1	0	0	0	0	1
Hearing Impairment	0	0	0	1	0	1	0	2
Visual Impairment	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	2	0	4	0	2	1	0	9
School Support NSA	0	0	0	0	2	0	0	2
Other Difficulty/Disability	0	0	0	0	0	0	1	1
Year group totals	2	0	6	4	6	4	7	29

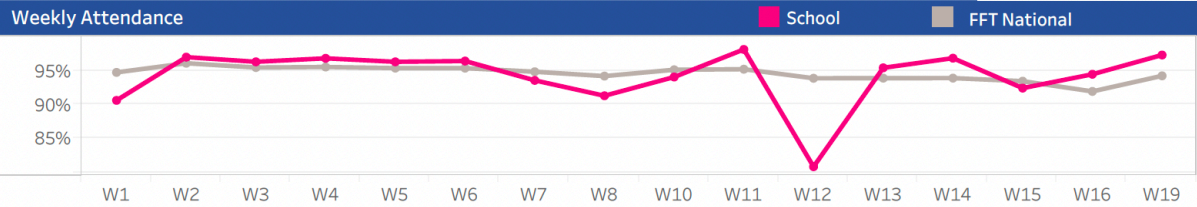
SEN primary need	EHC plan (5)							Total
	R	Y1	Y2	Y3	Y4	Y5	Y6	
Specific Learning Difficulty	0	0	0	0	1	0	0	1
Speech, Language and Communication Needs	0	0	0	0	0	0	1	1
Autistic Spectrum Disorder	1	0	1	0	0	0	1	3
Year group totals	1	0	1	0	1	0	2	5

Absence

360 Attendance view Download PDF Time period:
 Loscoe CoE Pri School and Nur (8303049) %FSM6 Quintile 3 Comparator:

Attendance Headlines Year To Date 02 Sept 24 - 10 Jan 25

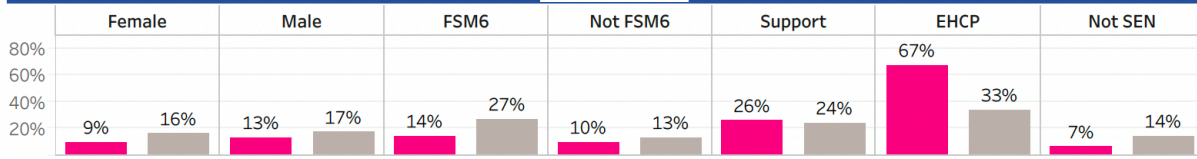
All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
94.4%	94.9%	93.9%	93.4% ●	94.7%	10.9% ●



Attendance breakdown Year To Date 02 Sept 24 - 10 Jan 25

Pupil Groups	Pupils	All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
All	All	174	School	94.4%	93.6%	93.2%	95.8%	94.6%	94.8%	95.4%	93.4%
			FFT National	94.6%	93.1%	94.0%	94.7%	95.0%	95.1%	95.0%	94.7%
			Difference	-0.2%	+0.5%	-0.8%	+1.1% ●	-0.5%	-0.3%	+0.4%	-1.3% ●
Gender	Female	87	School	94.9%	92.6%	94.6%	96.0%	96.1%	96.0%	96.4%	92.7%
			FFT National	94.8%	93.5%	94.3%	94.9%	95.2%	95.3%	95.2%	95.0%
			Difference	+0.1%	-0.9%	+0.2%	+1.1% ●	+0.9%	+0.7%	+1.2% ●	-2.3% ●
	Male	87	School	93.9%	95.1%	92.1%	95.7%	93.0%	93.7%	94.6%	94.0%
			FFT National	94.4%	92.8%	93.8%	94.6%	94.9%	94.9%	94.9%	94.5%
			Difference	-0.5%	+2.3% ●	-1.6% ●	+1.1% ●	-1.8% ●	-1.2% ●	-0.3%	-0.5%
FSM6	FSM6	37	School	93.4%	92.4%	88.4%	95.7%	97.5%	92.4%	95.0%	93.8%
			FFT National	92.2%	89.9%	91.2%	92.2%	92.7%	92.8%	92.8%	92.6%
			Difference	+1.2% ●	+2.5% ●	-2.8% ●	+3.5% ●	+4.8% ●	-0.4%	+2.2% ●	+1.2% ●
	Not FSM6	137	School	94.7%	93.9%	94.9%	95.9%	93.6%	95.5%	95.5%	93.2%
			FFT National	95.5%	93.8%	94.9%	95.6%	96.0%	96.1%	96.0%	95.7%
			Difference	-0.8%	0.0%	0.0%	+0.3%	-2.4% ●	-0.5%	-0.5%	-2.5% ●
SEN	Support	27	School	92.8%	90.4%	82.2%	90.8%	93.5%	90.8%	97.1%	91.8%
			FFT National	92.7%	89.4%	91.9%	92.9%	93.3%	93.4%	93.3%	92.8%
			Difference	+0.1%	+1.0% ●	-9.6% ●	-2.2% ●	+0.2%	-2.6% ●	+3.9% ●	-1.1% ●
	EHCP	3	School	71.0%		74.7%				63.6%	
			FFT National	89.2%		87.3%				90.6%	
			Difference	-18.2% ●		-12.6% ●				-27.0% ●	
Not SEN	144	School	95.2%	94.0%	95.2%	96.1%	95.0%	95.6%	96.5%	93.8%	
		FFT National	95.2%	93.8%	94.7%	95.3%	95.6%	95.6%	95.6%	95.4%	
		Difference	0.0%	+0.2%	+0.5%	+0.8%	-0.6%	-0.1%	+0.9%	-1.6% ●	

YTD Persistent Absenteeism (% of persistently absent pupils) Pupil Groups School FFT National



Attainment

Key Stage 2 pupil groups Summer 2024

Loscoe CofE Primary School and Nursery

2024 KS2

Pupil groups

KS2 Pupil groups performance 2024

	Pupils	Actual results		Pupil progress		High-to-low chart	
		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)		
Summary	All Pupils	23	102.3	43%	-3.1 ⬇️	-10%	High-to-low chart Pupil progress in Average Scaled Score (Re, Ma) visually from high to low
Gender	Male	14	103.0	50%	-2.6	-2%	
	Female	9	101.1	33%	-3.8	-23%	
DFE Prior Attainment	Higher attainers	3	108.0	100%	-2.4	+8%	
	Middle attainers	12	104.1	58%	-0.8	-8%	
	Lower attainers	8	94.4	0%	-6.8 ⬇️	-21%	
Pupil Premium	FSM (in last 6 years)	8	100.6	25%	-4.6	-16%	
	Not FSM (in last 6 years)	15	103.0	53%	-2.2	-7%	
FSM	FSM	8	100.6	25%	-4.6	-16%	
	Not FSM	15	103.0	53%	-2.2	-7%	
FSM Ever	FSM (ever)	9	101.0	33%	-4.1	-10%	
	Not FSM (ever)	14	102.9	50%	-2.4	-10%	
Term of Birth	Autumn Term	11	101.5	45%	-3.9	-13%	
	Spring Term	4	104.0	25%	-3.1	-23%	
	Summer Term	8	102.6	50%	-2.0	-0%	
SEN Group	SEN Support	8	98.8	25%	-3.2	-13%	
	EHC Plan	2	-	0%	-	-17%	
	No SEN	13	104.1	62%	-1.3	-7%	
EAL	First language not English	1	99.5	0%	+2.2	-33%	
	First language English	22	102.4	45%	-3.3 ⬇️	-9%	
Mobility	Joined in Y5 or Y6	1	93.5	0%	+1.8	-11%	
	Joined before Y5	22	102.7	45%	-3.3 ⬇️	-10%	
Ethnicity	White	22	102.4	45%	-3.3 ⬇️	-9%	
	Any Other	1	99.5	0%	+2.2	-33%	

Key Stage 1 pupil groups Autumn 2024

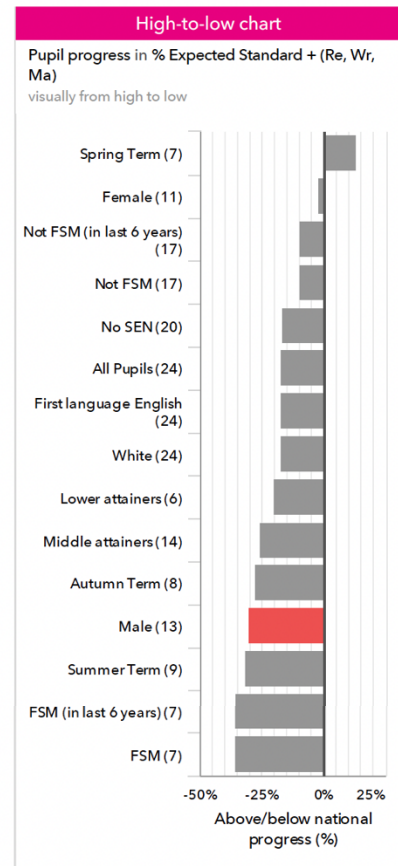
Loscoe CofE Primary School and Nursery

2023 KS1 VA

Pupil groups

KS1 Pupil groups performance 2023

	Pupils	Actual results		Pupil progress		
		% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)	% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)	
Summary	All Pupils	26	38%	0%	-17%	-4%
Gender	Male	14	21% -	0%	-30% -	-4%
	Female	12	58%	0%	-2%	-4%
Prior Attainment	Higher attainers	4	100%	0%	+15%	-10%
	Middle attainers	14	36% -	0%	-25%	-3%
	Lower attainers	6	0%	0%	-20%	-0%
Pupil Premium	FSM (in last 6 years)	7	14%	0%	-35%	-3%
	Not FSM (in last 6 years)	19	47%	0%	-10%	-4%
FSM	FSM	7	14%	0%	-35%	-3%
	Not FSM	19	47%	0%	-10%	-4%
Term of Birth	Summer Term	10	20%	0%	-31%	-2%
	Spring Term	7	86%	0%	+13%	-6%
	Autumn Term	9	22% -	0%	-27%	-4%
SEN Group	SEN Support	5	0%	0%	-21%	-0%
	No SEN	21	48%	0%	-16%	-4%
EAL	First language English	26	38%	0%	-17%	-4%
Ethnicity	White	26	38%	0%	-17%	-4%



Area for development: Loscoe is a mainly white British school and we need to ensure that our curriculum embraces, celebrates, highlights and foregrounds this diversity.					
Objective:	Action:	Lead	Timescales	Success criteria	Review
Ensure that the curriculum offered to pupils reflects our diverse world and gives pupils opportunities to learn about and celebrate other beliefs and cultures.	<p>Long term plan to ensure that the curriculum we teach represents and reflects the diversity we see in the modern world. This includes having a rolling cycle of focus faiths with visitors, planned events and planned teaching core knowledge.</p> <p>Enrichment Plan to reflect areas identified: RE celebration days, Black History week, Women's history week, PRIDE month, places of worship visits and religious festival days.</p>	WL JY LC	<p>09.25 Long term plan review</p> <p>04.25 Enrichment plan review</p> <p>05.25 Loscoe Promise review</p>	<p>Our whole school curriculum celebrates diverse cultures, people and experiences</p> <p>Weaving in diverse representation early on in the curriculum, we visualise the presence of different cultures from the very start.</p>	
Ensure that all school resources and language we use reflect our diverse society and world.	<p>Implement NO OUTSIDERS Andrew Moffat picture books and parent guides.</p> <p>Consider all language used e.g. what names are you using? Is it Mike over Mohan? Charlotte over Chen? If we only ever signpost characters that are centred in white Western Europe, we're implicitly implying that this is all that matters and all that is important.</p> <p>When looking at historic events with your class, consider which viewpoint you're focusing on. If you're introducing your pupils to World War Two, for example, why not include accounts of Asian soldiers who served in the allied forces? From the</p>	WL JY FE JC	<p>Reshare No outsiders with children in school, and parents online. 03.25</p> <p>Staff meeting – equality – 06.25</p> <p>Continue to use picture news and ensure it is topped up with news from around the world where necessary.</p>	<p>Our pupils recognise, understand and celebrate the UK's multicultural life.</p> <p>Words and phrases used, music, environment represents the wider world.</p>	

	<p>get-go, you can show the next generation how people with different skin colours, religions and cultures made this country what it is.</p> <p>Challenge misconceptions and prejudices with books and news.</p> <p>Use Picture News weekly to develop knowledge of diversity and current world affairs.</p>				
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Area for development: achievement of white working class and pupils eligible for FSM.

Objective:	Action:	Lead	Timescales	Success criteria	Review
<p>To ensure that pupils are aware of the careers and education opportunities which could be available for them to access</p>	<p>Careers education- Through curriculum ensure that pupils know about a wide range of careers which link with subjects - these are listed on 3i's document.</p> <p>Establish links with local businesses and people in jobs.</p> <p>Establish links with university (visit if possible).</p> <p>Ensure visits from different careers are planned throughout the year.</p>	<p>WL JY LD</p>	<p>Monitor children's career understanding 02.25</p> <p>Plan a visit to the university - 2.25</p> <p>Careers week – Summer Term 2025</p> <p>Plan parental talks from various careers – throughout the year</p>	<p>Children have visited a university and experienced what it is like to be in a lecture theatre / the atrium / cafeteria.</p> <p>Children listen to a range of individuals / businesses talking about careers.</p> <p>Children know what they need to study in order to work in their chosen career - they know what GCSEs are and other options post 16 including vocational courses.</p> <p>Ensure pupils see link between educational success and employment success</p>	

<p>To support parents in valuing education.</p>	<p>Continue to follow attendance procedures.</p> <p>Staff to make increased contact and calls to hard to reach families to ensure they know what their children are doing and they receive praise.</p> <p>Increase number of parent workshops and send recordings / paperwork to those who do not attend.</p>	<p>RR WL JY</p>	<p>Monitor parental engagement in workshops and stay and plays. 06.25</p> <p>Ensure all classes offer a parental session. Summer 25</p> <p>Use Early Help (P4YP) to support families. Throughout the year</p> <p>Staff reminder about contacting 'hard to reach families' 05.25</p>	<p>All parents value education and bring their children to school on time every day.</p> <p>Parents know more about their children's achievements in school and how they can best support.</p> <p>Barriers broken down in between home and school.</p>	
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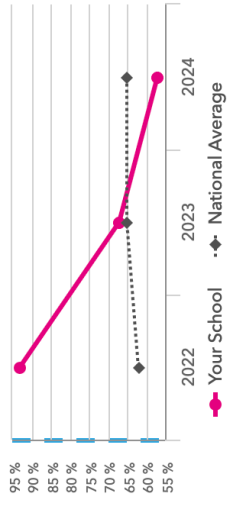
<p>To ensure that staff have a secure understanding about white working class in order to support families and pupils.</p>	<p>Teacher recruitment - questions to focus on disadvantaged and person's understanding of this and ways to engage, support and inspire families.</p> <p>Staff to engage in research about white working class pupils and challenges / successes in other settings.</p> <p>Develop effectiveness of new Pupil Premium lead</p> <p>Ensure that all children have equipment for lessons including bikeability, PE etc.</p>	<p>JY CS WL</p>	<p>Summer 25 – review impact of pupil premium strategy</p> <p>Staff meeting 06.25</p>	<p>Staff understand the needs of working class children and break down barriers and raise aspirations for families.</p> <p>Staff applying for the school have an understanding of this group and what they can offer.</p> <p>Funding available for children who do not have equipment.</p>	
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<p>To ensure that the Loscoe curriculum, based on a culture of high expectations for all, gives appropriate enrichment activities developing cultural capital.</p>	<p>Enrichment plan - identify areas beyond NC e.g. ballet</p> <p>Loscoe Promise - experiences in the journey through school e.g. trip to a seaside.</p> <p>Continue to develop curriculum design - ensure that disadvantaged pupils can access vocabulary and prior knowledge, support with any homework and resources, identify adjustments on plan – through pupil premium strategy,</p>	<p>WL JY CS</p>	<p>Summer 25 – review impact of pupil premium strategy</p> <p>09.25 Long term plan review</p> <p>04.25 Enrichment plan review</p> <p>05.25 Loscoe Promise review</p>	<p>School promotes engagement in curriculum and pupils are making progress.</p> <p>Children access vocabulary which supports the lesson content. Pre-teaching helps pupils.</p> <p>Planning sequence identifies any absentees and they are given a catch up teaching session before the next session.</p>	
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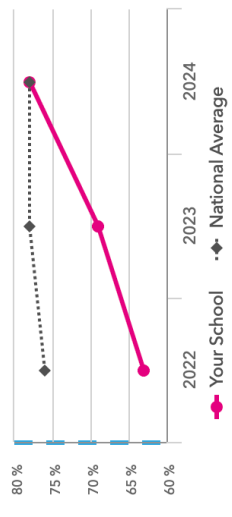
Area for development: Attainment in boys writing

		2022	2023	2024			
Males							
Writing							
% Expected standard+		93% +	67%	57%	+23%	-4%	-4%
% Higher standard		33% +	33% +	0%	+19%	+14%	-6%
Scaled Score		106 +	101	96	+4.5 +	+2.9	-1.8
Females							
Writing							
% Expected standard+		63%	69%	78%	+2%	-5%	+7%
% Higher standard		25%	8%	11%	+19%	-2%	-4%
Scaled Score		101	100	100	+4.6	+1.3	-0.2

% Expected standard+ Writing



% Expected standard+ Writing



Objective:	Action:	Lead	Timescales	Success criteria	Review

<p>To accelerate progress of boys in writing.</p>	<p>Identify issue in SIP. Literacy lead to oversee planning and adaptations in QFT. Organise and plan creative writing theme days and weeks. Plan poetry week and visit from poet. Liaise with parents and support with learning at home. Staff meeting around boys and writing. English lead to consider core texts and finding texts that may be more inspiring to boys.</p>	<p>JY LD</p>	<p>Baseline 01.25 Half termly progress reviews</p>	<p>Assessment data shows accelerated progress towards challenging FFT targets set. Progress communicated with parents regularly and parents know how to support. Lesson observation and work scrutiny show that these pupils are 'spotlight children' within QFT.</p>	
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