



Equality Data - Year 2023-2024

Disability

All pupils have an Education Health Care Plan which names ASD as their primary area of need. Many pupils also have associated learning difficulties, which can affect their ability to access the curriculum. A few pupils have additional impairments, such as hearing loss.

As at January 2024, there are 185 pupils on roll.

Gender

The large majority of pupils are boys.

Pupils	Boys	%	Girls	%	Total
Key Stage 2	12	80.0	3	20.0	15
Key Stage 3-4	70	71.4	28	28.6	98
Key Stage 5	55	76.3	17	23.7	72

Across all sites, we have 2 Q pupils and 1 Mx pupil.

Race

The large proportion of pupils are of White British heritage.

Pupils	White English	Indian	White & Any Other Ethnic Group	White & Black Caribbean	Black Caribbean	White & Black African	Chinese	Turkish Cypriot	Gypsy /Roma	Black African	Other Mixed	White Western European	White Eastern European	White Other	Not Obtained
Key Stage 2	14	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Key Stage 3-4	81	2	3	1	1	1	1	1	0	0	2	1	2	2	1
Key Stage 5	68	0	1	0	0	0	0	0	1	2	0	0	0	0	0

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Religion or belief

Pupils	Christian	Anglican/CofE	Hindu	No Religion Refused	Other Religion	Sikh	Jehovahs Witness	Pagan	Other
Key Stage 2	4	1	0	9	0	0	0	0	1
Key Stage 3-4	29	0	1	65	0	1	1	0	1
Key Stage 5	28	0	0	41	0	0	0	0	3

Appendix A

Pupil progress:

Pupils eligible for free school meals and the pupil premium

The DfE has established that nationally, pupils who are eligible for free school meals tend to under-achieve compared with the rest of their cohort. The pupil premium is additional funding provided to support pupils entitled to free school meals among others.

An above average proportion of the pupils at Grange Park School are eligible for the pupil premium (22.7%).

Children in Care (CiC)

Grange Park has two Children in Care. Their progress is monitored separately and supported with interventions where appropriate.

Equality Objectives

1. That all pupils are enabled to access the curriculum at their optimum level without hindrance from unhelpful behaviour; either their own or that of other pupils.
2. That all pupils understand and commit to a school ethos of mutual understanding and respect thus creating a working environment fully inclusive of gender, ethnic and religious differences which values individuality.
3. That pupils and staff raise awareness and support a positive understanding of ASC in the local and wider communities.

Evaluation/Monitoring of policy and objectives

The Executive Headteacher will act as the Equality and Diversity Co-ordinator and will report termly to Governors.

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