



Attain Academy Partnership

Public Sector Equality Duty: Annual Report 2026

Data within the report is for the Academic Year 2024/25

1. Introduction

1.1 The Equality Act 2010 requires schools to publish information by 6th April each year to demonstrate compliance with the aims of the Public Sector Equality Duty:

- Information about how the school is promoting equality and eliminating unlawful discrimination for pupils, staff and governors with protected characteristics (or other relevant people with protected characteristics in the school community);
- Information relating to employees with protected characteristics but only if the school employs 150 staff or more. Those with fewer than 150 employees are not required to publish information relating to their employees (but they can choose to do so if they wish). They will still need to ensure, however, that they collect and use enough workforce information to effectively meet the general equality duty

1.2 The information published in this document is our response to this.

2. The Public Sector Equality Duty

2.1 The Public Sector Equality Duty is set out in Section 149 of Equality Act 2010. The 'Duty', as it is known, requires schools to publish information that demonstrates that we have due regard for the need to:

- **General Duty 1: Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.

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- **General Duty 2: Advance equality of opportunity** between people who share a protected characteristic and people who do not share it by:
 - removing or minimising disadvantages suffered by people due to their protected characteristics;
 - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
 - Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

- **General Duty 3: Foster good relations** between people who share a protected characteristic and people who do not share it by:
 - Tackling prejudice and
 - Promoting understanding between people from different groups

The specific duties are:

- To publish relevant, proportionate information (including quantitative data) showing compliance with the Equality Duty
- To prepare and publish at least one specific and measurable objective that the school thinks it should achieve to meet any of the three aims of the equality duty each year. Objectives must be published at least every four years.

3. Equality Information

- 3.1 Attain Academy Partnership (herein referred to as the Trust) is a public sector education organisation with seven primary academies, two strategic partners and a Central Trust office.
- 3.2 As a Trust we take full account of equality and accessibility in our day-to-day policy, decision-making and practice. All staff and pupils are treated equally at Attain Academy Partnership irrespective of: Sex; Race; Disability; Religion or belief; Sexual orientation; Gender reassignment; Pregnancy or maternity (the Act extended this protection to pupils). Where necessary, actions are put in place to address any barriers faced by pupils, parents or governors with protected characteristics. The impact of our equality and accessibilities policies over the year are monitored and reported annually in the equality duty information report.

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- 3.3 The Trust believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that the Trust continues to tackle issues of disadvantage and underachievement of different groups.
- 3.4 The equality duty information report for each Academy within the Trust is published within this report. This information reflects on the Academic period 2024-2025.
- 3.5 This report should be read alongside the Trust's Equality policies, which are available on the Trust's website (www.attain.essex.sch.uk).

4. Equality Aims

4.1 The Trust's main aims are to:

- Narrow the attainment gap and improve outcomes for all pupils regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.
- Raise the attainment, achievement and narrow the gap between all groups of pupils so that they exceed the national standards.
- Further embed the Attain Academy Partnership shared values in all aspects of our work.
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5. Equality Duty Response

5.1 General Duty 1: Eliminating Unlawful Discrimination, Harassment and Victimisation

The information provided here aims to demonstrate that the Trust, and the academies within it, considers equality issues in everything that we do within the Trust. This ensures that we all work towards eliminating discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Ensuring that all staff and pupils are aware of the requirements of the Equality Act 2010 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Keeping an accurate record, where possible and appropriate, of the protected characteristics of our pupils and staff.
- Having clear procedures to ensure that policies and practices do not discriminate, directly or indirectly against adults or pupils in the Trust; and that positive role models and a wider perspective will strengthen the Academy.
- Reporting, responding to and monitoring all incidents of prejudice related incidents related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. However, instances of bullying, including for example, cyber-bullying and prejudice-based bullying, within the Trust are extremely rare.
- Having clear procedures for dealing with any incidents of inappropriate behaviour including prejudice-related bullying. The behaviour and anti-bullying policies for each Academy outline our expectations for both pupils and staff in their interaction with each other and our commitment to anti-bullying. Pupils and staff are respectful of each other and this includes behaviour that does not disrupt the learning of others.
- Having clear policies that outline the provision the Trust and academies makes for pupils with special educational needs.
- Ensuring safer recruitment practices are adhered to safeguard and protect our pupils.
- Having procedures for addressing staff discipline, conduct and grievances.
- Ensuring teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success.
- Tracking pupil progress to ensure that all children make rapid progress and intervening when necessary.
- Ensuring that all pupils have the opportunity to access extra-curricular provision.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

5.2 General Duty 2: Advancing Equal Opportunity Between People

As set out in the DfE guidance on the Equality act, all staff, trustees and local governors aim to advance equality of opportunity by:

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- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking appropriate and reasonable steps to meet the needs of people who have a particular characteristic.eg. enabling pupils with disabilities full access to the curriculum.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. ensuring academy activities are accessible to all pupils).

In fulfilling this aspect of the duty, our academies

- Provide good access to high quality education and promote achievement and attainment for all pupils
- Publish attainment data each year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response, where appropriate, and publish this information.
- Review other data, such as participation in extra-curricular clubs, prejudice-related incidents, attendance, suspensions and exclusions to monitor the effectiveness of our policies and to identify any trends where further action would be appropriate.
- Make evidence available identifying improvements for specific groups.
- Build effective partnerships with parents / carers, which give them the opportunity to contribute to their child's education and the Academy's development. These include regular parent feedback surveys, termly learning conferences and one planning meetings for children with SEND.
- Give pupils the opportunity to contribute to the Academy's development. The Academy values what the pupils think and hears the 'pupil's voice' through the Trust Pupil Forums as well as the school councils, school play leaders, school prefects, buddying system, reading partners and class forums.
- Support disabled staff and pupils by meeting their individual needs. Where possible, reasonable adjustments are made to ensure they are not put at a disadvantage compared to others in the school.

5.3 General Duty 3: Fostering Good Relations

The Trust aims to foster good relations between those who share a protective characteristic and those that do not by:

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- Ensuring that our academies are seen as community schools within their local community
- Ensuring that equality and diversity are embedded in the curriculum

We fulfil this aspect of the duty by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teachings in RE, PSHE education.
- Seeking opportunities to frame difference and diversity positively where possible.
- Holding assemblies dealing with relevant issues. This includes inviting external speakers to contribute where appropriate.
- Working with our local communities. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips based around the local community. The Academies also have active and well supported PTAs which bring together the Academy and wider community through a variety of social and fundraising events.
- Seeking opportunities for children to be involved in local events
- Encouraging and implementing initiatives to foster relationships between different groups of pupils within the Academy. For example, the school council has representatives from different year groups and formed of pupils from a range of backgrounds. All pupils are encouraged to participate in academy activities, such as extra curriculum clubs.

6. Equality Duty Information for the Academic Period 2024-2025

6.1 Pupil Information

6.1.1 Pupil Characteristics Data

Below is a summary of the pupil population within the Trust for the Academic Year 2024/2025 based on the Spring 2025 census data compared with national data.

	No. of pupils	% boys	% girls	% white British	% English first language	% SEND	% SEND EHCP	% SEND support	% Free School Meals
National				60.3	78.2	19.5	5.3	14.2	25.7
Attain	1644	51.5	48.4	77.6	92.7	14.5	2.6	11.9	14.9
Bocking	196	55	45	83.7	92.3	18.1	2	15.8	18.4
Cressing	196	52	48	82.1	97.4	15.3	1.5	13.7	20.4
de Vere	194	54	46	94.3	98.5	13.9	2.5	11.3	24.7
Elm Hall	213	51	49	72.3	91.5	20.1	5.1	15.0	17.8
Gosfield	142	39	61	91.5	98.6	14.7	2.8	11.9	4.9
Newlands Spring	488	53	47	61.5	86.5	9.8	2.6	7.1	12
Rayne	215	51	49	85.6	94.9	16.7	1.3	15.3	10.8

Each academy will have analysed the school population information on gender, ethnicity (where available), English as an Additional Language (EAL), Free School Meals eligibility (FSM) and Special Educational Needs (SEND), to help ensure that no pupil is disadvantaged within the academy.

- The Trust had 1644 pupils on roll at the time of the census
- The balance of girls and boys was fairly equal across the Academies (48.4% girls compared with 51.5% boys)
- The pupils within the Trust are predominantly from a White British background (77.6% compared with the 60.3%% nationally)
- English is the first language for the majority of pupils (92.7% compared with 78.2% nationally)
- SEND needs vary across the academy, with 14.5% of pupils being on the SEN register across the trust compared with 19.5% nationally. Of these:
 - SEN Pupils with EHCP: 2.6% compared with 5.3% (all schools)
 - SEN Pupils without statement or EHCP: 11.9% compared with 14.2% (all schools)
- The areas from which each Academy draws its pupils are generally socially and economically advantaged however they do include some 'pockets of deprivation'
- The percentage of pupils attracting additional pupil premium funding was lower than the national figures (FSM: 14.9% compared with 25.7% nationally for all schools).

[National data from January 2025 census](#) and [SEN in England 2024/2025 National tables](#)

6.2 Impact Indicators

6.2.1 Pupil Attendance

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Central to raising standards in education and ensuring all pupils can fulfil their potential is a commitment to attendance. Missing out on lessons leaves children vulnerable to falling behind. It is recognised that pupils with poor attendance tend to achieve less well.

The Trust encourages a high level of attendance and punctuality.

The attendance data across the Trust for 2024/25 are shown in the table below alongside the comparative data for 2023/24 and the national data for the academic year 2024/25.

	Academic Year	Attendance %	Authorised Absence %	Unauthorised Absence %	Persistent Absence % (below 90%)
Bocking Primary School	2023/24	92.8	6.3	0.91	16
	2024/25	92.9	5.9	1.6	21.1
Cressing Primary School	2023/24	95.2	3.9	0.88	13.5
	2024/25	95.6	3.6	1.3	9.1
de Vere Primary School	2023/24	94.6	4.3	1.1	14.1
	2024/25	94.3	4.5	1.3	17.2
Elm Hall Primary School	2023/24	93.8	4.9	1.4	17.1
	2024/25	93.6	5.5	1.5	13.6
Gosfield Community Primary School	2023/24	94.2	4.2	1.6	14.2
	2024/25	94.4	4.1	1.3	9.6
Newlands Spring Primary School	2023/24	94.7	4.3	1.0	10.1
	2024/25	94.5	4.3	1.1	12.8
Rayne Primary & Nursery School	2023/24	95.3	4.1	0.7	8.7
	2024/25	96.1	3.3	0.7	8.5
Attain Average 2024-2025	2024/25	94.5	4.4	1.2	13.2
National Data for 2024/2025 (Primary school data)	2024/25	93.1 (94.8)	4.5 (3.7)	2.3 (1.5)	18.7 (13.5)

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29>

For 2024/25 the attendance figures across the Trust were generally in line with or higher than the national figures. All academies had attendance better than or similar to the previous year.

6.2.2 Exclusions

2024/25: There were no permanent exclusions within the Trust and there were a number of suspensions (formerly known as fixed term exclusions). Data for the number of suspensions and exclusion rates are in the table below:

	Number of Permanent Exclusions	Number of suspensions	Number of children
Attain Academy Partnership			
Bocking Primary School	0	3	2
Cressing Primary School	0	4	2
de Vere Primary School	0	0	0
Elm Hall Primary School	0	22	4
Gosfield Community Primary School	0	1	1
Newlands Spring Primary School	0	15	4
Rayne Primary & Nursery School	0	9	3
Total	0	52	16

Exclusion rate formula is the (Number of suspensions / Number of pupils on roll in Spring census x 100)

The suspension rate for the Trust was 3.16 compared with 4.02 nationally for all schools in 2024/25. The suspension rate is based on the total number of suspensions recorded across the year and the figure can be inflated by the inclusion of those pupils with more than one suspension

<https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england/2024-25-autumn-term> .

6.2.3 Prejudice-related incidents

There were 26 prejudice-related incidents recorded across the Trust during 2024/25 related to victimisation or discrimination, compared with 24 in 2023/24.

All reported incidents, including homophobic behaviour, bullying and racist behaviour are followed up and parents informed. Incidents are carefully monitored to prevent reoccurrence.

	Racist	Homophobic
Bocking Primary School	0	4
Cressing Primary School	0	0
de Vere Primary School	0	0
Elm Hall Primary School	5	0
Gosfield Community Primary School	0	0
Newlands Spring Primary School	9	2
Rayne Primary & Nursery School	4	2
Total	18	8

6.2.4 Attainment

The Trust aims to ensure that any gap in attainment for pupils within any of the above different groups is removed or at least remains less than the gap nationally. This is achieved through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities.

Data for the Key Stage 2 statutory assessment in 2024/2025 is shown in the table below, with comparative data national data.

All Pupils	Pupil Premium
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	Reading	Writing	Maths	Combined Reading, Writing & Maths	Combined Reading, Writing & Maths
Bocking Primary School	89	77	65	62	57
Cressing Primary School	86	79	86	79	83
de Vere Primary School	74	78	78	70	56
Elm Hall Primary School	72	76	59	48	25
Gosfield Community Primary School	75	55	45	35	0
Newlands Spring Primary School	73	72	78	60	56
Rayne Primary & Nursery School	67	70	74	48	0
Attain Average	76	73	72	58	55
National Average for 2024/2025 SATS	75	72	74	62	48

The KS2 SATS data for the 2024/2025 academic year underscores the need for a focused approach to equity in education. While the Attain outcomes overall are close to national, there are schools where the gap between pupil premium and non-pupil premium is significant. By fostering a culture of inclusivity and support, we can work towards ensuring that every pupil, regardless of their background, has the opportunity to thrive and succeed.

7. Staff Information - Overview

The Trust aims to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.

7.1 Staff characteristics

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This section refers to Academy staff 2024/2025.

Number of Staff employed (full & part-time)	276
Gender/Gender Identity (if known)	Female 90.5%, Male 9.5%
Race (if know)	White British: 91.2% Ethnic Minority*: 8.8%
Disability (if known)	0
Sexual Orientation (if known)	Not routinely collected
Religion or Belief (if known)	Not routinely collected

*For the purpose of this report ethnic minority is defined as non-white British in order to protect the small number of individuals concerned

The Trust is an equal opportunities employer however as is common for the public sector and education, the Trust has a predominance of female employees in the work force.

The Academies do not routinely collect or hold information on religious beliefs, unless specifically requested by a member of staff. The Trust's absence policy allows time-off with pay for major religious observance days for all faiths.

No data is collected or held by the Academies about the marital status of members of staff, apart from the titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.

The Trust operates the Local Authorities policies for maternity leave, paternity leave and flexible working (reduced hours). The Trust and Academies provide sensitive and appropriate support to any member of the Trust community who is pregnant or who has recently had a baby including respecting confidentiality when appropriate.

All staff have access to CPD relevant to their role. There is no difference in the amount of time spent by staff on relevant training activities with regards to gender and ethnicity.

The Trust / Academies do not collect or retain data on job applicants for any purpose other than recruitment.

7.2 Staff Pay

Employers over 250 staff are required by law to carry out Gender Pay Gap Reporting in accordance with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017.

The 2026 gender pay gap report for Attain Academy Partnership can be found on the [Trust website](#). The report showed the Trust has a gender pay gap, with male staff paid on average slightly higher than female employees. However, the mean difference has decreased since the previous year.

	Difference in mean hourly pay		
	2025	2024	2023
All Staff	14.83%	15.64%	19.89%
Support	7.36%	5.61%	4.69%
Teachers	12.33%	9.71%	5.21%

The majority of staff employed by the Trust are female. The terms and conditions of employment for many roles tend to be family friendly and attract female applicants for roles such as midday supervisor, cleaners and administration for which the pay is lower.

The Trust operates nationally agreed pay scales for all staff. However, the actual leadership level paid is determined by the Teachers Pay and Conditions document and is related to the number pupil attending the academy.

Staff are paid in relation to job specification, number of days employment and level of responsibility and there is no significant difference in average pay between different ethnicities of staff.

8. Reference Sources

The following sources of National data were used in this report:

[DfE Schools, pupils, and their characteristics 2024/2025](#)

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[DfE SEN in England 2024/2025 National tables](#)

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools/2025-week-29>

<https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england/2024-25-autumn-term> .

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