



Tudor Grange Academies Trust

Equality Objectives 2024 - 2028

Tudor Grange Academies Trust (the **Trust**) is a public authority (an organisation that works for, or provides services for, the public) and as such the Public Sector Equality Duty (**PSED**) is a legal requirement, under the Equality Act 2010 (the **Act**). The Trust is committed to fulfilling its responsibilities under the Public Sector Equality Duty.

The PSED is a way of making sure public bodies take account of equality in their day to day work, and the duty is to consider the impact of policies on people who share protected characteristics.

The Trust has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not

These are often referred to as the three aims of the general equality duty.

The Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people.
- Encourage people with certain protected characteristics to participate in public life, or in other activities where their participation is disproportionately low.

It states that meeting different needs includes (among other things) taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from the different groups. It explains that compliance with the general equality duty may involve treating some people more favourably than others (though only if permissible otherwise under the Act).

The Trust understands the requirement to publish data under the Act, and we publish:

- Our equality objectives, at least every four years (this document)
- information to demonstrate our compliance with the public sector equality duty (annually published on our [website](#) as 'Equality Data and Report')

Equality Objective 1: To ensure the representation of colleagues from ethnic minority heritage across all leadership positions (Senior and Middle Leaders) in our schools is a close reflection of the composition of the communities they serve by the end of academic year 2028.

Actions we will take to secure this objective:

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we will ensure that:

- Wherever possible the staffing of the academy reflects the diversity of our community.
- We will ensure that our recruitment evenings and promotional videos include significant contributions from our teachers from minority ethnic communities.
- Principals will ensure that all appointment panels give due regard to the equality information and objectives, to ensure equitable access to training and employment opportunities.
- We will train all members of staff and governors involved in recruitment on equal opportunities and non-discrimination.
- Our people strategy will reflect our commitment to high quality training and development for all staff
- Our people strategy will also include clear monitoring arrangements for ensuring equal access to developmental training

KPIs we will monitor to ensure that we are making progress towards achieving this objective, narrowing the gap between the ethnicity of the pupil population and the staff population over time:

year	% of Trust pupil population	Baseline data % of Trust staff not white British 2023
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	not white British			
		Whole Staff	Principals and Executive Principals	Middle/ Senior team
2023	33%	11%	23%	N/A
2024	35%	11.4%	21.5%	9.6%

Equality Objective 2: To improve outcomes for our children eligible for the pupil premium. As a Trust 23.91% (2030 pupils) of our pupils qualify for the pupil premium in 2023-24 and are therefore highly likely to be experiencing social disadvantage.

Actions we will take to secure this objective:

- Have high expectations and clear routines for learning for all staff and students, including improving attendance rates for pupil premium eligible pupils
- Ensure all our children have achieved fluency in reading by the end of year 9, achieving a reading age equivalent to their chronological reading age; this will be achieved by collectively reviewing and sharing good practice inside and outside the Trust having meaningful impact on improving children's reading
- Ensure we are increasing the proportion of PP eligible pupils who reach age related expectations by the end of key stage 2 through clear action planning and monitoring of these plans
- Improve our curriculum planning and pathways to ensure that expert delivery is supporting better outcomes for our pupil premium eligible pupils
- Improve data-driven decision making by enhancing automation of data and access and availability of high-quality data for all staff (moving to the use of SISRA and working with ImpactEd on improved dashboard reporting)
- Improving the use of tutoring to provide highly targeted catch-up provision for identified students

KPIs we will monitor to ensure that we are making progress towards achieving this objective:

KPI	Baseline 2023 outcomes	Target 2028 outcomes
Overall attendance for PP eligible pupils	86.85% (1930 pupils)	The average overall attendance for pupils eligible for PP is 94%.
PA for PP pupils	41.71%	No more than 15% of pupils eligible for PP are persistently absent from school.
Severe absence for PP pupils	15% (of PP pupils)	No more than 3% of pupils eligible for PP are severely absent from school.

% of PP eligible pupils across the Trust achieving ARE by the end of key stage 2 in RWM	43.5% (27 pupils) <i>Excludes TGPAL as they joined on 01/09/2023.</i>	At least 60% of pupils eligible for the PP are achieving ARE.
% pupils across the Trust with a standard age score (SAS) (year 9)	Year 9 pupils with a stanine of 5 or above (97 to 103 SAS) 72% (Baseline 23)	At least 90% of pupils across the Trust have a standard age score of at least 97 by year 9
% PP pupils achieving at least 4+ in both English and Mathematics	38.8%	At least 60% of pupils eligible for PP achieve at least 4+ in both English and Mathematics.
% of pupils eligible for PP achieving a standard pass in 5 GCSEs including E and M	32.5%	At least 45% of PP pupils achieve a standard pass in 5 GCSEs including E and M.
Progress 8 for pupils eligible for PP	-0.98 (-1.15 to -0.18)	> -0.3

Equality Objective 3: To improve the proportion of boys making progress at least in line with national averages across key stages 3 and 4 across the Trust.

Actions we will take to secure this objective:

- establish a Trust steering group focused on researching current trends and identifying root causes of the underperformance of boys
- Trust steering group to research and develop impactful strategies and implement these systematically in Trust schools
- Trust steering group to lead on development of curriculum resources and CPD aligned to researched approaches
- Trust steering group to ensure monitoring and evaluation of strategic improvements

KPI	Baseline 2023 outcomes	Target 2028 outcomes
% of boys across the Trust achieving ARE by the end of key stage 2 in RWM	58.3%	At least 70%
% of boys achieving a standard pass in 5 GCSEs, including E and M	54.2%	At least 70%
Proportion of boys achieving 0 or >0 progress 8 outcome	39.4%	At least 60%

Equality Objective 4: To improve central leadership of and consistency of implementation of the Trust PSHE curriculum, ensuring that children and staff in all Trust schools have a deep understanding of protected characteristics and their duties.

Actions we will take to secure this objective:

- Appoint a central PSHE lead to take up post from September 2024
- Ensure that we have undertaken an external review of PSHE provision in all schools by the end of academic year 2026
- Ensure that we plan so that our monitoring of schools, staff and pupil survey data provides us with a clearer view of secure understanding of protected characteristics and associated duties
- Ensure that our reporting makes data on discriminatory behaviours more accessible to all Trustees

Equality Objective 5: To ensure our procurement processes secure partners and contractors committed to the promotion of equality, diversity and inclusion.

Actions we will take to secure this objective:

- All tenders submitted must outline how the provider is promoting equality in:
 - decision-making
 - internal and external policies
 - procuring goods and services
 - the services they provide
 - recruitment, promotion and performance management of employees
- All tenders submitted must outline how the provider will advance equal opportunities between people who have a protected characteristic and those who do not.
- All tenders submitted must outline how the provider will foster good relations between people who have a protected characteristic and those who do not.