

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

Basic Characteristics:

3-year trend (Sandcross compared to National)

Breakdown	Up to Key stage 2 basic characteristics trends					
	2023		2024		2025	
	School	National	School	National	School	National
Number on roll	659	277	663	275	669	272
Male %	51.3	50.9	49.0	50.9	47.7	50.9
Female %	48.7	49.1	51.0	49.1	52.3	49.1
Young Carers %					2.7	0.5
Ever 6 FSM %	21.8	25.9	19.1	25.9	19.2	26.3
Minority ethnic groups %	17.8	36.6	18.1	37.9	20.1	38.9
SEN EHCP %	3.8	2.5	4.2	3.0	5.7	3.5
SEN support %	22.3	13.5	21.1	14.1	17.2	14.8
English additional language %	10.8	22.1	10.9	22.8	10.5	23.5
Stability %	93.2	84.9	94.0	84.4	93.2	84.3
School deprivation indicator	0.12	0.18	0.12	0.18	0.12	0.18

Headline analysis:

- The school roll has **grown steadily** to 669 pupils in 2025, with a **slightly higher proportion of girls (52.3%)** than boys.
- The school serves a **less economically deprived community** than nationally, with **19.2% Ever 6 FSM** compared with **26.3% nationally**.
- **Ethnic diversity and EAL levels are lower than national averages**, with 20.1% of pupils from minority ethnic groups and 10.5% with English as an additional language.
- The school supports a **higher-than-average number of pupils with SEND**, including **5.7% with an EHCP**, above the national figure.
- **Young carers are more prevalent** than nationally (2.7% compared with 0.5%), highlighting the importance of pastoral and wellbeing support.
- **Pupil stability remains very high** at 93.2%, supporting inclusion, continuity and positive relationships.

Achieving Expected Standard Reading, Writing, Maths (KS2)

By Demographic

Group name	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Female	53.8%	56.9%	51.7%	down 5.2%
Male	53.1%	64.3%	69.8%	up 5.5%
Disadvantaged	33.3%	33.3%	40.7%	up 7.4%
EAL	53.8%	84.6%	62.5%	down 22.1%
Ever 6 FSM	33.3%	34.5%	40.7%	up 6.3%
FSM	31.0%	32.1%	40.7%	up 8.6%
Looked After (In Care)	N/A	N/A	0.0%	N/A
Pupil Premium Eligible	33.3%	33.3%	40.7%	up 7.4%
SEN	23.3%	28.6%	22.0%	down 6.6%
Education, Health and Care Plan	0.0%	20.0%	11.1%	down 8.9%
SEN Support	23.5%	33.3%	22.2%	down 11.1%

By Ethnicity

Group name	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Any Other Asian Background				
Any Other Ethnic Group				
Any Other Mixed Background				
Bangladeshi				
Black - African				
Chinese				
Gypsy / Roma				
Indian				
Information Not Yet Obtained				
Other Asian				
Pakistani				
White - British				
White - English				
White - Irish Traveller				
White and Any Other Ethnic Group				
White and Asian				
White and Black African				
White and Black Caribbean				
White and Indian				
White European				
White Other				

Due to low cohort numbers, ethnicity data is not published in this report.

Strengths

- **Improving outcomes for disadvantaged pupils:** Outcomes for Disadvantaged, FSM, Ever 6 FSM and Pupil Premium eligible pupils have risen significantly in 2024/25, indicating that targeted support and effective use of funding are positively impacting attainment.
- **Strong and improving outcomes for boys:** Male pupils show sustained improvement, reaching 69.8% in 2024/25, suggesting successful engagement strategies for this group.
- **Secure outcomes for the majority cohort:** Outcomes for White British pupils, the school's largest ethnic group, have improved steadily to 59.3%, supporting overall school performance.
- **Positive outcomes across several minority ethnic groups:** Where cohort sizes allow meaningful analysis, pupils from a range of ethnic and mixed-heritage backgrounds demonstrate strong or improving outcomes, reflecting inclusive classroom practice.

- **Robust identification and tracking of equality groups:** The school effectively monitors outcomes across gender, disadvantage, SEND and ethnicity, supporting early identification of need and informed equality planning.

Next Steps (Continued Work)

- **Address emerging gender gaps:** Girls' outcomes declined in 2024/25, highlighting the need to identify barriers to learning and strengthen strategies to support female pupils.
- **Strengthen provision for pupils with SEND:** Outcomes for pupils with SEN Support and EHCPs have decreased, identifying SEND as a key ongoing equality priority requiring continued focus on adaptive teaching, targeted intervention and staff training.
- **Stabilise outcomes for EAL pupils:** EAL outcomes indicates the need for continued focus on consistent language support and inclusive classroom strategies.
- **Interpret ethnicity data alongside context:** Small cohort sizes result in significant year-to-year variation for some ethnic groups. Continued individualised monitoring.
- **Embed diversity through curriculum and culture:** Given the predominantly White British cohort, the school will continue to strengthen curriculum representation, assemblies and enrichment activities to promote understanding, respect and inclusion.
- **Ensure sustained progress for disadvantaged pupils:** While outcomes have improved, ongoing monitoring will ensure gains are embedded and gaps do not re-emerge.