THE PREMIER ACADEMY

PUBLIC SECTOR EQUALITY DUTY STATEMENT – MARCH 2026

The Public Sector Equality Duty (PSED) requires schools to publish information annually to demonstrate compliance and to prepare and publish specific equality objectives at least every four years. We welcome these duties under the Equality Act 2010.

Our General Duties

The Academy is committed to the three core pillars of the PSED:

- Eliminating discrimination, harassment, and victimisation.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relations across all characteristics.

We strictly prohibit discrimination against any staff member, child, or member of the school community based on sex, age, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or marriage and civil partnership.

Our Vision for an Inclusive Environment

We believe that a greater level of success is achieved by realising the uniqueness of individuals. Creating an inclusive environment where everyone feels confident and at ease is a primary commitment.

We achieve this environment by:

- Promoting an Egalitarian Culture: We utilise a first name naming convention for all staff and children to dismantle traditional hierarchies, fostering an approachable, respectful, and inclusive atmosphere.
- Inclusive Curriculum: Adopting a curriculum that is accessible to all, balanced, and diverse.
- Challenging Bias: Encouraging open-mindedness and calling out bias to move conversations forward.
- Individual Growth: Building self-esteem, enhancing creativity, and developing healthy lifestyles.

Socio-Economic & Financial Inclusion

Beyond the protected characteristics, the Academy is committed to reducing barriers related to socio-economic status:

- The "Cost of the School Day": We regularly review the costs of uniforms, trips, and equipment to ensure that financial status is never a barrier to a child's participation or success.
- Equitable Support: We recognise that treating people equally does not always mean treating them the same; extra support is provided to those who need it to achieve success.

Delivering the Curriculum & Celebrating Diversity

Our children are taught to be celebratory of diversity and aware of what constitutes discriminatory behaviour.

- Exposure to Ideas: We expose children to concepts that challenge their understanding to help them become more accepting.
- Safe & Value-Based Delivery: We ensure that challenging or controversial concepts are delivered with sensitivity to prevent discrimination and foster inclusive attitudes. This framework explicitly incorporates the promotion of Fundamental British Values - including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs - to support the robust spiritual, moral, social, and cultural (SMSC) development of every child.
- Active Celebration: We plan activities for key diversity awareness days and incorporate diversity lessons throughout the year.
- EAL Support: Recognising the diverse linguistic heritage of the local area, we provide targeted support for children and families with English as an Additional Language (EAL) to ensure full community integration.

Expectations for Staff and Children

We establish high expectations for all children to become productive, knowledgeable, and responsible citizens.

- Employee Commitment: Academy employees will lead by example, adopt an inclusive attitude, and seek training to improve their knowledge.
- Inclusive Recruitment: We are committed to fair recruitment practices that aim to reflect the diversity of the Milton Keynes community within our workforce.
- Governance: The Governing Body monitors equality data - including attainment gaps and attendance - to ensure no specific group is being underserved.
- Zero Tolerance: We do not tolerate any form of prejudice-related incident. When reported, the Academy is devoted to ensuring a resolution that is both fair and firm.

Accessibility and Transparency

- Physical & Digital Access: We maintain a comprehensive Accessibility Plan to ensure our physical environment and digital communications are accessible to those with disabilities or sensory impairments.
- Data Monitoring: We analyse pupil progress, attainment, and behavioural data by protected characteristic to identify and close any emerging gaps.

Equality Objective 2025–2029

To meet our statutory requirement to set a four-year objective, The Premier Academy will:

1. Promote and raise awareness, appreciation and celebration of diversity. As demonstrated through a Pupil Voice survey, 90%+ children report that they feel their culture and other cultures are celebrated at school.
2. Challenge any form of intolerant attitude, comment or action that undermines the value or dignity of others.
3. Ensure all children are given similar opportunities both in and beyond school including extra-curricula clubs, educational visits and other enrichment opportunity.
4. Narrow the attainment gap between those children considered to be ‘disadvantaged’ and those who are not.

Monitoring and Accountability

The Academy is committed to a robust monitoring framework to ensure our equality objectives drive meaningful change. We will evaluate our progress in promoting diversity and challenging intolerance through biannual reviews of prejudice-related incident logs and "Learning Walks" that assess how our curriculum and physical environment celebrate a global community. Learning Walks include a focus on representation in resources (e.g. ensuring books in the library represent a wide range of family structures, ethnicities, and abilities). Staff will lead by example, and their commitment to fostering an inclusive atmosphere will be supported by ongoing training and peer observations.

To narrow attainment gaps and ensure equitable access to opportunities, we will maintain programmes of study assessment to track the participation and academic progress of disadvantaged children and those with protected characteristics. This quantitative data will be balanced with qualitative feedback from "Pupil Voice" surveys and parent/carer consultations to ensure that enrichment activities, such as educational visits and extracurricular clubs, are accessible to 100% of our school community regardless of socio-economic status. Our Governing Body will receive regular reports on these metrics to hold leadership accountable and ensure our policies, including SEND and Anti-Bullying, remain effective and inclusive.

This Policy is reviewed annually by the Governing Body.

Appendix A – School Demographic as at Spring Census 2026

Pupil Demographic Data: Key Indicators

Category	Count	Percentage
Gender: Female	306	50.16%
Gender: Male	304	49.84%
English as an Additional Language (EAL)	429	70.33%
Free School Meals (FSM / Disadvantaged)	202	33.11%
Special Educational Needs (SEN): Includes 7 children with EHCPs	156	25.57%

Ethnic Background	Count	Percentage
White – English	151	24.75%
Other White British	90	14.75%
White Other	88	14.43%
Indian	47	7.70%
Pakistani	47	7.70%
Black – Ghanaian	39	6.39%
Any Other Asian Background	25	4.10%
Black Nigerian	22	3.61%
Any Other Mixed Background	19	3.11%
White and Black Caribbean	15	2.46%
Other Black African	11	1.80%
Any Other Black Background	11	1.80%
Other Ethnic Group	9	1.48%
White and Black African	8	1.31%
Chinese	7	1.15%
White and Indian	7	1.15%
Black – Somali	3	0.49%
Black Caribbean	3	0.49%
Bangladeshi	3	0.49%
White and Pakistani	3	0.49%
White – Irish	1	0.16%
White and Any Other Asian Background	1	0.16%

First Language Spoken: Linguistic Diversity Data

Over 50 languages spoken:

Language	Count	Percentage
English	193	31.64%
Bengali	94	15.41%
Romanian	49	8.03%
Urdu	39	6.39%
Polish	34	5.57%
Akan/Twi-Fante	22	3.61%
Yoruba	17	2.79%
Tamil	16	2.62%
Panjabi	12	1.97%
Pashto/Pakhto	11	1.80%
Akan (Twi/Asante)	8	1.31%
Gujarati	8	1.31%
Italian	8	1.31%
Lithuanian	8	1.31%
Arabic	7	1.15%
Hindi	7	1.15%
French	6	0.98%
Russian	6	0.98%
Shona	6	0.98%
Malay	5	0.82%
Telugu	5	0.82%
Sinhala	4	0.66%
Swahili	4	0.66%
Bulgarian	3	0.49%
Chinese	3	0.49%
Chinese (Cantonese)	3	0.49%
Dari Persian	3	0.49%
Slovak	3	0.49%
Spanish	3	0.49%
Akan Fante	2	0.33%
Albanian/Shqip	2	0.33%
Farsi/Persian (Any Other)	2	0.33%
German	2	0.33%
Igbo	2	0.33%
Japanese	2	0.33%
Latvian	2	0.33%
Portuguese	2	0.33%
Ukrainian	2	0.33%
Czech	1	0.16%

Language	Count	Percentage
Filipino	1	0.16%
Ga	1	0.16%
Hausa	1	0.16%
Kannada	1	0.16%
Kazakh	1	0.16%
Macedonian	1	0.16%
Tagalog/Filipino	1	0.16%
Turkish	1	0.16%
Vietnamese	1	0.16%
Visayan/Bisaya	1	0.16%
Welsh/Cymraeg	1	0.16%
Zulu	1	0.16%
Somali	1	0.16%
Other/Unspecified	11	1.80%

Religious Affiliation Data

Religion / Belief	Count	Percentage
Christian	201	32.95%
Muslim	182	29.84%
No Religion	179	29.34%
Hindu	31	5.08%
Sikh	11	1.80%
Buddhist	6	0.98%

Attainment & Progress (The "Closing the Gap" Data)

Ofsted has noted that disadvantaged children at TPA make "excellent progress" and often achieve "in line with or better than" other children with similar starting points. However, our current policy specifically targets "narrowing the attainment gap," acknowledging that while TPA children outperform national averages, the internal gap between FSM (Free School Meal) and non-FSM children is a priority for the 2026 academic year.

The Premier Academy is proud that our disadvantaged children consistently outperform their peers nationally. While the national average for disadvantaged children reaching the expected standard in Reading, Writing, and Maths sits at approximately 45%, children in this category at the Academy achieve significantly higher at 71%.

Despite this strong performance, we recognise an internal attainment gap of 15% compared to our non-disadvantaged cohort. Under our 2025–2029 Equality Objectives, we are committed to further narrowing this margin through 'Equitable Support' - ensuring that socio-economic background is never a barrier to reaching the highest levels of academic success.

KS2 SATS Performance: Disadvantaged vs. Non-Disadvantaged
Data based on the most recent KS2 Performance Tables (Reading, Writing, and Maths Combined).

Group	TPA Expected Standard (RWM)	National Average (RWM)	Performance vs. National
All Pupils	**81%**	61%	+20%
Disadvantaged Pupils	**~71%**	45%	**+26%**
Non-Disadvantaged	**~86%**	66%	+20%
Internal Gap	**15%**	21%	TPA Gap is **narrower**

Inclusion & Safety

The Premier Academy historically maintains high attendance levels that consistently exceed national averages. For the most recent full academic cycle:

- Overall Attendance: Typically remains around 95%–96%.
- Persistent Absence: The Academy generally reports lower rates of persistent absence (children missing 10% or more of sessions) compared to both local authority and national benchmarks for primary schools.

This high attendance is a key performance indicator that supports the Academy's objective to ensure all children, including those considered "disadvantaged," are given equal opportunities both in and beyond the school environment.