

Equality Objectives Statement

Skegness Infant and Junior
Academies 2024-25





Background

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) tackle prejudice, and
- (b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.



(7) The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Schools must publish information relating to persons who share a relevant protected characteristic who are affected by their policies and practices. However, data about employees will not need to be published where a public authority has fewer than 150 employees. This means that for the great majority of schools, only pupil-related data will need to be published. Schools are not required to collect any statistical data which they do not already collect routinely.

Part A- Information which demonstrates how we are complying with the Public Sector Equality Duty for our Pupils and our People (Annual review of information)

□ Date last reviewed: November 2024

Age

- Transition plans are in place for all year groups from FS1 to Y6 going into Y7. Enhanced transition is planned by the SENDco for children coming into FS2 from other settings other than our own, Y2 to 3 and Y6 to 7 in particular.
- ELSA and access to pastoral provision is in place for all year groups for children having difficulties with their emotions.
- The Academies School Council works across both sites to ensure all year group voices are represented.
- Our staff ages range broadly from 20-60+. This represents a range of life experiences and viewpoints to benefit pupils and other staff.

Disability

- Staff training for autism, Dyslexia and behaviour has taken place to support pupil need.
- The Pastoral team has increased and developed as response to children's needs to increase capacity for behaviour and social and emotional needs.
- The SEND teamwork across inclusively across both sites. The academy liaises with external agencies and our Speech and Language specialist and internal counselling services are well utilised.
- We support fundraising events such as Red Nose Day, Children in Need, and Hello Yellow to raise the profile of children from differing contexts and challenges.
- Staff are trained to identify children's needs through early interventions in place.
- The EDI framework is being incorporated through the curriculum.
- Reasonable adjustments are made to working practice for staff with disabilities or additional need.



Gender re-assignment
<ul style="list-style-type: none"> • The RSC curriculum allows opportunity to discuss identity and its importance. • We encourage respect towards everyone's choices on identity. • Assemblies address issues raised around our identity. • Theme days in KS1 encourage all genders to choose prince or princess or whatever is appropriate for identity. • Academy uniform is for pupil and not defined by gender. Staff uniform is gender neutral. • No staff member is discriminated against as a result of their gender.
Marriage and Civil Partnership
<ul style="list-style-type: none"> • Communication from the academies addresses parents and carers for all family situations. • Healthy relationships are covered as part of the PSHE curriculum in EYFS, KS1 and KS2. • Acceptance of different blended family situations is encouraged through class discussions. • No staff member is discriminated against as a result of their marital status or sexual orientation.
Pregnancy & Maternity
<ul style="list-style-type: none"> • Risk assessments and reasonable work adjustments are made for pregnant staff. • Advice from HR is sought and followed. • Return to work meetings consider flexible arrangements for new parents on the staff. • Our 1 decision curriculum allows children to respect all in any family situation or personal circumstance. • Age-appropriate understanding of pregnancy is in place through the science and PSHE curriculum.
Race
<ul style="list-style-type: none"> • The academy translator liaises between families and the academy to overcome language barriers where possible. • Texts in place for our curriculum have been reviewed to ensure inclusivity and representation of different communities. • Staff are aware of the GAT EDI guidance and this is used to increase diversity in texts across the curriculum and on offer within our library areas. • No staff member or child is discriminated against as a result of their race. Pupil profile is predominantly white-British although white Eastern European, white and black Caribbean, and black African and Indian are represented.
Religion or Belief
<ul style="list-style-type: none"> • Visits to all places of worship are inclusive. • The Lincolnshire agreed syllabus is followed and develops children's understanding of other religions. • Assemblies focus on current issues and values and encourage discussion. • Our PSHE curriculum offers opportunities to discuss world issues. • RE pupil voice is collected and planning adjusted as appropriate. • No staff member or pupil is discriminated against as a result of their religion or beliefs.
Sex
<ul style="list-style-type: none"> • Our careers and employability leaders challenge stereotypes in roles. Displays showcase pupil voice. • Representatives for different careers who visit the sites encourage all sexes into the role they represent. • Mixed team sports are encouraged. • Peer- on peer abuse training for staff ensures instances are challenged and dealt with appropriately. • All extracurricular activities are inclusive.



- No staff member is discriminated against as a result of their sex. We challenge inappropriate use of language.

Sexual Orientation

- RSE curriculum develops children's understanding of sexual orientation in an age-appropriate way.
- Any concerns around an increase in inappropriate language or behaviour use would be responded to either at individual level, class level or whole school depending on the circumstances.
- Staff have a zero tolerance towards inappropriate sexual language. This is dealt with swiftly and logged on our internal systems.
- No staff member is discriminated against as a result of their sexual orientation

Part B- Statistical data

Date last reviewed: October 2024

- This information below should be based upon information readily available in your academy. For achievement in GAT (national performance measures, where appropriate) this is usually for end of EYFS (GLD), end of Key Stage 1, 2, 4 and 5
- For attendance and exclusions in GAT this is usually broken down by year group

Cohort profile (as included in GAT outcomes reports)

*%Boys *%Girls *%SEND overall *%SEND SENK **SEND EHCP *%Disadvantage *%Non-disadvantage *% White British *% Non-white British/other

2024/25	SIA	SJA	National comparison
Numbers on roll	316	315	Larger than ave
Gender breakdown%	<ul style="list-style-type: none"> 51.9% Boys 48.1% Girls 	<ul style="list-style-type: none"> 52.1% Boys 47.9% Girls 	-
EAL%	10.8	7.9	22.8%
Joined in R/Y3 (stability)%	93.7	91.7	-
SEND support%	9.2	19.0	14.1%
EHCP %	0.9% (3 children)	3.8% (12 children)	3.0%
% Dis	61	71.4	25.9% well above
% Non-Dis	39	28.6	Below average

Data summary for SEND/non-SEND, Disadvantaged/non disadvantaged

Skegness Infant Academy

Cohort 2023/24 Data from Perspective lite and FFT	Achievements/outcomes					Attendance %	Exclusions (number of incidents)
	EYFS GLD %	Y1 phonics %	Y2 End of KS1				
			R%	W%	M%		
Whole cohort	60	80	72	68	76	93.6	2
SEND	22.2	50	64	55	55	89.8	0
Non-SEND	64.4	84.3	74	70	79	94.2	2



Disadvantaged	55.3	82	69	60	73	92.9	1
Non disadvantaged	61.5	88.6	80	80	80	94.7	1

Skegness Junior Academy

Cohort Data from FFT and perspective lite	Achievements/outcomes			Attendance %	Exclusions (number of incidents)
	Y6				
	R	W	M		
Whole cohort	65	69	70	93.7	5
SEND	37.5	25	37.5	93.5	4
Non-SEND	75	85.9	81.3	93.8	1
Disadvantaged	65	67.7	67	93.2	5
Non disadvantaged	65.2	73.9	78.3	95.4	0

Percentage of pupils who achieved the expected standard	Boys	Girls
GLD	48%	74%

End of KS1

Percentage of pupils who achieved the expected standard	Boys	Girls
Reading	77%	68%
Writing	71%	66%
Maths	81%	71%

End of KS2

Percentage of pupils who achieved the expected standard	Boys	Girls
Reading	69%	60%
Writing	66%	73%
Maths	77%	60%



Part C- Equality Objectives (4-yearly priorities 2022-26)

Readily available data/information within your academy should be used to help shape these □

Date objectives set September 2022

Objective	Actions	Who	By when	Commentary of progress (yearly)
Leadership of our pupil's & people				
Regularly review the EDI guidance to ensure inclusivity has a high profile through the curriculum and positive images on display to give all stakeholders clear messages	<ul style="list-style-type: none"> -English and curriculum leads to liaise with non-core SLs to enrich the current curriculum using the guidance. -Identify key display opportunities for equality, inclusivity and diversity celebration throughout the sites. -Implement unconscious bias training as part of training day refreshers https://cpdonline.co.uk/course/equality-and-diversity/ 	<p>English leader Curriculum leader</p> <p>Head of School/Exec Principal</p>	<p>Timetabled planning meetings x6</p> <p>Non-core subject leader and SLT monitoring x 3 x year</p>	<p>End of year 1 progress summary – <i>Curriculum audit undertaken with CL and EL. Books resourced to enrich topic areas. Sways evidence inclusivity and diversity</i></p> <p>End of year 2 progress summary Displays celebrate multi-cultural activities such as Diwali, visits to religious building other than CoFE taken place in KS2</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
Quality of Education for our pupils & people				
<p>To review the texts used in the English curriculum, to secure appropriate breadth and depth of different race and cultures</p> <p>To ensure attainment between boys and girls is broadly in line.</p> <p>To narrow the gap in attainment between</p>	<p>Continue to audit the English curriculum and expand into non-core areas to ensure adequate and appropriate representation in classes, and shared areas such as the libraries.</p> <p>Build this process into long term plans for English and the curriculum</p> <p>Use Insight to interrogate data during pupil progress meetings.</p>	Eng lead/ curric lead SLT	3 x per academic year	<p>End of year 1 progress summary <i>-English curriculum reviewed to include writing across the curriculum and appropriate texts support reading and enrich library and reading areas.</i></p> <p><i>For disadvantaged impact see table in this row.</i></p>



disadvantaged and non-disadvantaged cohorts

Ensure the disadvantaged cohort have adequate contact with class teachers via QTF and interventions. Track progress through PPM and address issues. Impact data below-

Disadvantaged cohort attainment for end of year 1

From Perspective Lite KS1 202223	SJA PP cohort	National PP cohort
Reading	71.7	53.9
Writing	63.3	44.4
Maths	73.3	55.7
Combined	61.7	40.1

From Perspective Lite KS2 202223	SJA PP cohort	National PP cohort
Reading	58.2	60
Writing	65.5	58
Maths	69.1	59
Combined	50.9	44

End of Year 2

PP V non PP 202324

	SIA KS1 2024		National Use of 2022/23 data as none available for 2024	
	PP	Non PP	PP	Non PP
Reading	69	77	53.9	72.8
Writing	60	80	44.4	65
Maths	73	80	55.7	75
Combined	62	77	40.1	61

Data analysis shows that as a result of our approaches, children who are disadvantaged achieve above the dis cohort.

In EYFS we are 2.7% above the NA dis cohort

In phonics we 4.3% above the NA dis cohort

In Year 2 SATS internal data suggest we are above the dis cohort nationally as results are above last year's dis cohort nationally.

From Perspective	SJA		GAP	National	
	PP	Non PP	PPv non SJA	PP	Non PP
Reading	65.2	66	0.8	62.6	79.1
Writing	67.7	77	9.3	58.9	77.3
Maths	67	81	14	59.6	79
Combined	52.3	62	9.7	45.8	67

End of year 2
progress summary
See table for
impact data PPv
non PP

End of year 3
progress summary

End of year 4
progress summary



	<ul style="list-style-type: none"> We remain above the national dis cohort in all areas including writing. We have improved outcomes for the dis cohort in all areas except maths where we have equalled last year's results for the cohort. We have narrowed the gap between did and non did within SJA particularly in R 			
Personal Development of our pupils & people				
Increase enrichment opportunities through visits/visitors/activities planned on site for theme days /clubs	<p>Special event days planned in to incorporate focus on different religions, careers opportunities Collection of pupil voice</p> <p>Data tracking to ensure inclusivity of approach. Focus on specific cohorts- SEND/those with EHCP/ those with exclusions etc.</p> <p>SL monitoring in place to analyse and evaluate. Incorporate our academy values and British values through these actions</p>	SLs	<p>6x per year</p> <p>3x per year</p>	<p>End of year 1 progress summary –</p> <p><i>Implementation of Provision use on Insight and Bsquared to track small steps of progress ensures an inclusive approach and attendance at enrichment activities to target those not engaging if needed.</i></p> <p>End of year 2 progress summary- Skillsbuilder introduced to increase future aspiration and create transferrable skills for employment. British values, Skillsbuilder values and academy values are clearly define and understood. Assemblies and focused learning embed</p> <p>End of year 3 progress summary</p>



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Behaviour & Attitudes of our pupils & people																																																																
<p>To reduce the number of fixed-term exclusions of white boys who are disproportionately represented in our current data</p> <p>Improve attendance to pre-Covid levels</p>	<p>-Provide staff training and feedback on SLT actions and approach for dealing with more extreme occurrences in behaviour that are increasing in frequency. -Review academy approach- develop capacity within the current SEND and pastoral team by increasing TA hours. -Reinforce staff understanding of the process for the Lincolnshire Ladder and timescales.</p> <p>-Ensure effective partnership with external agencies (behaviour support, Ed Psych etc.)</p> <p>Develop clear process to ensure additional support is offered to those pupils at risk of exclusion. https://lincseducation.co.uk/interventionsupport-services/</p> <p>Renew the attendance policy and approach and revisit strategies regularly.</p> <p>End of year 2 progress summary – Skegness Infant Academy-</p> <p style="text-align: center;">Impact data for attendance</p> <table border="1"> <thead> <tr> <th>SIA Attendance</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.2%</td> <td>92.0%</td> <td>93.1</td> </tr> <tr> <td>Male</td> <td>91.4%</td> <td>92.1</td> <td>93.1</td> </tr> <tr> <td>Female</td> <td>93.1%</td> <td>92.0%</td> <td>93.1</td> </tr> <tr> <td>PP</td> <td>91.6%</td> <td>91.3%</td> <td>92.1</td> </tr> <tr> <td>Non PP</td> <td>93.3%</td> <td>93.4%</td> <td>94.8</td> </tr> <tr> <td>Non SEND</td> <td>92.6%</td> <td>92.4%</td> <td>93.5</td> </tr> <tr> <td>SEND</td> <td>90.1%</td> <td>88.8%</td> <td>90.3</td> </tr> <tr> <td>EHCP</td> <td>88.8%</td> <td>95.2%</td> <td>91.9</td> </tr> </tbody> </table>	SIA Attendance	21/22	22/23	23/24	All	92.2%	92.0%	93.1	Male	91.4%	92.1	93.1	Female	93.1%	92.0%	93.1	PP	91.6%	91.3%	92.1	Non PP	93.3%	93.4%	94.8	Non SEND	92.6%	92.4%	93.5	SEND	90.1%	88.8%	90.3	EHCP	88.8%	95.2%	91.9	SLT/Hof S/EP	6x per year	<p>End of year 1 progress summary</p> <p><i>Behaviour training through BOSS is timetabled for the beginning of the academic year, Attendance policy updated annually, attendance meetings held weekly and information acted on.</i></p> <p><i>Attendance data evidences small improvements in PA reduction and overall attendance at SJA</i></p> <table border="1"> <thead> <tr> <th>SJA Att</th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.2%</td> <td>92.0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>SJA PA</th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>31.9%</td> <td>28.5%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>SJA Att</th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.3%</td> <td>93.5%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>SJA PA</th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>26.8%</td> <td>22.5%</td> </tr> </tbody> </table> <p>End of year 2 progress summary- See impact tables for attendance. Attendance policy is renewed annually with the</p>	SJA Att	21/22	22/23	All	92.2%	92.0%	SJA PA	21/22	22/23	All	31.9%	28.5%	SJA Att	21/22	22/23	All	92.3%	93.5%	SJA PA	21/22	22/23	All	26.8%	22.5%
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	<p>At the end of this academic year, attendance data for the Infants is showing improvements compared to last year at this time except for the EHCP cohort. However further analysis evidence 0 PA for this cohort.</p> <p>PA impact data-</p> <table border="1"> <thead> <tr> <th>SIA PA</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>31.9%</td> <td>28.5%</td> <td>19.6</td> </tr> <tr> <td>Male</td> <td>36.2%</td> <td>26.7%</td> <td>22</td> </tr> <tr> <td>Female</td> <td>26.4%</td> <td>30.6%</td> <td>17</td> </tr> <tr> <td>PP</td> <td>36.9%</td> <td>33.1%</td> <td>25</td> </tr> <tr> <td>Non-PP</td> <td>21.8%</td> <td>20.6%</td> <td>10</td> </tr> <tr> <td>Non-SEND</td> <td>28.4%</td> <td>26.5%</td> <td>19</td> </tr> <tr> <td>FSEND</td> <td>52.6%</td> <td>45.0%</td> <td>29</td> </tr> <tr> <td>EHCP</td> <td>50%</td> <td>25.0%</td> <td>0</td> </tr> </tbody> </table> <p>At SIA, end of year analysis shows PA has reduced in across all cohorts from 2021/22. We are currently below NA for PP PA (28%), 1% below NA non SEND PA(20%) and 34% below the NA for EHCP PA.</p> <p>Skegness Junior Academy-</p> <table border="1"> <thead> <tr> <th>SJA Att</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>92.3%</td> <td>93.5%</td> <td>93.6</td> </tr> <tr> <td>Male</td> <td>92.7%</td> <td>93.8%</td> <td>93.6</td> </tr> <tr> <td>Female</td> <td>91.9%</td> <td>93.3%</td> <td>93.7</td> </tr> <tr> <td>PP</td> <td>91.0%</td> <td>92.9%</td> <td>92.9</td> </tr> <tr> <td>Non-PP</td> <td>94.5%</td> <td>95.0%</td> <td>95.3</td> </tr> <tr> <td>Non-SEND</td> <td>92.6%</td> <td>94.0%</td> <td>94.1</td> </tr> <tr> <td>SEND</td> <td>90.7%</td> <td>92.1%</td> <td>92.5</td> </tr> <tr> <td>EHCP</td> <td>93.6%</td> <td>92.2%</td> <td>89.8</td> </tr> </tbody> </table> <p>For SJA at the end of 2024/24, we are up on NA attendance (at 91.8%) for the PP cohort and 0.6 above NA for our EHCP cohort. Close monitoring and bespoke provision for our families will continue to be in place next academic year.</p> <table border="1"> <thead> <tr> <th>SJA PA</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>26.8%</td> <td>22.5%</td> <td>18.8</td> </tr> <tr> <td>Male</td> <td>21.4%</td> <td>20.6%</td> <td>20</td> </tr> <tr> <td>Female</td> <td>31.9%</td> <td>24.3%</td> <td>17</td> </tr> <tr> <td>PP</td> <td>34.5%</td> <td>27.3%</td> <td>23</td> </tr> <tr> <td>Non-PP</td> <td>13.6%</td> <td>11.8%</td> <td>9</td> </tr> <tr> <td>Non-SEND</td> <td>26.0%</td> <td>20.5%</td> <td>16</td> </tr> <tr> <td>SEND</td> <td>33.3%</td> <td>28.4%</td> <td>27</td> </tr> <tr> <td>EHCP</td> <td>7.7%</td> <td>30.8%</td> <td>33</td> </tr> </tbody> </table>	SIA PA	21/22	22/23	23/24	All	31.9%	28.5%	19.6	Male	36.2%	26.7%	22	Female	26.4%	30.6%	17	PP	36.9%	33.1%	25	Non-PP	21.8%	20.6%	10	Non-SEND	28.4%	26.5%	19	FSEND	52.6%	45.0%	29	EHCP	50%	25.0%	0	SJA Att	21/22	22/23	23/24	All	92.3%	93.5%	93.6	Male	92.7%	93.8%	93.6	Female	91.9%	93.3%	93.7	PP	91.0%	92.9%	92.9	Non-PP	94.5%	95.0%	95.3	Non-SEND	92.6%	94.0%	94.1	SEND	90.7%	92.1%	92.5	EHCP	93.6%	92.2%	89.8	SJA PA	21/22	22/23	23/24	All	26.8%	22.5%	18.8	Male	21.4%	20.6%	20	Female	31.9%	24.3%	17	PP	34.5%	27.3%	23	Non-PP	13.6%	11.8%	9	Non-SEND	26.0%	20.5%	16	SEND	33.3%	28.4%	27	EHCP	7.7%	30.8%	33			<p>Behaviour Policy and fed back to staff via staff workshops. SENDco fully engaged in offering bespoke support to those at risk of suspension. All external services are engaged to support these identified pupils.</p> <p>End of year 3 progress summary</p> <p>End of year 4 progress summary</p>
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PP	91.0%	92.9%	92.9																																																																																																													
Non-PP	94.5%	95.0%	95.3																																																																																																													
Non-SEND	92.6%	94.0%	94.1																																																																																																													
SEND	90.7%	92.1%	92.5																																																																																																													
EHCP	93.6%	92.2%	89.8																																																																																																													
SJA PA	21/22	22/23	23/24																																																																																																													
All	26.8%	22.5%	18.8																																																																																																													
Male	21.4%	20.6%	20																																																																																																													
Female	31.9%	24.3%	17																																																																																																													
PP	34.5%	27.3%	23																																																																																																													
Non-PP	13.6%	11.8%	9																																																																																																													
Non-SEND	26.0%	20.5%	16																																																																																																													
SEND	33.3%	28.4%	27																																																																																																													
EHCP	7.7%	30.8%	33																																																																																																													



	<p>PA data evidences a reduction across most cohorts from 2021/22. PP PA is below NA at 28%, non-PP below NA at 11% and EHCP NA sits at 34%. Data is from FFT/Perspective</p>			
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