



Annual Equality Information 2025-2026

We value every member of the St Wilfrid's Community: our children, their families, our staff and governors, and as such, we want to celebrate everyone's unique identity whilst ensuring we have a true sense of belonging.

Our Equality Objectives:

Objective 1: Reduce the attainment gap between boys and girls and their peers

- Mathematics gender gap eliminated, with boys (75.8%) slightly outperforming girls (74.1%) in achieving age-related expectations.
- Reading attainment gap narrowed, with over seven in ten boys (71.7%) achieving the expected standard, reducing the gap with girls to 8.3 percentage points.
- Writing remains the key priority, although targeted strategies have supported improvements; the gender gap has reduced but remains at 12.7 percentage points (62.6% boys, 75.3% girls).
- Combined Reading, Writing and Mathematics outcomes have improved, although girls continue to outperform boys (67.1% compared with 54.3%), highlighting the need for continued focus on boys' writing.
- Higher attainment has strengthened in mathematics, with a greater proportion of boys achieving greater depth than girls (33.0% compared with 25.9%).
- Girls continue to excel at greater depth in reading and writing, informing future curriculum priorities for extending boys' achievement.
- Targeted teaching strategies have had a positive impact, particularly in mathematics and reading, demonstrating improved equity in attainment across genders.
- The objective has been partially achieved, with the gender gap significantly reduced in mathematics and narrowed in reading, while writing remains the principal focus for the next phase of school improvement.

Objective 2: Promote a culture of inclusion and respect for diversity through the curriculum and wider school activities.

Impact (Summer 2026)

- 95% of pupils from the Summer 2026 Pupil View Response agree that school encourages them to respect people from other backgrounds and to treat everyone equally.
- SEND pupils have strong representation in wider school opportunities, with 90% of SEND pupils participating in sport, compared with 92% of the whole school population and 96% of disadvantaged pupils, demonstrating that SEND pupils are accessing physical activity opportunities alongside their peers.
- The school's compliance tracker monitors access, participation and support for all pupils, including those with SEND and EAL, ensuring that vulnerable pupils are identified and supported to access the full range of educational opportunities.
- Participation in enrichment activities and clubs shows that 74% of SEND pupils engage in wider opportunities, compared with 86% of all pupils and 70% of disadvantaged pupils. This highlights that SEND pupils are benefiting from inclusive enrichment opportunities and are participating at a higher rate than disadvantaged pupils.

- 25 clubs were available to pupils during the summer term. Of these, 80% were provided free of charge, while the remaining 20% were free for disadvantaged pupils through Pupil Premium funding.
- The school welcomed external worship leaders from ethnic minority backgrounds, reflecting and celebrating the diversity of our school community.
- AREP has continued to increase awareness of diversity.
- All classrooms include a range of diverse texts, including the DEN which includes texts with neuro-divergent and diverse characters.
- Belonging Champions group led worships to celebrate diversity and role models.

Objective 3: Ensure that all pupils with SEND and other vulnerabilities have equal access to educational opportunities.

- Pupils with SEND and disadvantaged pupils have made **positive progress from their individual starting points** through adaptive teaching, targeted interventions and appropriate assessment approaches.
- At the end of KS2, SEND pupils achieved 90% Reading, 67% Writing and 78% Maths, compared with whole-school outcomes of 90%, 83% and 87% respectively.
- At the end of KS2, disadvantaged pupils achieved 86% Reading, 71% Writing and 86% Maths, compared with whole-school outcomes of 90%, 83% and 87% respectively.
- Outcomes demonstrate that vulnerable pupils are achieving well in key areas, with SEND pupils matching whole-school outcomes in Reading and disadvantaged pupils achieving close to whole-school outcomes in Reading and Maths.
- B Squared assessment enables leaders to accurately track smaller-step progress for pupils with complex SEND, ensuring progress is recognised and monitored effectively resulting in all pupils making progress.
- The data shows that targeted support, adaptive teaching and strategic use of interventions have improved access to learning and reduced barriers.
- Leaders can demonstrate that pupils with SEND and other vulnerabilities receive appropriate support, enabling them to access the curriculum and make sustained progress. 100% of parents of pupils agree that “My child has SEND and the school gives them the support they need to succeed,” demonstrating strong parental confidence in the effectiveness of SEND provision and support.
- 100% of parents agree that “The school supports my child’s wider personal development,” reflecting the positive impact of the school’s wider curriculum, enrichment offer and pastoral support.
- 96% of parents agree that “My child can take part in clubs and activities at this school,” demonstrating that families recognise the accessibility and inclusivity of the school’s wider opportunities.
- Leaders continue to identify and reduce barriers to participation, ensuring that pupils with SEND and other vulnerabilities are able to fully engage in school life and develop academically, socially and personally.
- Parent feedback evidences the impact of the school’s inclusive approach: *“Please keep doing what you're doing - the variety of experiences and approaches to learning is wonderful. My children have such different personalities and learning styles, and we've really felt that the school has supported and nurtured each of them as individuals. It's been fantastic to see them both flourish in their own way.”* This demonstrates that families recognise the school’s commitment to personalised support and ensuring every pupil can thrive.