

**THE HIGHEST
STANDARDS**

Always set and deliver
the highest standards:
never settle for less.

**INVEST TO
ACHIEVE**

Care about the now;
create the very best for
your future.

**EVERYONE IS
VALUED**

We are unique
individuals working
together to be the best.

**NO
EXCUSES**

Create solutions,
not excuses.

**NEVER
GIVE UP**

Resilience is essential;
self-belief drives
improvement.

**CULTIVATE YOUR
CHARACTER**

Qualifications open
doors; your character
gets you through them.

Student Equality Objectives

At Sir Thomas Wharton Academy, we are committed to realising our vision by ensuring equality of opportunity for all students. We strive to be an inclusive institution where every learner is supported to achieve their full potential. To help us meet this ambition, we have established three key equality objectives that focus on improving outcomes and experiences for all students.

Objective 1:

Ensure that disadvantaged students make academic progress in line with their non-disadvantaged peers.

Objective 2:

Ensure that boys make academic progress in line with girls and above the national average.

Objective 3:

Ensure that the attendance of disadvantaged students is in line with that of their non-disadvantaged peers and exceeds the national average.

Objective 1:

Ensure that disadvantaged students make academic progress in line with their non-disadvantaged peers.

Number and Percentage of Disadvantaged Students

	Whole School	Year 7	Year 8	Year 9	Year 10	Year 11
% of disadvantaged students	33.0%	35.6%	31.5%	29.0%	34.1%	34.9%
Number of students	357	90	79	62	61	65

Academic Data

Cohorts	2019 Nat Av	2019 Results	2023 Nat Av	2023 Results	2024 Nat Av	2024 Results
All	-0.03	-0.53	-0.06	0.07	-0.03	-0.07
PP	-0.45	-0.96	-0.57	-0.60	-0.57	-0.19
PP - HA	-	-1.22	-	0.36	-	-0.31
PP - MA	-	-0.98	-	-0.84	-	-0.16
PP - LA	-	-0.52	-	-0.62	-	-0.18
NPP	0.13	-0.39	0.17	0.33	0.16	-0.01
NPP - HA	-	-0.82	-	0.25	-	-0.51
NPP - MA	-	-0.21	-	0.23	-	0.15
NPP - LA	-	-0.61	-	1.03	-	0.63
Boys - All	-0.27	-0.83	-0.21	-0.05	-0.15	-0.35
Boys - PP	-	-1.22	-0.63	-0.79	-0.68	-0.65
Boys - NPP	-	-0.92	0.04	0.24	0.05	-0.23
Boys - HA	-	-1.08	-0.12	0.24	-0.07	-0.74
Boys - HA PP	-	-1.30	-	0.26	-	-2.41
Boys - MA	-	-0.46	-0.19	-0.02	-0.13	-0.41
Boys - LA	-	-1.22	-0.31	-0.56	-0.25	0.14
Girls - All	0.22	-0.27	0.10	0.18	0.09	0.18
Girls - PP	-	-0.73	-0.39	-0.43	-0.45	0.12
Girls - NPP	-	-0.11	0.30	0.42	0.29	0.21
Girls - HA	-	-1.22	0.13	0.29	0.11	-0.33
Girls - HA PP	-	-1.10	-	0.54	-	-0.05
Girls - MA	-	-0.40	0.12	-0.09	0.12	0.45
Girls - LA	-	-0.15	-0.01	0.76	0.00	0.12

Progress Key

$x \geq 0.25$

$0.25 > x \geq 0$

$0 > x > -0.25$

$-0.25 \geq x > -0.5$

$x \leq -0.5$

Around one-third of students in the school are classed as disadvantaged, with proportions fairly consistent across year groups. Academic outcomes show that overall progress remains close to national averages, with disadvantaged (PP) students performing below their non-disadvantaged peers. High-attaining disadvantaged students show negative progress in several years, while middle and lower attainers demonstrate smaller gaps. Non-PP students generally perform at or above national averages, especially girls, whose results are consistently positive. Boys perform below national averages overall, with PP boys showing the weakest progress. Improvement appears in 2023 and 2024 for certain groups, however, attainment gaps - especially between PP and NPP students and between boys and girls remain across the data

Action Plan	Success Criteria	Responsibility
Conduct half-termly reviews of the Pupil Premium (PP) strategy to ensure interventions are targeted, evidence-based, and responsive to student need. Implement adjustments following each review.	Disadvantaged students perform in line with their non-disadvantaged peers.	Principal & SLT
Implement and review a targeted Year 11 and Year 13 strategy, including academic intervention cycles, attendance monitoring, and individual progress plans for disadvantaged students.	Disadvantaged students perform in line with their non-disadvantaged peers.	Principal, Vice Principal (VP), Associate Assistant Vice Principal (AAP)
Develop and deliver a boys' progress improvement strategy incorporating tailored pedagogy, mentoring, behaviour support, and disadvantaged-specific approaches. Review effectiveness half-termly.	Disadvantaged boys perform in line with their non-disadvantaged peers.	Principal, VP, AAP
Task a Senior Leader with designated responsibility for disadvantaged pupils, ensuring every PP student has an individual barriers profile and support plan.	Disadvantaged students perform in line with their non-disadvantaged peers.	Principal, VP, AAP

Objective 2:

Ensure that boys make academic progress in line with girls and above the national average.

Number and Percentage of Disadvantaged Students

	Percentage
Male	52.4%
Female	47.6%

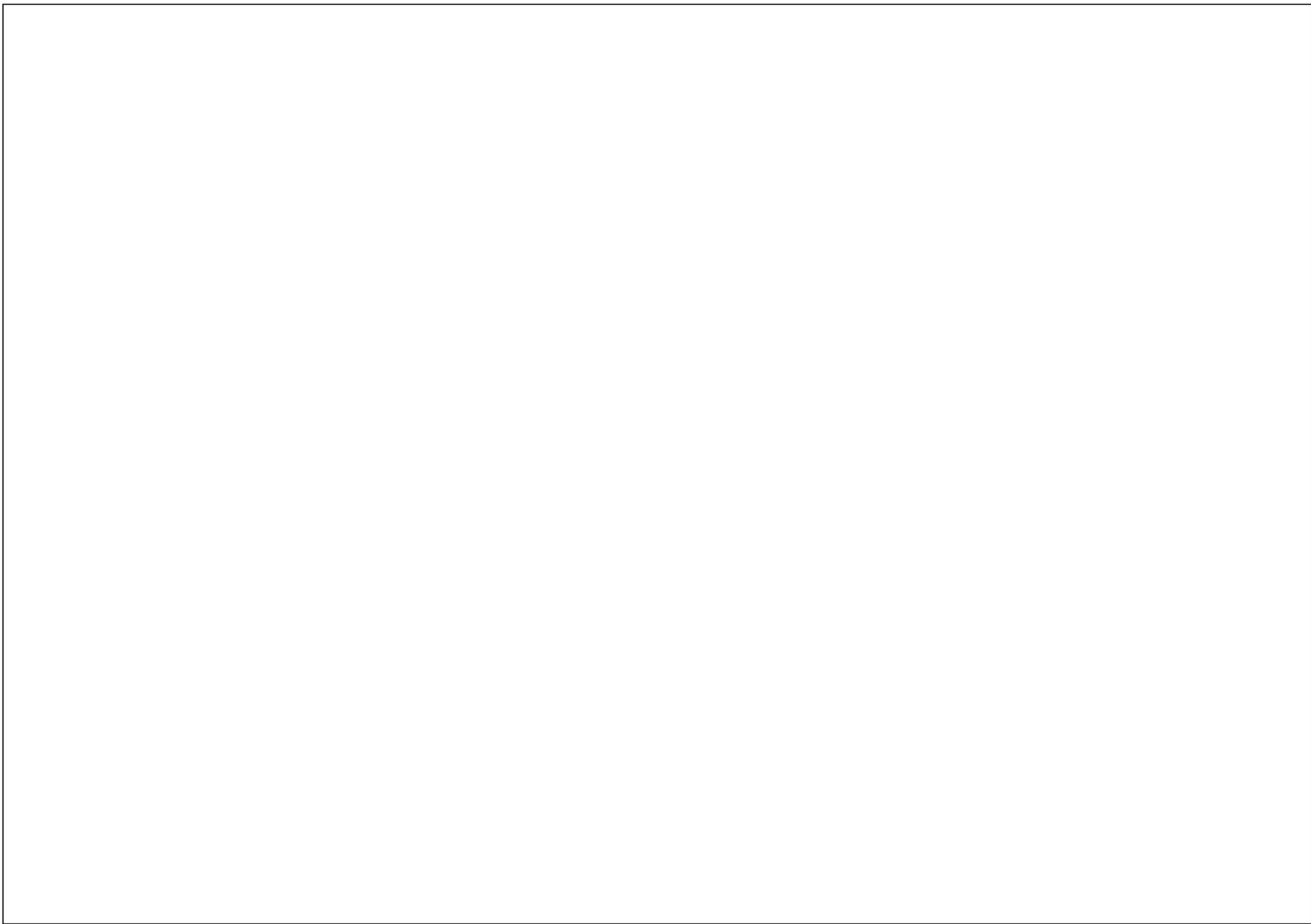
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Overall academic performance remains close to national averages across all years, but disadvantaged (PP) students continue to perform below non-PP peers, particularly at the high-attaining level. Middle and lower attainers show smaller gaps. Boys' results are weaker than girls', with disadvantaged boys representing the lowest-performing group, especially high-attaining disadvantaged boys whose outcomes sit below national averages. In contrast, girls - particularly non-PP girls - perform consistently above national averages.

Action Plan	Success Criteria	Responsibility of
A boy's progress strategy document to be created and reviewed periodically. Please see boys progress strategy document for further actions	Boys perform academically in line with girls.	AP
Target setting processes to be aspirational so that achieving targets would place individual male students in the top 5% nationally.	Boys leave with outcomes that enable them to select an educational setting of their choice.	AP



Objective 3:

Ensure that the attendance of disadvantaged students is in line with that of their non-disadvantaged peers and exceeds the national average.

Cohort	Total	National Average
Overall Cumulative Attendance		
2025-26 (HT1)	93.7	92.8
2024-25	91.5	91.9
2023-24	90.2	91.1
2022-23	89.9	91.0
Disadvantaged Students		
2025-26 (HT1)	90.3	88.5
2024-25	86.0	87.3
2023-24	84.3	86.0
2022-23	84.2	86.0
Non-Disadvantaged Students		
2025-26 (HT1)	95.4	94.6
2024-25	94.1	93.9
2023-24	93.1	93.1
2022-23	92.6	92.9

Attendance has improved over the past four years for all students, with whole-school figures now exceeding national averages in 2025–26. Disadvantaged students have also shown strong improvement, rising from 84.2% in 2022–23 to 90.3% in 2025–26 (HT1), now performing above the national average for disadvantaged pupils. A gap remains between disadvantaged and non-disadvantaged students: despite improvement, disadvantaged pupils still attend around 5 percentage points less than their peers. Non-disadvantaged attendance has remained consistently strong and above national figures.

Action Plan	Success Criteria	Responsibility of
A Pupil Premium strategy document to be created and reviewed periodically. Please see PP strategy document for further actions.	Disadvantaged students to attend in line with their non-disadvantaged peers.	Principal & Vice Principal
An attendance strategy document to be created and reviewed periodically. Please see attendance strategy document for further actions.	Disadvantaged students to attend in line with their non-disadvantaged peers.	Principal & Vice Principal

