

Castle View Equality Information and Objectives – Nov 2023/2027



School characteristics

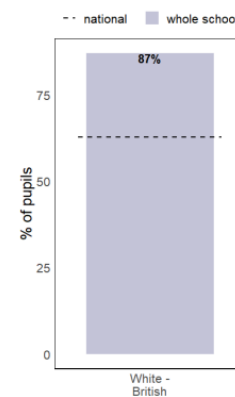
	2021	2022	2023
School number on roll	Below average 156	Below average 149	Below average 158
School % FSM	Well above average 56	Well above average 55	Well above average 53
School % SEND support	Well above average 35	Well above average 20	Well above average 32
School % EHC plan	Close to average 1.9	Close to average 2	Well below average 0.6
School % EAL	Below average 3	Below average 2	Below average 4
School % stability	Well below average 70	Below average 78	Well below average 70
Pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Close to average	Close to average	Close to average

Staffing

- There is nothing to highlight for the proportion of education support staff relative to teaching staff.
- Per pupil spending was in the highest 20% of similar schools in 2021/22 for: Staff development and training, Supply teaching staff.
- Per pupil spending was in the lowest 20% of similar schools in 2021/22 for: Agency supply teaching staff, Teaching staff.
- There is nothing to highlight for teachers with at least one period of sickness absence in 2021/22 or 2020/21.
- 10 days on average were lost to teacher sickness absence in 2021/22. This was in the highest 20% nationally.
- At the time of the November 2022 census, there were no full-time vacant teacher posts in the school.
- There is nothing to highlight for staff turnover in 2021, 2020 or 2019.

Ethnicity

Groups that represent 5% or more of the overall cohort



SEND characteristics

Type of resourced provision: No resourced provision

Capacity: 0

Type of SEN provision:

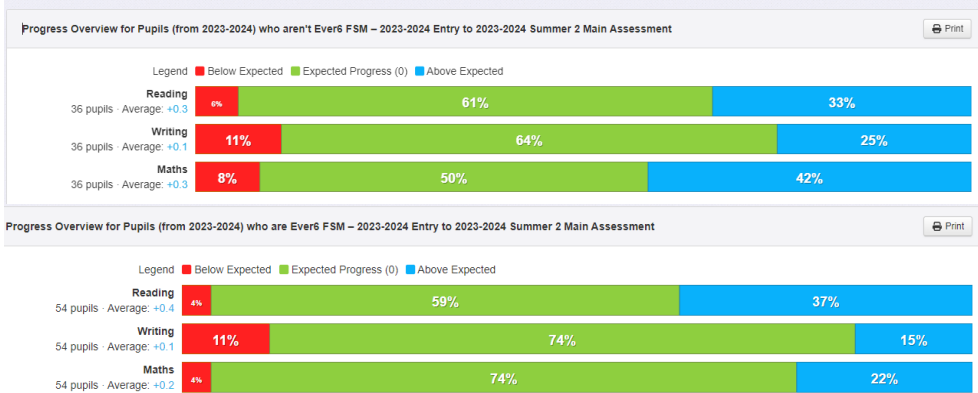
Number of pupils with SEND who are also FSM and/or CLA: 24

SEND primary need	SEND support (40)						Total	
	R	Y1	Y2	Y3	Y4	Y5		Y6
Specific Learning Difficulty	0	1	0	1	2	0	1	5
Moderate Learning Difficulty	0	0	1	0	1	2	2	6
Profound & Multiple Learning Difficulty	0	0	0	0	0	1	0	1
Social, Emotional and Mental Health	3	0	3	1	0	2	0	9
Speech, Language and Communication Needs	1	2	3	4	0	2	0	12
Visual Impairment	0	1	0	0	0	0	0	1
Multi-Sensory Impairment	0	0	0	1	0	0	0	1
Physical Disability	1	0	0	0	0	0	1	2
Autistic Spectrum Disorder	0	0	0	0	1	0	1	2
Other Difficulty/Disability	0	0	1	0	0	0	0	1
Year group totals	5	4	8	7	4	7	5	40

SEND primary need	EHC plan (1)						Total	
	R	Y1	Y2	Y3	Y4	Y5		Y6
Autistic Spectrum Disorder	0	0	0	1	0	0	0	1
Year group totals	0	0	0	1	0	0	0	1

Objectives

<p>Address the low starting points of pupils to ensure all children are school ready by the age of 5</p>	<ul style="list-style-type: none"> • Ensure the EYFS curriculum supports pupils from their starting point to develop the skills needed to be school ready • Develop good relationships with parents • Offer guidance to parents to allow them to enable their child to be school ready at 5 • Support parents of children who are new to school during reception transition period to ensure school readiness 	<p>2023/2024 Review</p> <ul style="list-style-type: none"> • Plan EYFS curriculum supports children development to enable school readiness • Nursery parent sessions attended by 12 families enabling positive relationships • Parents are given guidance at parents' evening to support school readiness
<p>Narrow the attainment gap for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Use the Pupil Premium budget effectively to support those disadvantaged pupils • Develop parents skills to enable them to 	<ul style="list-style-type: none"> • Parents invited in for reading workshop, phonics lesson and maths session.

	<p>support their children in their learning</p> <ul style="list-style-type: none"> • Develop a program of memorable experiences to support pupils' learning 	<ul style="list-style-type: none"> • Memorable experience programme set for 2024/2025  <p>Progress Overview for Pupils (from 2023-2024) who aren't Ever6 FSM – 2023-2024 Entry to 2023-2024 Summer 2 Main Assessment</p> <p>Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Below Expected</th> <th>Expected Progress (0)</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Reading (36 pupils, Average: +0.3)</td> <td>6%</td> <td>61%</td> <td>33%</td> </tr> <tr> <td>Writing (36 pupils, Average: +0.1)</td> <td>11%</td> <td>64%</td> <td>25%</td> </tr> <tr> <td>Maths (36 pupils, Average: +0.3)</td> <td>8%</td> <td>50%</td> <td>42%</td> </tr> </tbody> </table> <p>Progress Overview for Pupils (from 2023-2024) who are Ever6 FSM – 2023-2024 Entry to 2023-2024 Summer 2 Main Assessment</p> <p>Legend: Below Expected (Red), Expected Progress (0) (Green), Above Expected (Blue)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Below Expected</th> <th>Expected Progress (0)</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Reading (54 pupils, Average: +0.4)</td> <td>4%</td> <td>59%</td> <td>37%</td> </tr> <tr> <td>Writing (54 pupils, Average: +0.1)</td> <td>11%</td> <td>74%</td> <td>15%</td> </tr> <tr> <td>Maths (54 pupils, Average: +0.2)</td> <td>4%</td> <td>74%</td> <td>22%</td> </tr> </tbody> </table>	Subject	Below Expected	Expected Progress (0)	Above Expected	Reading (36 pupils, Average: +0.3)	6%	61%	33%	Writing (36 pupils, Average: +0.1)	11%	64%	25%	Maths (36 pupils, Average: +0.3)	8%	50%	42%	Subject	Below Expected	Expected Progress (0)	Above Expected	Reading (54 pupils, Average: +0.4)	4%	59%	37%	Writing (54 pupils, Average: +0.1)	11%	74%	15%	Maths (54 pupils, Average: +0.2)	4%	74%	22%
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<p>Ensure diversity is embedded within the curriculum so that all children have respect and tolerance for everyone in society.</p>	<ul style="list-style-type: none"> • Continue to embed the JIGSAW PHSE curriculum in school • Celebrate diversity through key times and event across the world • Model and embed the school key values with all pupils • Develop links and opportunities for pupils to experience different cultures and religions. 	<ul style="list-style-type: none"> • Jigsaw embedded within school through lessons and assemblies • Assemblies covering key times and events across the world • School values modelled through stories 																																