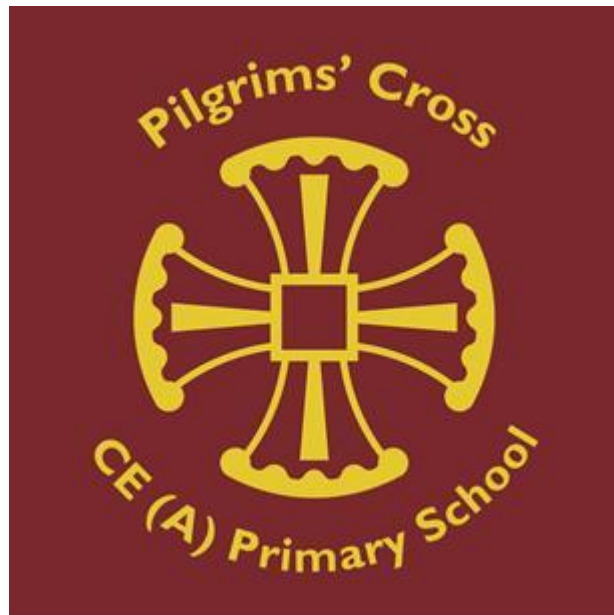

*Learning, to make a difference,
in God's world*

Pilgrims' Cross CE Aided Primary School



Single Equalities Statement

Reviewed by	Headteacher	Authorised by	FGB
Last review	April 2026 (Year 1 of 4)	Review Cycle	Every 4 years

Pilgrims' Cross CofE Primary School

Single Equality Statement (SES)

1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. Through our values of Love, Courage and Trust, we are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation.

We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents/carers.

Throughout this Statement, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations

in a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

The Statement is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers
- promotion of the School's Christian Values of Love, Courage and Trust in all interactions in the school community

2. Information gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion.

Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and local authority information.

Some comparator detail is available from:

- the Hampshire Local information and statistics website
<https://www.hants.gov.uk/aboutthecouncil/informationandstats>
- school performance tables online – provides an opportunity to compare against national data:
<https://www.gov.uk/school-performance-tables>
- Department for Education – national School Workforce Census data: <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

Pilgrims' Cross CofE Primary School

Pilgrims' Cross CofE Primary School is located on the outskirts of Andover and serves the Picket Twenty development and wider community. The School is committed to ensuring that opportunities are available for all. Accordingly, participation in clubs or activities is not restricted by gender or race, and we aim to provide a variety of clubs which appeal to both boys and girls and are open to pupils from both Key Stages, except where externally imposed age-restrictions apply.

We are a two-form entry primary school with a Published Admissions Number (PAN) of 60. The majority of adults and children in our community is identified as white British. Numbers of pupils on Free School Meals (FSM) is broadly in line with the national average. The number of pupils with Special Educational Needs and Disabilities (SEND) is slightly over the national average.

The data published are presented below. As a school, we carefully track all pupils in order to ensure that they are performing at least as well as their peers and are taking full advantage of the learning and extra-curricular opportunities provided by the school.

Information	Evidence and commentary	
Number of pupils 2024-25	Girls: 56.6% Boys: 43.4% Total: 373 pupils	
Attainment 2022-23		
Early Years Foundation Stage: Good Level of Development (GLD)	At the end of Year R children are assessed against the Early Learning Goals	
		GLD
	Pilgrims' Cross Primary School	65%
	National	68%
		GLD
	Boys	62%
	Girls	68%

Year 1 Phonics test		Pass
	Pilgrims' Cross Primary School	79%
	National	80%
		Pass
	Boys	83%
	Girls	77%
End of Key Stage 2 % achieving ARE or better		
R/W/M combined Attainment – by gender	Girls: 45% Expected Standard Boys: 45% Expected Standard	
Reading Attainment – by gender	Girls: 69% Expected Standard Boys: 75% Expected Standard	
Writing Attainment – by gender	Girls: 62% Expected Standard Boys: 50% Expected Standard	
Attainment in Maths – by gender	Girls: 55% Expected Standard Boys: 70% Expected Standard	
Attainment of pupils (not including pupils with SEND) compared with attainment of pupils with SEND	R/W/M: Whole School (non-SEND) 50% Pupils with SEND 14.3% (7 pupils) Reading: Whole School (non-SEND) 81% Pupils with SEND 14.3% (7 pupils) Writing: Whole School (non-SEND) 64% Pupils with SEND 14.3% (7 pupils) Maths: Whole School (non-SEND) 69%	

	Pupils with SEND 14.3% (7 pupils)	
Attainment of pupils (not including Pupil Premium children) compared with attainment of pupils entitled to Pupil Premium funding	R/W/M:	Whole School (non-Pupil Premium) 47% Pupil Premium children 40% (15 pupils)
	Reading:	Whole School (non-Pupil Premium) 74% Pupil Premium children 67% (15 pupils)
	Writing:	Whole School (non-Pupil Premium) 62% Pupil Premium children 47% (15 pupils)
	Maths:	Whole School (non-Pupil Premium) 62% Pupil Premium children 60% (15 pupils)
Attendance by gender 2024-2025	Girls: 95.8% Boys: 95.9%	
Participation in the School Council by gender 2024-2025	Girls: 50% Boys: 50%	
Participation for 2024-2025 of Pupil Premium Children in:	Percentage of Uptake	
	Sports Competitions	No data. School have begun sports competitions in academic year 2025-2026
	After School Clubs	45%
	Music Lessons	8%
	Pupil Voice Groups	55%

Information	Evidence and commentary
Governor representation as at April 2026	44% Male, 56% Female 100% British White 11% White other

Staff Data

As the school employs less than 150 staff, the governing body is not required to publish information in relation to the staff.

Qualitative Information

The Governing Body will regularly review qualitative information including:

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (where equalities issues have been discussed)

The Headteacher will regularly review information including:

- notes of student council providing their views on equality issues
- notes of staff meetings where staff training in relation to equalities has been undertaken
- notes of staff meetings where the subject matter relates to equality of opportunity
- particular initiatives undertaken in the school
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about Collective Worship which deal with relevant equality related issues

3. Using equality information

We use the information collected to:

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action.

Information from the year 2024/25 in our school showed that overall R/W/M outcomes at the end of KS2 were similar for girls and boys. Boys did not do as well as girls in writing and girls performed less well than boys in maths. Therefore, a priority will be to increase the number of

children achieving the Expected Standard in the R/W/M combined measure, to bring us in line with the national average, which was 62% in 2024/25. The figures have been analysed and will inform discussions around actions in our School Improvement Plan (SIP). The outcome of the evaluation of the *current* internal data, as of April 2026, shows that council/pupil role participation is equal between genders, as is attendance (currently sitting at 96% for both girls and boys).

The information from 2024/25 also shows that attainment for our SEND children at the end of KS2 was lower than for their non-SEND peers.

The school recognises the need to ensure that all children have access to all school activities, regardless of vulnerability. Children may have one or more circumstances which cause them to be more vulnerable to thriving socially and academically (for example: being a young carer-officially or unofficially, a Forces child, a child in Care, a child with challenging family circumstances, etc) We pay specific attention to our most vulnerable children to ensure that they receive the support needed to make the required progress.

We will also work to increase the multi-cultural awareness of our pupils, from EYFS to Year 6, by ensuring they have opportunities to explore cultural diversity and are able to talk about a variety of cultures from across the world, sharing similarities and differences between their own and other cultures. We will continue to develop our curriculum across the school to embed links with Global Citizenship. Next year, if there is sufficient provision across schools in the Test Valley area, an Equality And Rights Advocates (EARA) group will be set up- the purpose being to involve pupils in equality and rights-based work, discussion and improvement, in conjunction with the Local Authority and other local schools.

Over the next four years the school will continue to collect the data presented in the table above, and we will also collect information on additional areas, including SEND/non-SEND analysis for phonics and EYFS outcomes.

The objective(s) set for the next four years are therefore to:

Objective	Success Criteria or Actions	Review Frequency	By Whom	By When
Ensure that all with SEND have	Confirmation via review of	Termly	HT, SENCo/Inclusion	On-going

access to all school activities, including the development of Ordinarily Available Provision within the classroom.	Accessibility Plan, Teacher Planning and learning environments		Lead & Governing Body	
Identify and make provision for meeting the specific learning requirements of individual learners.	Actions on Individual learning plans, planning and interventions lead to all pupils making progress in line with that of their peers; progress carefully tracked from lower starting points and used to inform next steps	Half termly	HT, SENCo/Inclusion Lead and all staff	On-going
Improve % of pupils achieving Expected Standard in RWM	All children will be working at the correct level of pitch, with challenge or support in place as necessary Effective teaching and adaptations for impact on pupil progress	Annually	HT, all staff and Governing Body	July 2027
Improve % of pupils with SEND achieving Expected Standard in RWM	All children will be working at the correct level of pitch, with challenge or support in place as necessary Strong teacher knowledge of SEND	Annually	HT, SENCO, all staff and Governing Body	July 2027

	practice, in addition to or different from other pupils, for impact on pupil progress			
Improve % of Pupil Premium pupils achieving Expected Standard in RWM	All children will be working at the correct level of pitch, with challenge or support in place as necessary Strong teacher knowledge of quality inclusive practice for impact on pupil progress	Annually	HT, SENCO, all staff and Governing Body	July 2027

These objectives are published on the school's website and will be updated at least every four years. We will try to respond positively to any request made for a copy in another format.

4. Involvement of staff, pupils, and parents

a) Developing our Statement

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Statement. We have strived to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

In developing our Statement, we have involved staff, pupils, parents and others in the following ways:

- involvement of the student council
- staff surveys
- parent questionnaire

b) Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so e.g. reasonable adjustments and auxiliary aids and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

5. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the Governing Body.

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

6. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are:

- safeguarding
- child protection
- anti-bullying
- complaints
- behaviour
- SEN

-
- pay
 - accessibility

7. Roles and responsibilities

The Governing Body will:

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic

The Headteacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement
- drive forward implementation of the Statement and action to achieve the objective(s)
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimisation

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to
 - eliminate discrimination, advance equality and foster good relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment and report these
 - respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same.
- highlight to the headteacher any staff training or development that they require to carry out the above role and responsibilities.

For further information, or to request this Statement in an alternative format, please contact the School office.

Date statement approved by GB: April 2026

Date for statement review: February 2030