



WELCOME TO CLAPHAM TERRACE PRIMARY SCHOOL

Clapham Terrace Primary School have used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

STAGE 1: UNDERSTANDING OUR SCHOOL COMMUNITY – PUPILS

What is the school profile?

- How many children are on roll at the school?

Children on roll as confirmed on the Spring Census 2021 - Academic Year 2020/2021

221 Pupils

- What information on pupils is collected by protected characteristics?

Using the SIMs data the following information was available:

Population Analysis Jan 21			
Year Group	Number of Roll	Boys	Girls
Nursery	12	9	3
Reception	30	13	17
Year 1	30	20	10
Year 2	29	20	9
Year 3	30	19	11
Year 4	31	14	17
Year 5	30	15	15
Year 6	29	17	12
Total	221	127	94

Ethnic Categories							
White British	150	White & Black Caribbean	5	Indian	20	Any Other Black Background	1
Irish	1	White & Asian	3	Pakistani	0	Refugee	0
Any other white background	29	White & Black African	1	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	8	Any other Asian background	2	Any Other Ethnic Group	1
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	0
White European	0	Any other Chinese background	0	Black African	0	Information Not Obtained	0

First Language					
Korean	2	English	187	French	1
Hindi	8	Italian	1	Kurdish	1
Malayalam	3	Believed to be other than English	3	Panjabi	1
Polish	6	Portuguese	1	Slovak	1
Hungarian	1	Vietnamese	1	Kannada	1
Spanish	1	Other	2	Unknown	2

Religion & Belief					
Anglican	0	Church of England	0	Sikh	1
Baptist	0	Hindu	15	No Religion	136
Buddhist	0	Jewish	0	Other Religion	5
Catholic	0	Methodist	0	Unknown	0
Christian	58	Muslim	5	Refused	1

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	86%	190
K – SEN Support	10%	23
P – School Early Years Action	0%	0
E – Education, Health and Care Plan	4%	8

Disability Categories					
Problems with Communication	4	Other Health Problems	13	Problems with ASD/Asperger's	5

STAGE 2: UNDERSTANDING THE INFORMATION GATHERED

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- **Admissions (see above tables)**
- **Attainment**

Codes

Code	Description	Code	Description
AIND	Indian	WBRI	White British
BAFR	Black African	BCRB	Black Caribbean
MOTH	Any other mixed background	MWAS	White / Asian
MWBC	White / Black Caribbean	WOTH	Any other white background
MWBA	White and Black African	AOTH	Other Asian
BOTH	Other Black	OOTH	Other Ethnic
REFU	Refused		

Key stage 1 Attainment (EXP level) up to March 2020 due to COVID				
Ethnicity	COHORT	WBRI	WOTH	AIND
Reading	22/29 75%	18/25 72%	1 100%	0
Writing	20/29 70%	16/25 62%	1 100%	0
Maths	22/29 75%	18/25 72%	1 100%	0
Disability	No children with disabilities in this cohort			

SEN	No SEN	SEND
Reading	20/24 84%	2/5 40%
Writing	19/24 80%	1/5 20%
Maths	20/24 80%	2/5 40%
Gender	Male	Female
Reading	15/19 83%	7/10 70%
Writing	15/19 83%	6/10 60%
Maths	14/19 78%	7/10 70%

Ethnicity	COHORT	AIND	MWBC	WBRI	WOTH
Reading	23/29 85%	1 100%	1 0%	16/19 84%	4/4 100%
Writing	23/29 85%	1 100%	1 0%	16/19 84%	4/4 100%
Maths	22/29 78%	1 100%	1 0%	15/19 78%	4/4 100%

SEN	No SEN	SEND
Reading	20/20 100%	3/7 43%
Writing	20/20 100%	3/7 43%
Maths	20/20 100%	3/7 43%

Male	Female
14/17 82%	9/10 90%
14/17 82%	9/10 90%
14/17 82%	9/10 90%

- **Attendance**

Attendance from 02nd September 2019 – 13th March 2020 (not Nursery)

Ethnicity	AIND	MWBC	WBRI	WOTH	MOTH	MWAS
	94.93%	96.20%	96.80%	95.52%	97.68%	96.01%

SEN	No SEN	SEN
	96.84%	96.28%

Gender	Male	Female
	96.67%	96.62%

- **Exclusions**

No exclusions recorded during period

- **Prejudice related incidents**

No data to report

Equality Objective:

To maintain the attainment and progress rate of all children across all ethnic minorities.

Why: Our school data for Key Stage 2 didn't show any significant gaps between ethnic groups. The white British were the biggest group, the other ethnic groups scored in line or better in most cases with this group and against cohort.

How: Maintaining close tracking around all children's progress, address any issues on an individual basis.

Outcome: No significant gaps between ethnic groups.

Attendance

Equality Objective:

To explore and understand the reasons for the absence and what support can be given to individual pupils with Special Educational Needs to begin to improve attendance rates.

Why: The schools attendance figures show that SEN Pupils on roll have higher absentee levels than that of their peers.

How: Engage with parents/carers and discuss attendance as part of IEP review meetings.
Analyse attendance data to identify individual children with high absence rates.
Analyse attendance data to identify trends in non-attendance.
Employ the use of first day call back and texting to reduce absence.
Use positive reinforcement to reward good attendance of target group.
To work in partnership with ACE through the annual inspection process.

Outcome: To increase the attendance of children with SEN to a similar level of those without a SEN.