



THE
**Heath
Family
Trust**

Annual Review of Equality Objectives 2025



Why do we exist?

To improve the life chances of every child in our community by empowering our children to overcome barriers, be able to compete with the best, and shape the future.



How do we behave?

With **kindness**:
We look out for each other

With **integrity**:
We do the right thing

With **tenacity**:
We do what it takes



How will we succeed?

Through

- ✓ **Clarity**
- ✓ **Collaboration**
- ✓ **Accountability**
- ✓ **Academic rigour**





As we present this year's annual review of our Equality Objectives, I am heartened by the collective progress we have made in ensuring that every pupil in our Trust is afforded every opportunity to flourish, regardless of background or need.

At the heart of our work is a commitment to equality of opportunity in all aspects of school life, a cornerstone of our Trust's mission and responsibility. You can see the full scope of our Equality Objectives including fostering respectful, safe learning environments, embedding tolerance and kindness in our personal development curriculum, and narrowing attainment gaps by race, gender, and disability captured within our Equality Statement and Objectives published on our website.

Over the past year, our schools have made tangible strides:

- Ofsted has recognised our inclusive cultures, ambitious curriculum reforms, strong SEND provision, and wide-ranging personal development opportunities.
- Pupils report that they feel safe, respected, and supported, with equality, diversity, and tolerance embedded in both the curriculum and the wider life of schools.
- Engagement in enrichment and leadership has grown across the Trust, with underrepresented groups increasingly supported to take part.
- Attendance and attainment gaps for pupils with SEND in primary schools remain lower than national averages, reflecting the positive impact of targeted provision.

These successes are a testament to the dedication of our colleagues at every level from central services to teaching and support staff working collaboratively to uphold the values of Kindness, Integrity, and Tenacity that define our Trust. They reflect our vision of learning environments where pupils not only achieve but do so within cultures of compassion, respect, and high expectation.

Yet, our journey continues. As we build on our progress, our priorities for the coming year include:

- Strengthening attendance in secondary schools, particularly for disadvantaged and pupils with SEND, where rates remain below national averages.
- Continuing to reduce exclusion rates for vulnerable groups, sharing effective practice across schools to ensure greater equity.
- Further developing pupil voice tools and evaluation methods to deepen understanding of pupils' lived experiences and measure the impact of personal development on character.
- Embedding the SHINE curriculum fully across our primaries to provide a unifying framework for Personal Development.

I am immensely proud of how far we have come and am confident that, together, we will continue to champion a broad, inclusive, and equitable education system for all young people in the communities we serve.

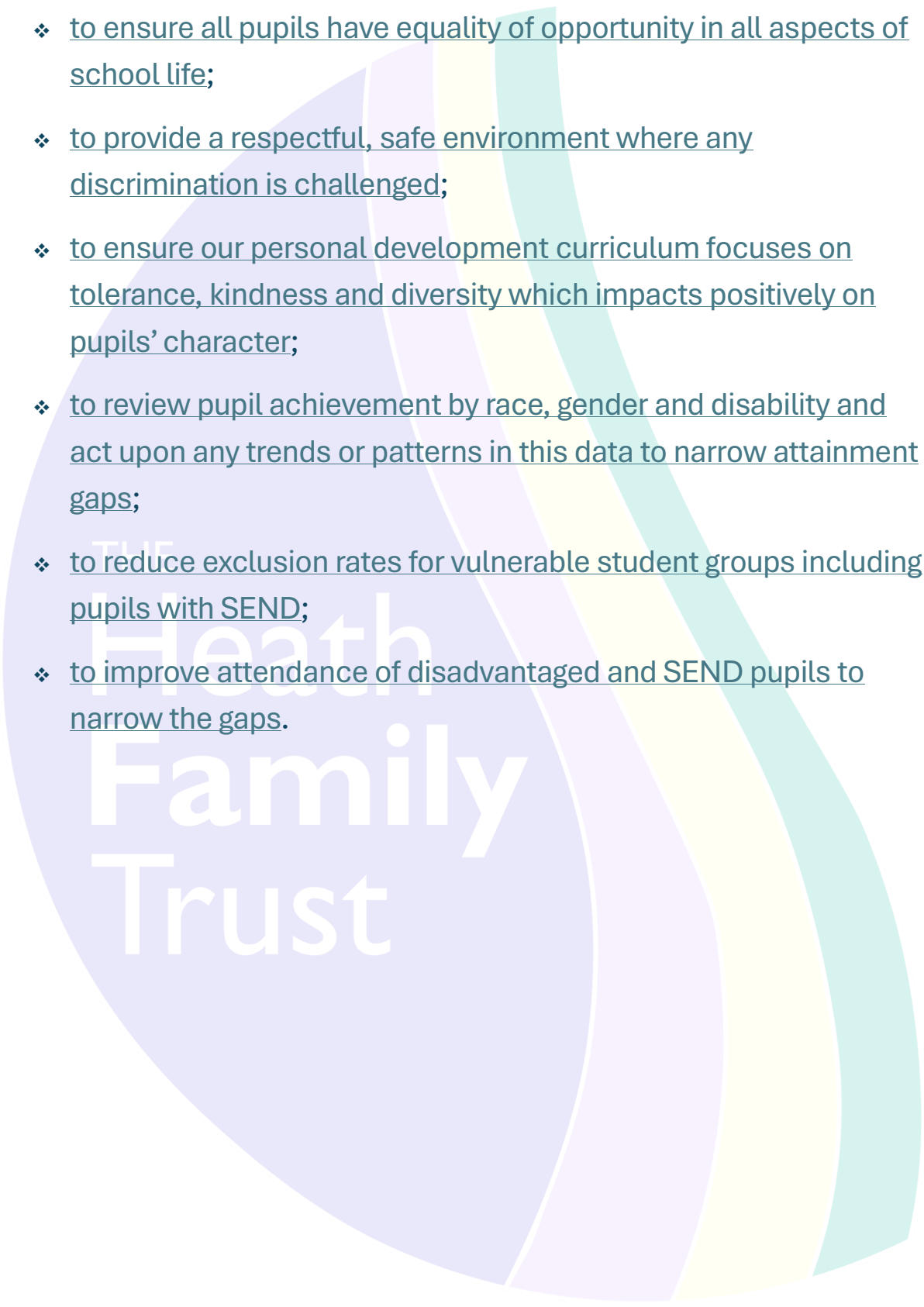


THE
Health
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David Donnelly
Chief Executive Officer

The Heath Family Trust's Equality Objectives:

- ❖ to ensure all pupils have equality of opportunity in all aspects of school life;
- ❖ to provide a respectful, safe environment where any discrimination is challenged;
- ❖ to ensure our personal development curriculum focuses on tolerance, kindness and diversity which impacts positively on pupils' character;
- ❖ to review pupil achievement by race, gender and disability and act upon any trends or patterns in this data to narrow attainment gaps;
- ❖ to reduce exclusion rates for vulnerable student groups including pupils with SEND;
- ❖ to improve attendance of disadvantaged and SEND pupils to narrow the gaps.



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Evaluation of Progress: ensure all pupils have equality of opportunity in all aspects of school life

Strengths Across the Trust

Inclusive Ethos and Culture

- Across both primary and secondary schools, pupils feel welcome, safe, and respected, regardless of background or need, and this has been recognised in all of the most recent Ofsted inspections.
- Quality assurance activities conducted internally and externally show that all schools actively promote respect for differences, with pupils able to articulate British values, diversity, and equality.

Provision for SEND

- SEND provision is a strong feature across our schools. Daresbury, Palace Fields, Halsnhead, Litherland High, The Heath, and Litherland Moss were commended in their most recent Ofsted inspections for effective identification of needs and adaptation of teaching so that pupils with SEND can access the full curriculum.
- Palace Fields' specially resourced provision for pupils with SEND has also been singled out as highly effective, enabling strong outcomes.

Curriculum Access and Ambition

- In all schools, leaders have ensured that all pupils, including those with SEND and disadvantaged backgrounds, are provided with equitable opportunities to access and benefit from a broad and challenging education.
- In recent inspections, improvements are especially noted in secondary schools, where curriculum reform has widened opportunities, for example, greater access to EBacc subjects).

Personal Development and Wider Opportunities

- Across schools, Ofsted praised the breadth of personal development opportunities: school councils, junior leadership teams, after-school clubs, cultural visits, sports, enterprise projects, and fundraising activities.
- Schools now monitor participation in clubs and enrichment by pupil groups. Prescott, for example, has targeted pupils with SEND to increase their engagement in clubs, while The Heath has prioritised widening participation generally.
- Engagement in the wider school offer has improved across the Trust as a result of leaders' focus on promotion, responding to pupil voice, and reflecting on the overall offer.

- These opportunities support equality of participation and leadership, helping all pupils—including disadvantaged and SEND cohorts—develop confidence and responsibility.
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Next Steps

While progress has been strong, the Trust is committed to building on this success through the following priorities:

- Continue embedding curriculum improvements to ensure strong knowledge foundations for all pupils.
 - Further refine assessment practice so that gaps in learning are swiftly identified and addressed.
 - Sustain work on improving attendance to maximise access to learning and enrichment for every pupil.
 - Increase engagement in extra-curricular opportunities, particularly for vulnerable groups.
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Conclusion

The Trust has made strong progress towards this equality objective, with Ofsted recognising inclusive cultures, ambitious curriculum reforms, effective SEND provision, and wide-ranging personal development opportunities. Pupils report that they feel safe, respected, and supported, and there is clear evidence of narrowing gaps for pupils with SEND in both attainment and attendance. Engagement in enrichment has also improved, with leaders promoting participation, listening to pupil voice, and encouraging underrepresented groups to take part.

Looking ahead, the Trust is committed to building on this progress. By continuing to refine curriculum and assessment, strengthening attendance, and widening enrichment participation, we will further embed equality of opportunity so that every pupil benefits fully from the academic and wider offer.

Evaluation of progress: provide a respectful, safe environment where any discrimination is challenged

Strengths Across the Trust

Respectful and Safe Environments

- All schools foster a respectful and safe environment, and the vast majority of pupils report that they feel safe. Pupils consistently describe their schools as welcoming communities, where staff care for them and treat concerns seriously.
- Behaviour expectations are high across schools, and pupils typically meet these standards. Calm and purposeful classrooms support learning and help pupils feel secure.

Responding to Discrimination

- All schools act promptly when discriminatory incidents are reported. Bullying is rare and when it does occur, it is dealt with effectively.
- Safeguarding audits and school reviews highlighted some use of discriminatory language, including homophobic and sexist language. While staff acted on these incidents, the findings reinforced the importance of vigilance and proactive challenge.

Teaching of Equality and Diversity

- Schools explicitly teach pupils about equality, diversity, and respect for differences. Pupils know that discrimination is unacceptable and can articulate the importance of respect for people of different backgrounds, faiths, and beliefs.
- Some schools have established clubs and opportunities specifically aimed at supporting students with protected characteristics, further strengthening inclusion.

Pupil Voice and Leadership

- Pupils have opportunities to take on leadership roles (student councils, rainbow leaders, junior leadership teams), which contribute to shaping school culture.
 - In several schools, pupils reported that leaders listen to their suggestions and act on them, building trust and mutual respect.
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Next Steps

- Refine and diversify pupil voice tools to gain deeper insight into pupils' lived experiences of discrimination.
- Maintain vigilance in tackling discriminatory language and behaviours through consistent, proactive approaches across all schools.
- Extend opportunities for leadership and enrichment to ensure disadvantaged, SEND, and pupils with protected characteristics are fully included.
- Sustain focus on attendance and behaviour expectations beyond the classroom so that all pupils can benefit equally from safe and respectful environments.

Conclusion

The Trust has made strong progress in creating safe, respectful, and inclusive school environments where discrimination is challenged and diversity is celebrated. Pupils overwhelmingly report positive experiences of safety and respect, and proactive work on equality and diversity is evident in both the taught curriculum and the wider life of schools. Continued focus on strengthening pupil voice, tackling discriminatory language, and broadening inclusive opportunities will ensure that every pupil experiences a culture of respect and belonging, free from discrimination.

The logo for Heath Family Trust is a large, stylized graphic composed of several overlapping, curved shapes in shades of purple, lavender, yellow, and teal. The text "Heath Family Trust" is written in a large, white, sans-serif font across the center of the graphic.

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Evaluation of Progress: ensure our personal development curriculum focuses on tolerance, kindness and diversity which impacts positively on pupils' character

Strengths Across the Trust

Personal Development Curriculum

- All schools have a Personal Development curriculum that includes explicit teaching of British values alongside Trust values kindness, integrity, and tenacity.
- Ofsted reports consistently highlight that pupils understand fundamental British values, demonstrate respect for differences, and show care and consideration towards others.

Positive Impact on Pupils' Character

- Pupils across schools are described as polite, respectful, and proud of their school communities. They frequently demonstrate kindness towards peers and are keen to uphold school and Trust values.
- Personal development programmes enable pupils to explore healthy relationships, equality, and diversity. This has helped foster inclusive, safe environments where pupils feel confident, valued, and ready to contribute positively.
- Secondary schools provide structured PSHE programmes covering tolerance, diversity, and respect, alongside leadership opportunities that encourage pupils to act as role models.

Enrichment and Wider Opportunities

- Personal development is enriched through leadership opportunities such as student councils, rainbow leaders, well-being forums, and junior leadership teams. These allow pupils to influence school culture positively.
 - Clubs, trips, and wider experiences across the Trust, for example, careers events, charity fundraising, cultural visits, Duke of Edinburgh Award, broaden horizons and strengthen pupils' character development.
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Next Steps

- Align all primary schools to the SHINE curriculum as the umbrella framework for Personal Development, with full implementation planned for 2026/27.
- Continue the systematic review of Personal Development curriculum content and delivery to ensure it remains responsive to pupil needs and reflective of Trust values.
- Strengthen evaluation of impact on pupils' character by drawing on pupil voice, participation data, and quality assurance evidence.
- Broaden access to enrichment and leadership opportunities, with particular focus on SEND and disadvantaged pupils to ensure equity of participation.

Conclusion

The Trust has established a strong and consistent Personal Development offer, recognised by Ofsted for promoting tolerance, kindness, and respect for diversity. Pupils are developing positive character traits, pride in their school communities, and readiness for life beyond school through a wide range of curricular and extra-curricular opportunities. Moving forward, aligning primaries under the SHINE curriculum and refining impact evaluation will further embed this work, ensuring that every pupil benefits equally from a Personal Development curriculum that shapes character and champions inclusion.

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Evaluation of Progress: reduce exclusion rates for vulnerable student groups including pupils with SEND

Exclusion Rate - High Schools SEND vs non-SEND

School	EHCP 22/23	EHCP 23/24	EHCP 24/25	SEN 22/23	SEN 23/24	SEN 24/25	No SEN 22/23	No SEN 23/24	No SEN 24/25
Litherland	6.67	39.13	15.63	17.36	25.85	26.76	9.24	9.29	16.36
Heath	0	4.0	10.71	31.89	41.01	57.8	9.13	6.16	8.06
Prescot	0	0	51.52	46.6	67.49	54.15	24.46	49.10	17.71
3 High Schools	1.79	12.5	26.88	34.0	46.97	48.9	13.71	19.88	13.16

Strengths

- The Prescot School reduced the exclusion rate for students with SEND from 23/24 to 24/25.
- Litherland High reduced the exclusion rate for students with EHCPs from 23/24 to 24/25.

Areas for Development

- The exclusion rate at The Heath School for students with SEND is continuing to rise with the latest data showing a wide gap between the SEND and non-SEND cohorts (57.8 vs 8.06 Gap \approx 50).
- The exclusion rate at The Prescot School remains high for students with SEND.

Exclusion Rate - High Schools Disadvantaged vs non-Disadvantaged

School	Disadv	Disadv	Disadv	No Disadv	No Disadv	No Disadv
	22/23	23/24	24/25	22/23	23/24	24/25
Litherland	19.68	20.88	30.17	5.56	10.51	8.74
Heath	21.12	26.94	30.10	8.65	7.55	11.24
Prescot	41.18	94.43	44.76	15.03	20.70	11.88
3 High Schools	28.84	50.46	35.86	9.48	11.94	10.82

Strengths

- The Heath School reduced the gap between disadvantaged and non-disadvantaged cohorts slightly from 23/24 to 24/25 (Gap 19.39 vs. 18.86)
- The Prescot School significantly reduced the exclusion rate for disadvantaged students from 23/24 to 24/25, which has reduced the overall exclusion rate for disadvantaged students across Trust secondary schools.

Areas for Development

- The exclusion rate for disadvantaged students at Litherland High School is increasing. At the end of last academic year the gap between disadvantaged and non-disadvantaged was at its highest over a three year period (30.17 vs 8.7 Gap \approx 20)
- The exclusion rate for disadvantaged students at The Heath School is increasing.
- At The Prescot School the gap between disadvantaged and non-disadvantaged remains disproportionate (44.76 vs 11.88 Gap \approx 30)

Exclusion Rate - Primary Schools SEND vs non-SEND

School	EHCP	EHCP	EHCP	SEN	SEN	SEN	No SEN	No SEN	No SEN
	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25
Bridgewater	80.00	33.33	166.67	20.00	9.09	5.26	0	0	0
Daresbury	0	0	50.00	0	0	0	0	0	0
Halsnead	28.57	42.86	0	0	1.85	3.28	0.46	1.22	1.58
Litherland Moss	0	62.50	66.67	6.67	1.75	5.45	1.42	0	0
Palace Fields	0	8.33	16.67	10.34	0	0	2.33	3.51	0
5 Primary Schools	37.50	26.67	54.55	3.51	2.70	3.03	0.22	0.63	0.77

Strengths

- The overall exclusion rate for primary pupils with SEND remains low.

Areas for Development

- Although exclusions in primary schools remain low, the rate for pupils with SEND is still higher than for their peers and will continue to be a focus for improvement.

Exclusion Rate - Primary Schools Disadvantaged vs non-Disadvantaged

School	Disadv 22/23	Disadv 23/24	Disadv 24/25	No Disadv 22/23	No Disadv 23/24	No Disadv 24/25
Bridgewater	14.29	4.35	8.86	0	0	0
Daresbury	0	0	0	0	0	0.58
Halsnead	0.84	4.17	3.11	1.20	0.62	0.63
Litherland Moss	5.36	4.17	3.88	0	1.04	0
Palace Fields	8.47	6.17	2.17	0	1.47	0
5 Primary Schools	4.59	3.81	4.51	0.53	0.27	0.55

Strengths

- The exclusion rate for primary disadvantaged pupils has reduced compared with last year in most primary schools.

Areas for Development

- Although exclusions in primary schools remain low, the rate for disadvantaged pupils is still higher than for their non-disadvantaged peers and will continue to be a focus for improvement.

Conclusion

The Trust has made clear progress towards reducing exclusion rates for vulnerable groups, with notable successes across both primary and secondary schools. Both Litherland High and The Prescot School have reduced exclusions for pupils with SEND. The Prescot School have also significantly reduced the exclusion rate for disadvantaged students, which has contributed to lower rates across the Trust. In primary schools, exclusion rates for both pupils with SEND and disadvantaged pupils remains low.

Despite some improvements, challenges remain. Exclusion rates for pupils with SEND at The Heath and The Prescot School, and for disadvantaged pupils at The Heath, Litherland High, and The Prescot, are still too high and gaps with peers remain disproportionate. In primary schools, although overall numbers remain small, rates for SEND and disadvantaged pupils continue to exceed those of their peers.

Overall, while progress is evident and there is a strong foundation for improvement, reducing exclusions for vulnerable groups remains a key area of focus. Continued work to embed inclusive practices, share effective strategies across schools, and target support where gaps remain will be essential to achieving greater equity in outcomes for all pupils.

Evaluation of Progress: review pupil achievement by race, gender and disability and act upon any trends or patterns in this data to narrow attainment gaps

High School Attainment by Race, Gender and Disability

A8 2023/2024	Litherland		The Heath		The Prescott	
RACE	#	A8	#	A8	#	A8
Whole School	137	36.64	237	43.20	173	32.68
White	129	36.38	225	43.31	160	31.79
Mixed	6	35.67	9	40.56	3	51.33
Black or Black British	1	63.50	1	68.00	4	47.50
Any Other	0	0.00	0	0.00	0	0.00
Roma	0	0.00	0	0.00	1	6.00
Asian or Asian British	1	49.00	0	0.00	4	50.63
No Information	0	0	2	30.50	1	14.00
GENDER	#	A8	#	A8	#	A8
Male	62	36.31	109	39.59	98	31.99
Female	75	36.91	128	46.28	75	33.58
DISABILITY	#	A8	#	A8	#	A8
SEND	30	34.16	37	27.05	37	28.63
Non-SEND	107	37.33	200	46.19	136	33.78

Review of pupil achievement by race, gender and disability across our high schools shows the following:

Race

- For all ethnic cohorts other than 'White,' the number of students is very small (0–9). Caution should therefore be exercised when interpreting trends.
- Pupils identified as Mixed, Black or Black British, and Asian or Asian British achieved at levels comparable to, or above, those of White pupils.
- Attainment was lowest in the Roma cohort. This finding relates to a single pupil in one school, so no generalisation can be made; however, outcomes for Roma pupils should continue to be monitored in future cohorts.

Gender

- Across the trust, female pupils achieved slightly higher overall attainment rates than male pupils.

- The difference was most marked at The Heath, where female attainment exceeded male attainment by around 7 points.
- At Litherland and Prescot, the gender gap was narrower (within 0-2 points).

SEND

- Pupils with SEND achieved lower overall attainment rates than their non-SEND peers across all three schools.
- The attainment gap was widest at The Heath with a difference of 19 points, which is in line with the national average¹
- The attainment gap between SEND and non-SEND at Litherland and Prescot is significantly below national average. There is only a difference of 3-5 points at these schools showing very good progress towards closing the gap.

¹[Key stage 4 performance, Academic year 2023/24 - Explore education statistics - GOV.UK](https://www.gov.uk/government/statistics/key-stage-4-performance-academic-year-2023-24)

Primary School Attainment by Race, Gender and Disability

RWMC 2023/2024	Bridgewater		Daresbury		Halsnead		Litherland Moss		Palace Fields	
	#	%	#	%	#	%	#	%	#	%
Whole School	10	60.0	24	75.0	40	78.0	23	78.0	25	48.0
White	8	63.0	23	74.0	36	81.0	18	78.0	22	50.0
Mixed	1	100.0	1	100.0	0	0.0	0	0.0	2	50.0
Black or Black British	0	0.0	0	0.0	0	0.0	5	80.0	0	0.0
Any Other	0	0.0	0	0.0	1	100.0	0	0.0	1	0.0
Gypsy/Roma	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian or Asian British	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Information	0	0	0	0	3	33	0	0.0	0	0.0
GENDER	#	%	#	%	#	%	#	%	#	%
Male	6	50.0	14	71.0	21	76.0	15	80.0	15	47.0
Female	4	75.0	10	80.0	19	79.0	8	75.0	10	50.0
DISABILITY	#	%	#	%	#	%	#	%	#	%
All SEND	1	0.0	7	43.0	12	58.0	11	55.0	12	25.0
Non-SEND	9	67.0	17	88.0	28	86.0	12	100.0	13	69.0

Review of pupil achievement by race, gender and disability across our primary schools shows the following:

Race

- For all ethnic groups other than 'White,' pupil numbers are very small (0–5). Any trends should therefore be interpreted with caution.
- Where present, pupils identifying as Mixed or Black or Black British generally achieved outcomes in line with, or above, White pupils.
- The lowest attainment was recorded in the Gypsy/Roma cohort, where a single pupil did not achieve expected outcomes. This cannot be generalised but warrants continued monitoring in future cohorts.

Gender

- In most schools, there was little difference between male and female attainment, with outcomes broadly comparable.
- At Daresbury and Bridgewater, female pupils slightly outperformed male pupils (by 9–25 percentage points).
- At Palace Fields, Halsnead and Litherland Moss, the gender gap was minimal with attainment rates close across both groups.

SEND

- Pupils with SEND achieved lower attainment than their non-SEND peers across all five schools.
- The attainment gap was widest at Bridgewater (SEND: 0%, non-SEND: 67%) and Palace Fields (SEND: 25%, non-SEND: 69%).
- Despite the gap, the attainment of pupils with SEND overall was significantly higher than the national average showing that our primary schools are making good progress towards closing the gap.

Strengths Across the Trust

- Across both primary and secondary schools, attainment by race shows no sustained disadvantage for minority ethnic groups, with outcomes broadly in line with or exceeding those of White pupils.
 - Gender attainment gaps are generally small, with some variation between schools. In many settings, boys and girls achieve at comparable levels.
 - Attainment for pupils with SEND remains lower than for their peers, but Trust schools are making notable progress. At Litherland and Prescot, the SEND gap is well below national averages, while in primary schools overall attainment for pupils with SEND is significantly higher than national figures.
 - These patterns indicate that curriculum ambition, targeted support, and inclusive practice are contributing positively to narrowing gaps.
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Next Steps

- Continue to monitor outcomes for Roma pupils and other very small cohorts over time, ensuring patterns are identified without overgeneralisation.
- Sustain a sharp focus on reducing SEND attainment gaps further, with particular attention to settings where the gap is closer to national levels.
- Build on progress in gender equity by sharing effective practice between schools where gaps are minimal and those where they are more pronounced.
- Use assessment and tracking systems to identify trends early, enabling timely interventions to maintain progress in narrowing gaps across all pupil groups.

Conclusion

The Trust has made clear progress towards its objective of ensuring equality of opportunity in pupil achievement. Data shows that minority ethnic groups are achieving in line with or above their peers, gender gaps are generally small, and pupils with SEND in several schools are outperforming national benchmarks showing strong evidence of impact from Trust-wide strategies. With continued focus on careful monitoring, targeted support, and the sharing of effective practice, the Trust is well positioned to sustain and accelerate progress in closing attainment gaps for all pupils.

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Evaluation of Progress: improve attendance of disadvantaged and SEND pupils to narrow the gaps

SEND	BWP	DPS	HPS	LMP	PFP	LHS	THS	TPS	Mat Primary	Mat Secondary
2024/2025										
All	90.6	95.0	91.1	92.1	93.9	88.1	91.0	87.9	92.2	89.3
EHCP	89.6	87.3	89.5	85.3	93.7	82.1	86.2	73.2	89.2	80.3
SEN	89.0	94.8	90.5	92.7	92.2	85.6	85.8	82.9	91.6	84.6
No-SEN	91.2	95.2	91.3	92.5	94.5	89.2	92.4	90.4	92.6	90.9
2023/2024										
All	91.9	95.3	91.8	93.2	94.4	88.9	91.8	85.7	93.3	89.1
EHCP	92.1	88.2	89.8	91.7	93.7	81.0	91.8	76.7	91.4	82.9
SEN	91.6	95.7	91.0	94.1	94.4	86.3	86.9	81.8	93.3	84.8
No-SEN	92.0	95.4	92.2	93.0	94.4	89.9	92.7	87.4	93.5	90.4

- In primary schools, the attendance gap between pupils with SEN and their non-SEN peers remains significantly smaller than the national average. At Daresbury and Litherland Moss, this gap has almost completely closed since last year.
- The average attendance of both SEN Support and EHCP pupils in Trust primaries is significantly above the national average, even though overall attendance is lower. This reflects the positive impact of targeted support and provision for pupils with SEN.
- In secondary schools, an attendance gap between SEN and non-SEN pupils remains. While the gap has remained stable at Litherland High, it has widened at Prescott and The Heath.
- Overall, attendance for pupils with SEN in the Trust's secondary schools is below the national average, and improving this remains a priority for development.

Disadvantaged	BWP	DPS	HPS	LMP	PFP	LHS	THS	TPS	MAT Primary	MAT Secondary
2024/2025										
All	90.6	95.0	91.1	92.1	93.9	88.1	91.0	87.9	92.2	89.3
Disadv	90.2	92.7	89.1	90.2	92.7	85.3	86.2	83.6	90.1	84.9
Non-Disadv	91.3	95.2	92.7	94.4	95.0	90.9	93.6	92.8	93.8	92.8
2023/2024										
All	91.9	95.3	91.8	93.2	94.4	88.9	91.8	85.7	93.3	89.1
Disadv	91.4	94.8	90.7	92.0	93.1	86.1	88.1	79.8	91.8	84.4
Non-Disadv	93.1	95.3	92.9	94.8	95.8	91.2	93.6	91.6	94.5	92.5

- In primary schools, attendance for disadvantaged pupils remains above the national average. However, the gap between disadvantaged and non-disadvantaged pupils has widened over the last year, and reducing this gap is a continuing priority.

- In secondary schools, an attendance gap between disadvantaged and non-disadvantaged pupils persists. While this gap has widened at Litherland and The Heath, it has narrowed at The Prescot School over the past year.
- Overall, attendance for disadvantaged pupils across the Trust's secondary schools remains below the national average, and improving this is a key area for development.

Strengths Across the Trust

- Primary schools demonstrate strong practice in supporting attendance for both disadvantaged pupils and those with SEN. The attendance of these groups remains above national averages, and in some cases the SEN/non-SEN gap has almost completely closed.
- The average attendance of pupils with SEN Support and EHCPs in primary schools is significantly above national figures, showing that targeted provision is having a positive impact.
- In secondary schools, there is evidence of improvement at The Prescot School, where the attendance gap for disadvantaged pupils has narrowed.

Next Steps

- Reduce the widening attendance gap between disadvantaged and non-disadvantaged pupils in some primary and secondary settings.
- Strengthen strategies to improve overall attendance for disadvantaged and pupils with SEND in secondary schools, where rates remain below the national average.
- Share effective practice from primary schools, and from secondary schools where gaps are narrowing, to secure consistency across the Trust.
- Continue to monitor gaps closely at school and Trust level, using this intelligence to target support and early intervention where needed.

Conclusion

The Trust has made encouraging progress in reducing attendance gaps, particularly in primary schools where outcomes for pupils with SEN and disadvantaged pupils are above national averages. Strong targeted support has shown impact, and there is clear evidence that gaps can be closed. Sustained focus is now required in secondary schools, where overall attendance for disadvantaged and SEN pupils with SEN remains below national levels. With consistent implementation of effective strategies and the sharing of best practice, the Trust is well placed to further improve attendance equity across all settings.