

# Pupil Equality Information

## Age

There are currently 1596 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>	46	29	63.04%	17	36.96%
<b>Reception</b>	60	25	41.67%	35	58.33%
<b>1</b>	60	33	55.00%	27	45.00%
<b>2</b>	60	27	45.00%	33	55.00%
<b>3</b>	60	34	56.67%	26	43.33%
<b>4</b>	60	34	56.67%	26	43.33%
<b>5</b>	60	32	53.33%	28	46.67%
<b>6</b>	60	31	51.67%	29	48.33%
<b>Primary Rec-6</b>	<b>420</b>	<b>216</b>	<b>51.43%</b>	<b>204</b>	<b>48.57%</b>
<b>7</b>	187	115	61.50%	72	38.50%
<b>8</b>	180	104	57.78%	76	42.22%
<b>9</b>	185	116	62.70%	69	37.30%
<b>10</b>	183	106	57.92%	77	42.08%
<b>11</b>	188	112	59.57%	76	40.43%
<b>Secondary 7-11</b>	<b>923</b>	<b>553</b>	<b>59.91%</b>	<b>370</b>	<b>40.09%</b>
<b>Rec-Y11</b>	<b>1343</b>	<b>769</b>	<b>57.26%</b>	<b>574</b>	<b>42.74%</b>
<b>12</b>	96	55	57.29%	41	42.71%
<b>13</b>	112	59	52.68%	53	47.32%
<b>Sixth Form</b>	<b>208</b>	<b>114</b>	<b>54.81%</b>	<b>94</b>	<b>45.19%</b>
<b>Secondary 7-13</b>	<b>1131</b>	<b>667</b>	<b>58.97%</b>	<b>464</b>	<b>41.03%</b>
<b>Whole School R-13</b>	<b>1551</b>	<b>883</b>	<b>56.93%</b>	<b>668</b>	<b>43.07%</b>
<b>Whole School N-13</b>	<b>1597</b>	<b>912</b>	<b>57.11%</b>	<b>685</b>	<b>42.89%</b>

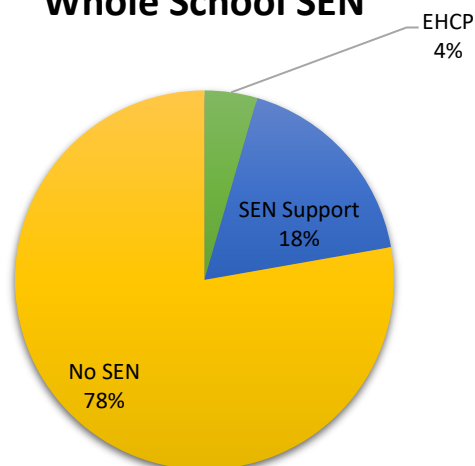
## Disability

Most of our current disability data relates to students who already appear on our Learning Support Register. Learning support data for 2024-25 is as follows:

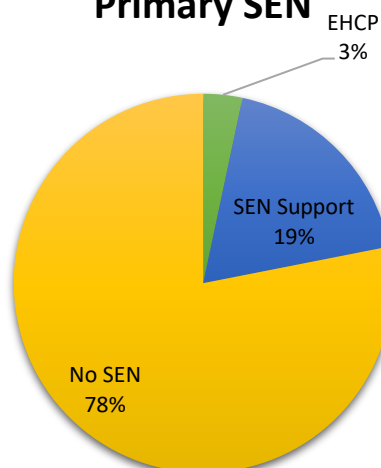
Year	Whole Cohort	EHCP	% EHCP	SEN Support	% SEN Support
<b>Nursery</b>	46	0	0.00%	4	8.70%
<b>Reception</b>	60	2	3.33%	5	8.33%
<b>1</b>	60	3	5.00%	8	13.33%
<b>2</b>	60	3	5.00%	6	10.00%
<b>3</b>	60	1	1.67%	10	16.67%
<b>4</b>	60	0	0.00%	20	33.33%

Year	Whole Cohort	EHCP	% EHCP	SEN Support	% SEN Support
5	60	3	5.00%	17	28.33%
6	60	2	3.33%	12	20.00%
<b>Primary Rec-6</b>	<b>420</b>	<b>14</b>	<b>3.33%</b>	<b>78</b>	<b>18.57%</b>
7	187	17	9.09%	46	24.60%
8	180	10	5.56%	46	25.56%
9	185	11	5.95%	39	21.08%
10	183	10	5.46%	36	19.67%
11	188	6	3.19%	27	14.36%
<b>Secondary 7-11</b>	<b>923</b>	<b>54</b>	<b>5.85%</b>	<b>194</b>	<b>21.02%</b>
12	96	3	3.13%	5	5.21%
13	112	1	0.89%	2	1.79%
<b>Sixth Form</b>	<b>208</b>	<b>4</b>	<b>1.92%</b>	<b>7</b>	<b>3.37%</b>
<b>Whole School N-13</b>	<b>1597</b>	<b>72</b>	<b>4.51%</b>	<b>283</b>	<b>17.72%</b>
<b>Whole School R-13</b>	<b>1551</b>	<b>72</b>	<b>4.64%</b>	<b>279</b>	<b>17.99%</b>

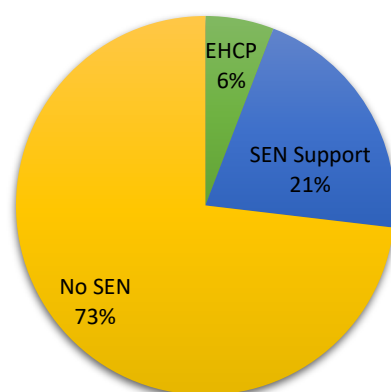
**Whole School SEN**



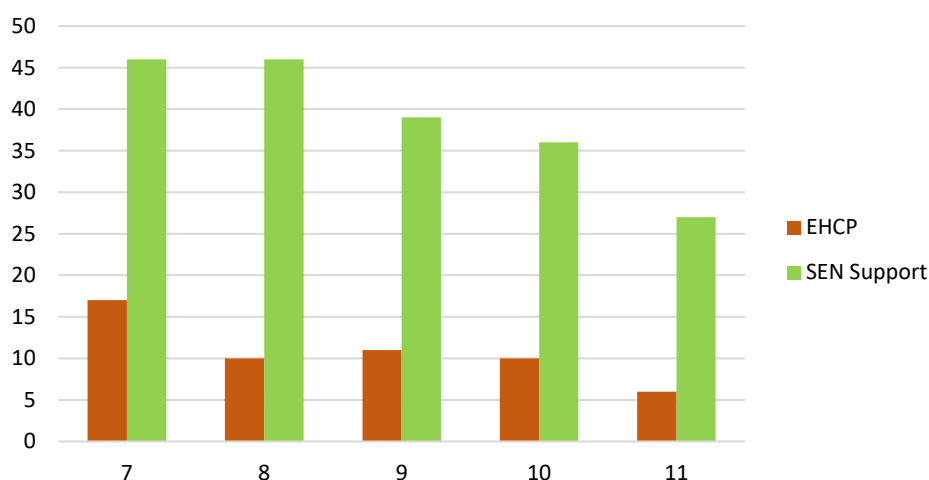
**Primary SEN**



## Secondary SEN



## Years 7-11 SEN



A small number of secondary phase students have a physical disability. Six 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 195 students with asthma, 18 with severe allergies and 5 with diabetes.

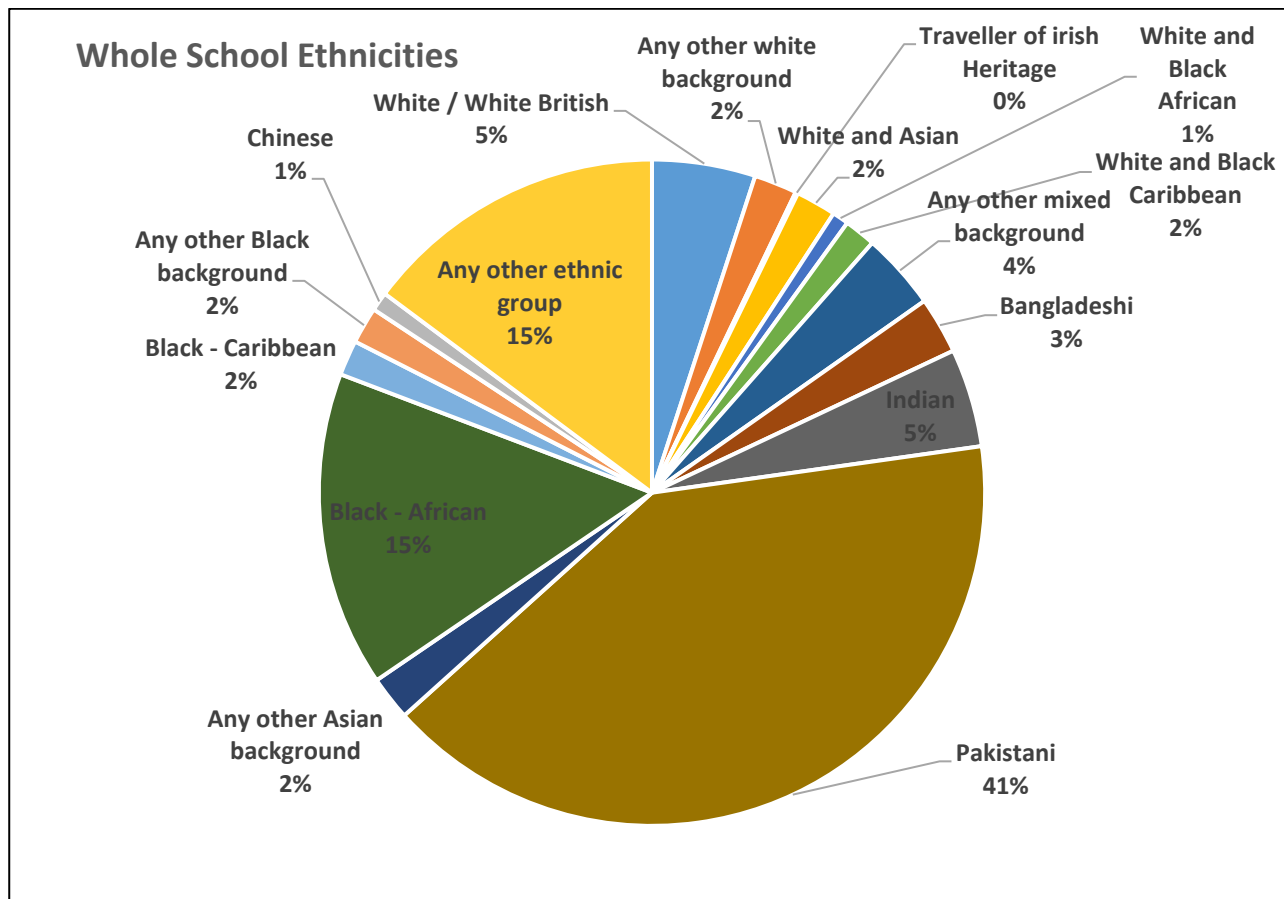
Across all phases of the school, we have 47 children with Autistic Spectrum Condition. 73 children are recorded as having Social, Emotional and mental health difficulties as their main area of need. 113 children have a Communication and Interaction area of need, 55 have Moderate Learning Difficulty as 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	82
Any other white background	34
Traveller of Irish Heritage	2
White and Asian	32
White and Black African	13
White and Black Caribbean	25
Any other mixed background	61
Bangladeshi	45
Indian	78
Pakistani	663
Any other Asian background	35
Black - African	250
Black - Caribbean	28

Ethnicity Category	Number on roll – whole school
Any other Black background	29
Chinese	15
Any other ethnic group	242

## Languages

Language	Total
Amharic	4
Akan/TwiFante	5
Arabic	160
Azeri	2
Bengali	31
Chinese	17
Czech	2
Dutch/Flemish	4
English	603
Esan/Ishan	1
Finnish	1
French	14
Fula	2
German	4
Greek	2

Language	Total
Gujarati	12
Hindi	10
Hausa	2
Hungarian	1
Igbo	2
Italian	2
Lingala	1
Kurdish	31
Lithuanian	3
Manding/Malinke	1
Malayalam	10
Malay/Indonesian	2
Pashto/Pakhto	8
Panjabi	84
Polish	3

Language	Total
Portuguese	1
Persian/Farsi	29
Romanian	1
Russian	1
Slovak	2
Somali	105
Spanish	11
Swahili/Kiswahili	19
Tamil	8
Tigrinya	1
Thai	2
Urdu	362
Wolof	1
Yoruba	5

## 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.

Student Religion	Group Percentage	Group Size
Anglican/Church of England	0.2%	3
Buddhist	0.2%	3
Christian	10.1%	166
Hindu	2.0%	33
Muslim	76.7%	1261
No Religion	6.2%	102

Other Religion/Faith	0.6%	10
Pentecostal	0.1%	1
Refused Information	1.0%	17
Roman Catholic	0.5%	8
Seventh Day Adventist	0.1%	2
Sikh	1.0%	17

## 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.

Between 1 September 2024 and 31 March 2025, there were 55 suspensions given to male students and 16 given to female students. There was one permanent exclusion during this period.

## 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 (March 2025)

	FSM	Pupil Premium	LAC	PLAC	Service children in education
<b>Primary Phase</b>	179	156	11	3	0
<b>Secondary Phase</b>	385	407	24	13	0
<b>Sixth Form</b>	68	N/A	1	0	0
<b>Whole School</b>	632	576	36	16	0

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)

- 39.2% (632 pupils) of the school cohort are eligible for Free School Meals.
- For comparison, the national average in January 2023 for all schools was 23.8%. This represents over two million pupils.
- There are 576 students across the whole school who are eligible for pupil premium funding, which represents 36.1%. The National figures in recent years have been around 25%.
- The percentage of children currently on roll who are believed to have a first language other than English is 61% across the whole school. 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.
- The largest ethnic group in our school as a whole is students of Pakistani origin at 40% 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 T Copestake, Head of Secondary
<b>Reviewed</b>	Annually
<b>Date of last review and by whom</b>	April 2025, Data Manager and Admissions Officer
<b>Nominated Governor</b>	Mr G Singh
<b>Ratification by Local Governing Body</b>	
<b>Next Review Date</b>	February 2026

