

# Pupil Equality Information



**William Hulme's Grammar School**  
The best in everyone™  
Part of United Learning

## Age

There are currently 1604 children on roll (single and main dual registration) ranging in age from 3-19. The year-group breakdown by gender is as follows:

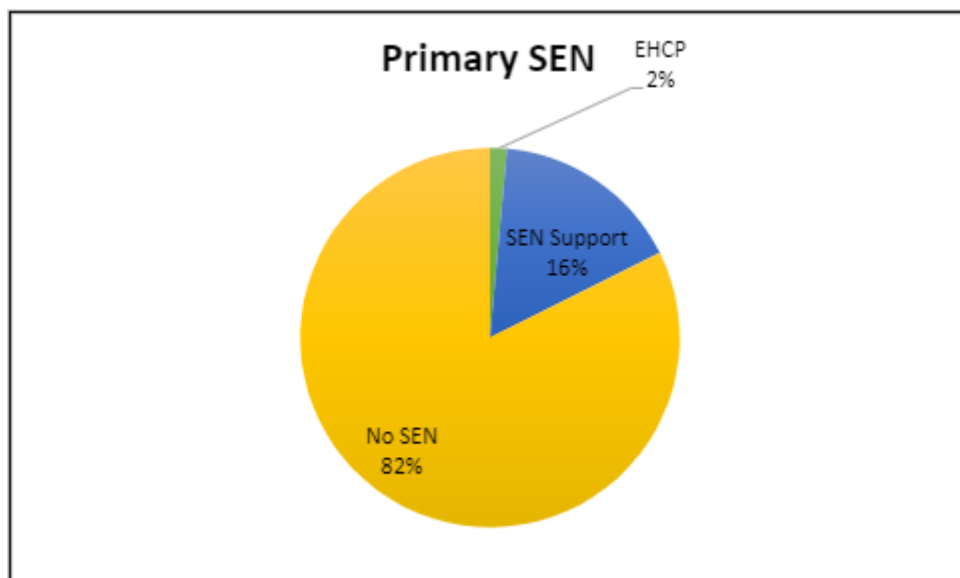
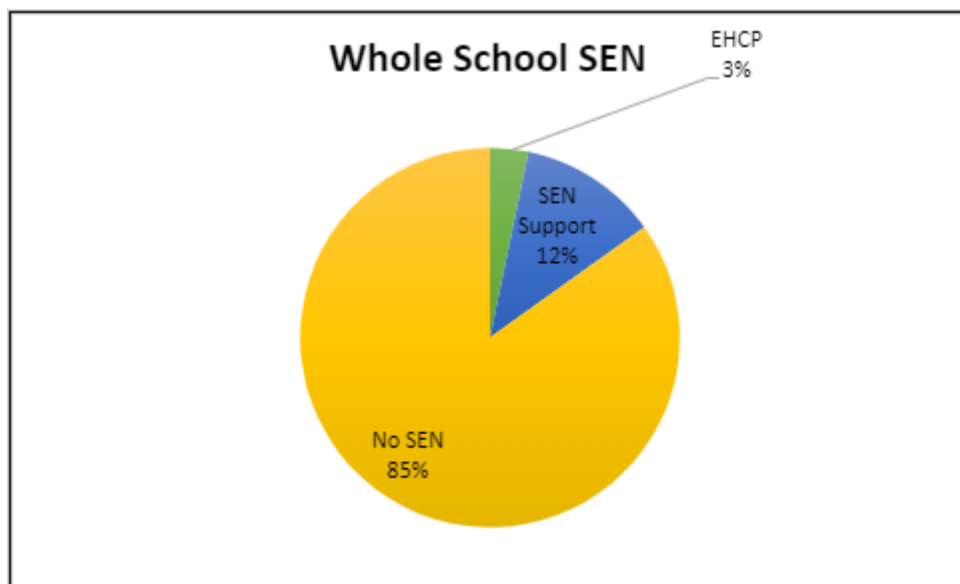
Year	Whole Cohort	Boys		Girls	
<b>Nursery</b>	52	25	48.08%	27	51.92%
<b>Reception</b>	60	26	43.33%	34	56.67%
<b>1</b>	59	34	57.63%	25	42.37%
<b>2</b>	60	35	58.33%	25	41.67%
<b>3</b>	61	31	50.82%	30	49.18%
<b>4</b>	61	32	52.46%	29	47.54%
<b>5</b>	60	33	55.00%	27	45.00%
<b>6</b>	60	26	43.33%	34	56.67%
<b>Primary Rec-6</b>	<b>421</b>	<b>217</b>	<b>51.54%</b>	<b>204</b>	<b>48.46%</b>
<b>7</b>	183	117	63.93%	66	36.07%
<b>8</b>	181	110	60.77%	71	39.23%
<b>9</b>	181	106	58.56%	75	41.44%
<b>10</b>	181	107	59.12%	74	40.88%
<b>11</b>	180	107	59.44%	73	40.56%
<b>Secondary 7-11</b>	<b>906</b>	<b>547</b>	<b>60.38%</b>	<b>359</b>	<b>39.62%</b>
<b>Rec-Y11</b>	<b>1327</b>	<b>764</b>	<b>57.57%</b>	<b>563</b>	<b>42.43%</b>
<b>12</b>	123	66	53.66%	57	46.34%
<b>13</b>	102	59	57.84%	43	42.16%
<b>Sixth Form</b>	<b>225</b>	<b>125</b>	<b>55.56%</b>	<b>100</b>	<b>44.44%</b>
<b>Secondary 7-13</b>	<b>1131</b>	<b>672</b>	<b>59.42%</b>	<b>459</b>	<b>40.58%</b>
<b>Whole School Rec -13</b>	<b>1552</b>	<b>889</b>	<b>57.28%</b>	<b>663</b>	<b>42.72%</b>
<b>Whole School Nursery -13</b>	<b>1604</b>	<b>914</b>	<b>56.98%</b>	<b>690</b>	<b>43.02%</b>

## Disability

Most of our current disability data relates to students who already appear on our Learning Support Register. Learning support data for 2022-23 is as follows:

Year	Whole Cohort	EHCP	% EHCP	SEN Support	% SEN Support
<b>Nursery</b>	52	0	0.00%	0	0.00%
<b>Reception</b>	60	0	0.00%	7	11.67%
<b>1</b>	59	0	0.00%	10	16.95%
<b>2</b>	60	0	0.00%	16	26.67%
<b>3</b>	61	1	1.64%	9	14.75%

Year	Whole Cohort	EHCP	% EHCP	SEN Support	% SEN Support
4	61	1	1.64%	8	13.11%
5	60	3	5.00%	5	8.33%
6	60	1	1.67%	9	15.00%
<b>Primary Rec-6</b>	<b>421</b>	<b>6</b>	<b>1.43%</b>	<b>64</b>	<b>15.20%</b>
7	183	12	6.56%	37	20.22%
8	181	10	5.52%	31	17.13%
9	181	4	2.21%	27	14.92%
10	181	11	6.08%	17	9.39%
11	180	10	5.56%	18	10.00%
<b>Secondary 7-11</b>	<b>906</b>	<b>47</b>	<b>5.19%</b>	<b>130</b>	<b>14.35%</b>
12	123	0	0.00%	4	3.25%
13	102	1	0.98%	0	0.00%
<b>Sixth Form</b>	<b>225</b>	<b>1</b>	<b>0.44%</b>	<b>4</b>	<b>1.78%</b>
<b>Whole School N-13</b>	<b>1604</b>	<b>54</b>	<b>3.37%</b>	<b>198</b>	<b>12.34%</b>
<b>Whole School Rec-13</b>	<b>1552</b>	<b>54</b>	<b>3.48%</b>	<b>198</b>	<b>12.76%</b>



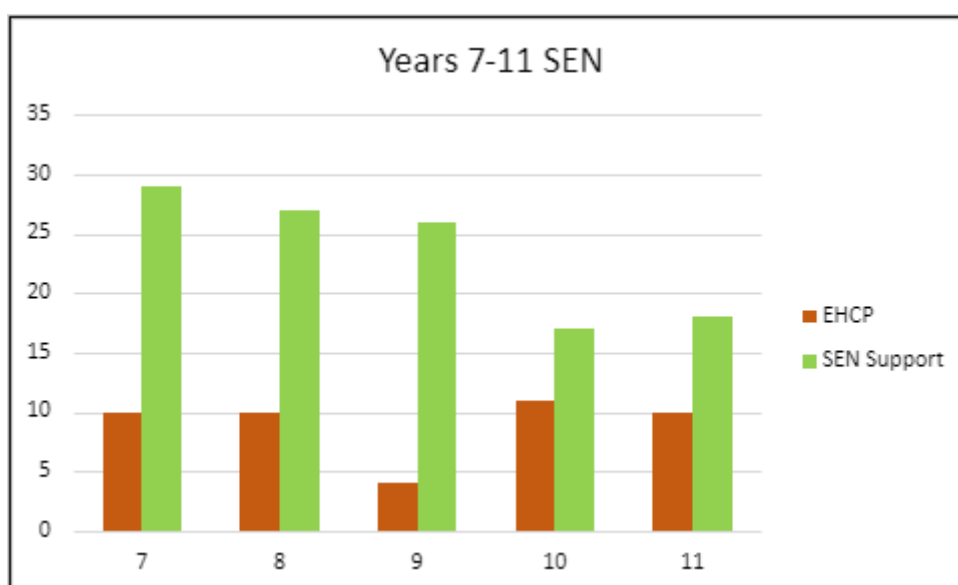
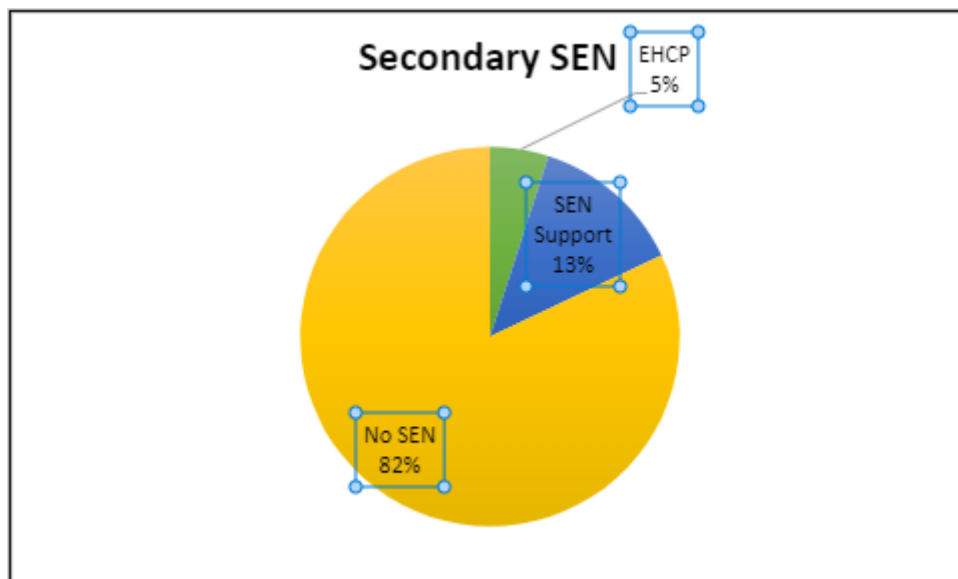


Table 3 (source: Arbor database)

A small number of secondary phase students have a physical disability. Three children over the whole school have a hearing impairment and three students have a visual impairment. There are disabled toilets and lifts available in all buildings, except the Zochonis building and parts of the old Edwardian building which accommodates the Sixth Form. Students who have temporarily needed to use a wheelchair or crutches have been accommodated by using lifts or having a change of room for their lessons as required.

There are a small number of students who have long-term health issues e.g. stoma care, diabetes, anaphylaxis and epilepsy, which are well-managed and do not in most cases adversely affect their attendance. We currently have over 115 students with asthma and around 39 with severe allergies and 2 with diabetes.

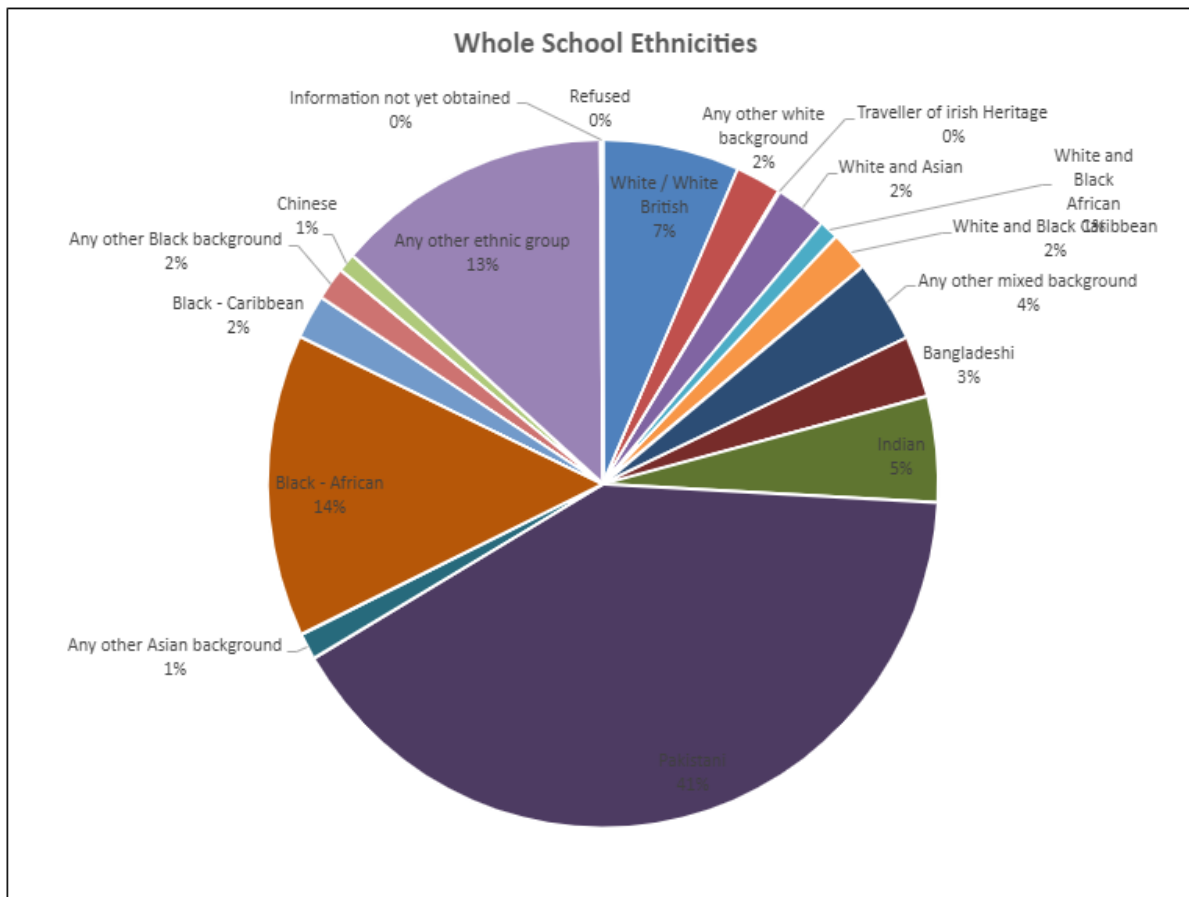
We have 32 children with Autistic Spectrum Disorder. 50 children are recorded as having Social, Emotional and mental health difficulties as their main area of need. 73 children have a Communication and Interaction main area of need, 69 have Cognition and Learning difficulties as their main area of need and 17 children have Physical and/or Sensory Difficulties as their main area of need.

A mechanism is in place for staff to self-declare a disability confidentially to a senior member of staff.

## Ethnicity

At each termly data capture, an analysis of progress by ethnicity is included in the package given to pastoral leaders. Any pattern of underachievement is identified, and intervention work is put in place to address this. No significant underachievement for a particular ethnic group has so far been identified. Factors other than ethnicity in this school (e.g. deprivation) appear to affect performance in this school.

There are too few fixed term exclusions to identify a trend relating to ethnicity.



Ethnicity Category	Number on roll – whole school
White / White British	105
Any other white background	35
Traveller of Irish Heritage	1
White and Asian	39
White and Black African	15
White and Black Caribbean	30
Any other mixed background	62
Bangladeshi	46
Indian	79
Pakistani	648
Any other Asian background	20
Black - African	227
Black - Caribbean	33

Ethnicity Category	Number on roll – whole school
Any other Black background	25
Chinese	14
Any other ethnic group	212

## Languages

Language	Total
Amharic	4
Akan/TwiFante	5
Arabic	156
Azeri	2
Bengali	33
Chinese	17
Czech	2
Dutch/Flemish	5
Edo/Bini	1
Efik-Ibibio	2
English	612
Esan/Ishan	1
Finnish	1
French	12
Fula	2
German	6
Greek	2

Language	Total
Gujurati	14
Hindi	9
Igbo	3
Italian	5
Kannada	1
Kurdish	23
Lithuanian	2
Manding/Malinke	3
Malayalam	10
Malay/Indonesian	1
Mongolian	1
Pashto/Pakhto	12
Panjabi	89
Polish	3
Portuguese	5
Persian/Farsi	30
Romanian	1

Language	Total
Russian	2
Shona	2
Slovak	2
Somali	106
Spanish	11
Swahili/Kiswahili	14
Swedish	1
Tamil	7
Tigrinya	1
Thai	2
Ukrainian	1
Urdu	352
Wolof	1
Yoruba	6
Yoruba	6

## Religion

Faith rooms are available on request, for example Muslim students use them for Friday prayers, and during Ramadan and Eid.

The school's dress code is sensitive to culture and religious requirements. Muslim girls can wear headscarves if they wish and cover themselves appropriately during PE activities. Sikhs can wear turbans and the 5 Ks. Jews can wear yarmulkes and Christians can wear crosses.

Staff and students are permitted to take authorised absence for religious festivals. Religious leave for staff is normally unpaid. The religious faith of staff is recorded if staff wish to give that information.

Religion	F	M	Primary Phase	Secondary Phase	Sixth Form	Total
Buddhist	2	2	0	4	0	4
Christian	117	109	48	158	20	226
Hindu	13	12	11	11	3	11

Religion	F	M	Primary Phase	Secondary Phase	Sixth Form	Total
Jewish	2	0	0	2	0	3
Muslim	445	568	347	583	83	1013
No Religion	44	61	26	71	8	105
Other Religion	5	2	2	5	0	7
Refused	22	26	13	33	0	48
Sikh	6	14	9	9	2	20

## Performance of boys and girls

The termly assessment data given to pastoral and academic heads includes information about the relative performance of girls and boys.

There are too few Fixed Term Exclusions to be able to report a consistent trend. In the year 2021-22, there were 24 fixed term exclusions given to 11 boys and 4 girls.

## Gender Reassignment

No data is currently collected by the school about gender re-assignment in the student or staff population. A student undergoing gender re-assignment may occur in the Learning Support Register if additional needs and support were appropriate.

## Sexual Orientation

No data is collected about sexual orientation of students. We have had no recorded cases of homophobic bullying. This may be in part due to the campaign in school to eliminate homophobic language and attitudes and to encourage inclusivity.

If a pastoral concern came to light due to a student's or staff member's sexual orientation, it would be dealt with sensitively and recorded on the individual's confidential file.

## Marriage and Civil Partnership

Changes in the marital circumstances of a member of staff are recorded on the United Learning database. Staff are responsible for advising the school of any such changes.

If changes to the home circumstances of students are advised to us in writing, their record is updated on the school database. When students enter the school, parents/carers are invited to indicate the marital status of parents and primary address for correspondence, but the school does not routinely ask for information about their marital/civil partnership circumstances.

## Vulnerable Groups (October 2022)

	FSM	Pupil Premium	LAC	PLAC	Service children in education	Refugees	Asylum Seekers
<b>Primary Phase</b>	115	124	3	7	0	4	3
<b>Secondary Phase</b>	298	348	10	37	0	5	2
<b>Sixth Form</b>	52	n/a	0	1	0	0	2
<b>Whole School</b>	470	482	13	45	0	9	7

Looked After (LAC) and Previously Looked After (PLAC) children are monitored closely by academic and pastoral leaders. The number of LACs is too small to draw any statistically significant conclusions regarding their progress, however each individual child's progress is reviewed every term, particularly with reference to the average progress of the rest of their year.

There could be more students with refugee or asylum seekers status than we know about, but we only record data supplied by parents/carers who may not always give us this information or supply correct information.

## Free School Meals, Pupil Premium and IDACI (Income Deprivation Affecting Children Index)

- 29.96% (465 pupils) of the school cohort (Reception to Year 11) are eligible for Free School Meals.
- For comparison, the national average in October 2020 for all schools was 19.7%. In January 2022, 22.5% of all pupils were eligible for Free School Meals, which equates to 1.9 million pupils.
- 29.45% of our primary phase children (Reception to Year 6) are eligible for pupil premium funding, whilst 38.41% of our secondary phase students (Years 7 to 11) are. The National figures are around 25%.
- The percentage of children currently on roll who are believed to have a first language other than English is 60.33% in the primary phase and 62.6% in the secondary phase. The national statistics are 21.2% in primary schools and 17.1% in secondary schools. We do have to deliver English support to some children who do not have English as a first language.
- In our primary phase, 91% of students are from minority ethnic backgrounds, and in the secondary phase the figure is 87%. Nationally this figure is 35% in primary schools and 34.1% in secondary schools. The largest ethnic group in our school is of Pakistani origin at 41% this year.
- The Income Deprivation Affecting Children Index (IDACI) measures the proportion of children aged 0-15 who live in income deprived households in their postcode area. IDACI scores range from 0 for the least deprived areas to 1 for the most deprived. The average IDACI score for the students at William Hulme's is 0.28, with the national average for a school being 0.20, however this disguises the very wide range of areas of deprivation in which students at the school live. As an illustration of this, it is better to look at the IDACI "deciles", which are 10 groups of areas by deprivation. 68% of the students at William Hulme's live in the 3 most deprived areas as measured by IDACI deciles.

## Policy Information and Review

<b>Designated Lead Person/s</b>	Mr P Mulholland, Principal
<b>Reviewed</b>	Annually
<b>Date of last review and by whom</b>	October 2022, Mrs D R Malkin, Admissions Officer
<b>Nominated Governor</b>	Mr G Singh
<b>Ratification by Local Governing Body</b>	
<b>Next Review Date</b>	October 2023

