



Birch Copse Primary School

Annual Public Sector Equality Duty Statement

At Birch Copse Primary School we are committed to promoting equality, eliminating discrimination and fostering good relations in line with the Equality Act 2010 and the Public Sector Equality Duty (PSED).

Annual Statement 2025–26

During the 2025–26 academic year, we have:

- Monitored pupil outcomes by race, gender, disability and disadvantage, providing targeted support where necessary.
- Embedded teaching and learning activities that promote respect, understanding and inclusion for all protected characteristics.
- Reviewed school policies and procedures to ensure fairness, accessibility and equality of opportunity.
- Recorded and addressed any incidents of discrimination, prejudice or harassment in line with our Equality Policy.

These actions demonstrate how the school has had due regard to the three aims of the PSED:

- **Eliminate discrimination**
- **Advance equality of opportunity**
- **Foster good relations**

Annual Pupil Report

September 2025		
Category	Number of pupils	% of pupils
Total on roll	420	100%
Girls	179	43%
Boys	241	57%
Ethnicity other than White British	80	19%
Eligible for Free School Meals	29	7%
Eligible for Pupil Premium funding	32	8%
Receiving Special Educational Need support (including Education Healthcare Plans).	43	10%

This data helps us monitor equality of opportunity and identify any areas where additional support or focus may be needed.

Equality Objectives

To continue to improve outcomes and experiences for all members of the school community, Birch Copse sets equality objectives every four years in line with the Equality Act 2010.

Equality Objectives: 2025 – 2029

- 1. Reduce attainment, progress, attendance and inclusion gaps**
To reduce any identified gaps in attainment, progress, attendance and exclusions between pupils who share protected characteristics (including pupils with SEND, disadvantaged pupils and minority ethnic pupils) and the wider school population.
- 2. Strengthen staff confidence and consistency in equality and inclusion**
To ensure that all staff receive regular training in equality, diversity, unconscious bias and inclusive practice so they are confident in meeting the needs of all pupils.

Previous Equality Objectives and outcomes

Equality Objectives: 2021 – 2025

- 1. Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.**
Over the 2021–2025 period, pupil achievement has been closely and regularly monitored through termly assessment reviews, governor reports and pupil progress meetings. Outcomes have been analysed by gender, race, disadvantage and SEND to ensure that all pupils are known as individuals and that any emerging gaps are identified early.

As a result of this monitoring, additional support, targeted interventions and curriculum adjustments have been put in place where needed. These have included enhanced teaching strategies, small-group intervention, SEND provision and pastoral support. This work has helped ensure that outcomes for pupils at Birch Copse remain strong and that vulnerable groups are well supported to achieve well from their starting points.

Overall, monitoring shows that pupils continue to achieve well, and there are no persistent or widening gaps in attainment or progress for particular groups. Where differences have been identified at any point, they have been addressed quickly and effectively.

- 2. Promote understanding and respect for differences through direct teaching in lessons and in assemblies (this includes an understanding of the nine protected characteristics)**
We have continued to prioritise the promotion of respect, inclusion and understanding across the school. Coverage of equality, diversity and protected characteristics has been embedded through PSHE, assemblies, curriculum themes and wider school life.

Pupils learn about respecting others, valuing differences and understanding fairness and equality in ways that are age-appropriate and meaningful. This work has helped pupils to develop positive attitudes, empathy and a strong sense of belonging and inclusion.

Behaviour and relationships around the school reflect these values. Incidents of prejudice or discriminatory behaviour are rare and dealt with robustly where they occur. Pupil voice indicates

that pupils feel safe, included and respected, and visitors frequently comment on the welcoming, inclusive ethos of the school.

Equality Objective Outcomes 2017 – 2021

1. To monitor and promote access of all Diversity Groups to school enrichment activities

Target achieved.

Promoted by including a wider range of enrichment clubs to ensure that more children's interests are catered for. Some clubs have specifically targeted and encouraged different groups of children to participate. For example, football club has focused on encouraging more girls to participate – there are also more opportunities for girls to represent the school in matches.

This has been monitored termly. A detailed 'club analysis' is undertaken, which includes the number of children from different groups attending our enrichment activities. The latest analysis shows that we have a very good spread of children from different groups attending our before and after school clubs. The proportion of all children taking part in clubs is very similar to the proportion of girls, boys, Free School Meals, Pupil Premium and SEN. The proportion of Ethnic minorities is higher than all children.

This demonstrates that all diversity groups within the school have access to and attend our out-of-school enrichment activities

2. To raise girls' attainment in maths to be as much above National Average as boys'

Target achieved.

In the 2022 national data, girls' progress at the end of Key Stage 2 in Maths was similar to boys at Birch Copse and significantly higher than girls nationally.

- Birch Copse Boys: +0.8
- Birch Copse Girls: +0.6
- National Boys: +0.8
- National Girls: -0.8

Attainment scores at the end of 2022 were above National for both boys and girls and there was a similar gap between Birch Copse and National scores for both genders

This demonstrates that Girls and Boys in Birch Copse achieve higher than their peers nationally and the gap between Birch Copse and national is similar for both genders

