



Impact of Cotham Equalities Statement Objectives 2019-20

Objective 1:

For SEND and Pupil Premium students to grades 9-4 in English and Mathematics, Attainment 8 and Progress 8 in line with the national average for all students.

	2020	2019	2018	2017
Attainment 8 (A8)	49.41	45.95	51.21	49.03
SEND A8	35.80	38.21	33.26	39.37
Pupil Premium A8	39.80	35.28	39.85	N/A
Progress 8	0.27	-0.061	0.032	-0.1
Pupil Premium P8	-0.23	-0.251	-0.371	-0.351
SEND P8	-0.37	-0.456	-0.409	-0.722
Basics 9-4 E/M %	71%	60.3%	74.6%	71.4%
Basics 9-4 E/M PP %	47.2%	33.3%	51.5%	50.8%
Basics 9-4 E/M SEND %	50%	45.0%	34.6%	26.8%
Basics 9-5 E/M %	52.8%	42.1%	54.5%	58.2%
Basics 9-5 E/M PP %	31.9%	19.7%	28.8%	33.3%
Basics 9-5 E/M SEND %	33.3%	32.5%	15.4%	12.2%

Headline performance figures for 2019-20 are not published, due to Covid-19 exams being cancelled. Figures are provided for information only, based on previous year's Att8 Estimates and should not be directly compared to previous year's performance.

Objective 2:

To achieve a reduction in the number of Fixed-Term Exclusions and Separated Learning referrals of Somali and African Caribbean students over 2019-20 in comparison to 2017-18.

2019-20 Academic Year - as at end of Term 4 due to Covid-19 school closure

	Numbers							% of incidents					
	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB			
FTE	106	81%	19%	80%	55%	58%	61%	35	7	11	33%	7%	10%
PEX	0	0%	0%	0%	0%	0%	0%	0	0	0	0%	0%	0%
SL	2347	78%	22%	81%	50%	34%	60%	704	287	179	30%	12%	8%

106 Fixed Term Exclusion incidents by 77 students totalling 156 days

2018-19 Academic Year - as at end of Term 6

Numbers

% of incidents

	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB	BSOM	BAOF	BCRB
FTE	98	60%	40%	80%	46%	58%	64%	32	3	17	33%	3%	17%
PEX	1	0%	100%	0%	0%	0%	100%	0	0	0	0%	0%	0%
SL	2233	75%	25%	74%	51%	35%	53%	529	43	89	24%	2%	4%

98 Fixed Term Exclusion incidents by 70 students totalling 153 days

2017-18 Academic Year - as at end of Term 6

Numbers

% of incidents

	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB	BSOM	BAOF	BCRB
FTE	102	65%	35%	56%	38%	37%	53%	24	0	3	24%	0%	3%
PEX	1	0%	100%	100%	100%	100%	100%	1	0	0	100%	0%	0%
SL	1969	77%	23%	69%	47%	30%	55%	569	71	108	29%	4%	5%

102 Fixed Term Exclusion incidents by 81 students totalling 143 days

2016-17 Academic Year - as at end of Term 6

Numbers

% of incidents

	All	Male	Female	BME	EAL	SEN	PP	BSOM	BAOF	BCRB	BSOM	BAOF	BCRB
FTE	145	70%	30%	67%	39%	35%	57%	32	1	10	22%	1%	7%
PEX	1	100%	0%	100%	0%	100%	100%	0	0	0	0%	0%	0%
SL	3207	77%	70%	68%	47%	27%	57%	847	112	187	26%	3%	6%

145 Fixed Term Exclusion incidents by 94 students totalling 231.5 days

Conclusion: This objective has not been met.

Separated learning referrals and FTEs have increased despite the shorter school year. BAME students are still disproportionately affected. A number of actions have been taken this year in preparation of the launch of new behaviour procedures (deferred to September 2020) that will attempt to mitigate some of these concerns and tackle the root causes of student's poor behaviour using a more restorative approach. These include: an overhaul of separated learning

provision (students will no longer be removed from lessons for a whole day but will instead go to a 'link classroom' sixth form lesson), whole staff training on restorative approaches and training for the inclusion team on restorative conferencing and the introduction of a restorative room as an alternative to exclusion which will provide tailored intervention to small groups of students who are repeatedly excluded/ removed from class.

Objective 3:

To increase the diversity of the school staff body so as to be representative of the Protected Characteristics of the school's community.

Staff Protected Characteristics

Year	Total Staff	Female	Male	White British	White Other	Asian (Indian/ Pakistani/ Banglashi)	Black African	Black Caribbean	Chinese	Mixed other	Not obtained	OTH	Disabled
2020	218	149	69	171	22	4	2	4	2	8	4	1	1
2019	178	121	57	146	16	3	1	2	2	4	3	1	0
2018	157	109	48	129	18	3	0	2	0	2	2	1	0
2017	186	132	54	152	24	2	0	4	0	2	1	1	0

The above data is taken from the workforce census that is completed each November and includes all staff that were employed from September 2019 to November 2020. Previous year's data in the table above is not from this same source - going forward this data will be taken every year from the workforce census for consistency. We currently employ 180 members of staff and have a further 6 long-term agency staff.

Conclusion: This objective has been met.

There has been an improvement in the diversity of the workforce with the recruitment of additional BAME members of staff. The workforce recruitment statistics do not capture the colleagues contracted to work regularly at the school but are not on the payroll; for example, the Steel Pan instructor and Somali Family Support Worker.

Cotham has taken a number of steps to recruit a more diverse workforce, including advertising more widely via social media, drawing on links with BAMEed Bristol and South West and being proactive about the school's commitment to diversity and inclusion in the recruitment pack. Consideration of the school website and its representation of staff is underway for 2020-21.

There continues to be an issue in recruiting a more diverse workforce, particularly teachers, that is on par with the local Bristol picture (in 2017-18, only 26 out of 1346 secondary school teachers in Bristol are black); however, action is being taken to improve the recruitment of BAME teachers at a regional, local and school level.

Proposed 2020-21 Equalities Objectives:

Objective 1:

For SEND and Pupil Premium students to achieve grades 9-4 in English and Mathematics, Attainment 8 and Progress 8 in line with the national average for all students.

Objective 2:

To achieve a reduction in the number of Fixed-Term Exclusions and Separated Learning referrals of Somali, African Caribbean students and boys over 2020-21 in comparison to 2019-20.

Objective 3:

To increase the diversity of the school staff body so as to be representative of the protected characteristics of the school's community.

Objective 4:

To create a culturally inclusive environment through preventative work around racism, celebrating diversity and developing an anti-racist curriculum