

## Equality Impact Assessment / Equality Analysis Budget Proposals

This template has been developed for the specific purpose of analysing the equality impact of proposals that have been put forward as part of budget setting. Use this template to identify what impact or likely impact the proposal will have on people with protected characteristics.

Title of savings proposal	Addressing educational attainment inequality		
Growth or Savings/Income?	Growth	FTE Reduction/Increase	
<b>Brief Description and Aim</b> ( <i>no more than 100 words</i> )	<p>The attainment gap between disadvantaged and non-disadvantaged pupils in B&amp;NES stands at 34%, higher than the national average of 21%. Poor educational attainment affects children and young people in their childhood (lower confidence, self-esteem and aspirations for example) and reverberate into lifelong disparities across health, employment, and income.</p> <p>Addressing the attainment gap is a shared responsibility. We have an important role in leading a whole-systems approach to addressing the attainment gap; addressing the root causes across council services, coordinating place-based action with partners, and aligning resources.</p> <p>Aim of the programme of work:</p> <ul style="list-style-type: none"> <li>• for our children that are defined as disadvantaged to have improved educational outcomes in KS2 reading, writing, and maths that are at least in line with national performance.</li> <li>• to narrow the gap between the KS4 results of our young people defined as disadvantaged and their non-disadvantaged peers, by improving the results of disadvantaged pupils.</li> </ul>		

Budget Reduction / Growth Value <i>(note year 2 value is the increase/decrease on year 1)</i>	Year	2026/27	2027/28	2028/29
	Value (£000)	£350,000		
<b>Directorate/Service area and Cabinet Portfolio</b>	Directorate/service area: Education & Safeguarding (Children's Services and Education) Cabinet Portfolio: Children's Services and Education			
<b>Impacts to Service Delivery</b> <i>(no more than 100 words)</i>	<p>Budget growth will sustain and programmes and projects already delivering measurable progress, and specifically Language for Life and Action Learning sets with education settings. 'Language for Life' is an evidence-based, multi-agency programme that upskills early years educators to improve children's communication and language outcomes - a key driver of long-term educational outcomes. Action learning sets with education settings support development and sharing of innovative practice and holistic approaches to address the attainment gap.</p> <p>Budget growth will also enable investment in low-cost pilots designed for rapid testing and scalable impact, and a dedicated education attainment inequalities post to lead, facilitate and support work to deliver key council actions to address the attainment gap, including with education, ICB and third sector partners.</p>			
<b>Delivery Risk Rating (High/Medium/Low)</b> <i>(Please detail reasons and actions to reduce risk)</i>	<p>High risk if not approved - as Language for Life and action learning sets would come to an end (currently funded by St John's Foundation but funding will not continue), and there is no budget to fund the capacity required to deliver key actions and to fund a low cost pilot.</p> <p>Low risk is approved - the funding will be used to fund a combination of programmes and projects that are already being delivered and demonstrating success, a low cost and low risk pilot, and a post that has been scoped with clear roles, responsibilities and actions. Investment will come at an opportune time when Multi Academy Trusts (MATs) and Head Teachers want to work with the council to drive forward system-wide efforts to reduce the attainment gap, and with wider system partners.</p>			
<b>Do the aims of this proposal link to any other budget proposals?</b> <i>(no more than 100 words)</i>	Aligns with and supports local delivery of national transformation programmes such as Best Start in Life, The Families First Partnership, the shift to prevention, and neighbourhood health.			

	<p>The case for investment has been developed with input from Best Start and Families First Partnership programme leads so that they align and are supportive of each other.</p> <p>Also supports delivery of key B&amp;NES Council strategies, which are already committed to addressing this inequality, including the Corporate Strategy (one of nine priorities), Health and Wellbeing Strategy (Priority Area 1) and Economic Strategy.</p>
<p><b>Consider whether this proposal has any knock-on impacts to other services. If so, please provide service and detail</b> <i>(no more than 100 words)</i></p>	<p>Early years and education teams: Will require budget monitoring, commissioning and facilitation responsibilities (for Language for Life), and team resource to link with education settings on action learning sets.</p> <p>Public Health: Will require line management of the Education Attainment Inequalities manager post.</p> <p>All of the above responsibilities can be absorbed within existing capacity</p>

### Assessment of impact: 'Equality analysis'

Use the spaces below to demonstrate you have analysed how this proposal:

- Meets any needs of equality groups or helps promote equality in some way.
- Could have a negative or adverse impact for any of the equality groups - and if so, mitigating actions.
- Could have potential knock-on effects for other service areas or create problems because of cumulative impacts.

	All equality areas/characteristics	How this proposal might advance equality	Potential negative or adverse impacts - and what steps can be taken to mitigate this	Potential knock-on impacts for other service areas/other proposals
1	Sex	By targeting all children and young people that are defined as "disadvantaged" and at risk of poor educational attainment, investment will help reduce attainment inequalities by sex.	Potential for projects to not engage proportionately with both sexes but this will be mitigated by monitoring engagement data.	No known impact for other service areas/other proposals in relation to this protected characteristic.
2	Pregnancy & maternity	All projects will be inclusive of young people aged below 18 years that are defined as	No known adverse impact based on this budget growth.	No known impact for other service areas/other proposals in


		“disadvantaged”, and including those that may be pregnant or have a child, though most projects are targeting younger age groups initially (to tackle the KS2 attainment gap).		relation to this protected characteristic.
<b>3</b>	<b>Gender reassignment</b>	All projects will be inclusive of children and young people that are defined as “disadvantaged”, regardless of gender identity.	<p>Potential for projects to not appeal to or engage proportionately with all genders but this will be mitigated by monitoring engagement data.</p> <p>Young people will be signposted to relevant services such as ‘Off the Record’.</p>	No known impact for other service areas/other proposals in relation to this protected characteristic.
<b>4</b>	<b>Disability</b>	<p>All projects will be inclusive of children and young people defined as “disadvantaged”, and including those with physical and/or SEND needs.</p> <p>The attainment in B&amp;NES for those with SEND support and with EHCPs is very similar to the English average; suggesting SEND status is not driving the education attainment gap that we see in B&amp;NES.</p> <p>The Language for Life programme identifies children at risk of delay in their early years and reception setting.</p>	Potential for projects to not engage or appeal proportionately to all children and young people and so this will be mitigated by monitoring engagement data and qualitative feedback.	No known impact for other service areas/other proposals in relation to this protected characteristic.
<b>5</b>	<b>Race</b>	All projects will be inclusive of children and young people defined as “disadvantaged”, regardless of race.	Potential for projects to not engage or appeal proportionately to all children and young people, and including those ethnic groups that perform less well, and so this will be	No known impact for other service areas/other proposals in relation to this protected characteristic.

		The Asian ethnic group are consistently the highest achieving group at KS2, and Black ethnic groups have consistently the lowest proportion achieving expected standards at KS2 followed “other” ethnic groups. It should however be noted that in B&NES there are a low number of pupils in non-white categories.	mitigated by monitoring engagement data and qualitative feedback.  Projects will be inclusive of all CYP’s individual ethnicity.	
<b>6</b>	<b>Sexual orientation</b>	All projects will be inclusive of children and young people defined as “disadvantaged”, regardless of sexual orientation.	Potential for projects to not engage or appeal proportionately to all children and young people and so this will be mitigated by monitoring engagement data and qualitative feedback.  Young people will be signposted to relevant services such as ‘Off the Record’.	No known impact for other service areas/other proposals in relation to this protected characteristic.
<b>7</b>	<b>Marriage and civil partnership</b>	N/A (as projects are for CYP)	N/A	N/A
<b>8</b>	<b>Religion/belief</b>	All projects will be inclusive of children and young people defined as “disadvantaged”, regardless of religion and/or belief.	Unlikely to be able to monitor participation by religion/belief but risk of adverse impact very low.  Projects will be inclusive of all CYP’s individual religion.	No known impact for other service areas/other proposals in relation to this protected characteristic.
<b>9</b>	<b>Age</b>	Projects will target children and young people up to the age of 18 years.  Whilst the attainment gap is comparatively worse at KS2 in B&NES, it is present across all ages.	No known adverse impact based on this budget growth.	No known impact for other service areas/other proposals in relation to this protected characteristic.

B&NES Local Priority				
10	<b>Socio-economically disadvantaged</b>	<p>The key indicator that will inform targeting of children and young people will be socio-economic disadvantage as this is what is driving the educational attainment gaps that we see in B&amp;NES. Those defined as “disadvantaged” will be targeted, which includes those eligible for free school meals and those that have been or are care experienced.</p> <p>A wider group of CYP experiencing socio-economic hardship will also be targeted where this is appropriate.</p>	Risk of adverse impact low and CYP will be targeted according to this protected characteristic – and so will be inclusive.	No known impact for other service areas/other proposals in relation to this protected characteristic.
11	<b>Rural communities</b>	<p>Projects will be inclusive of all communities in B&amp;NES and including rural communities.</p> <p>Poor attainment in the disadvantaged cohort is not restricted to a few schools in B&amp;NES, but is more widespread, and across rural and urban areas. However, Schools in B&amp;NES with 40% or more disadvantaged pupils have the lowest attainment for both disadvantaged and non-disadvantaged pupils.</p>	Risk of adverse impact low and CYP will be targeted according to this protected characteristic and will be seeking to address barriers such as access to opportunities.	No known impact for other service areas/other proposals in relation to this protected characteristic.
12	<b>Armed Forces Community</b>	Projects will be inclusive to CYP defined as “disadvantaged”, and whilst this does not include all children of armed forces parents, where they are disadvantaged they will benefit.	No known adverse impact.	No known impact for other service areas/other proposals in relation to this protected characteristic.

13	Care Experienced	Projects will be inclusive to CYP defined as “disadvantaged”, which includes those that are care experienced.	Risk of adverse impact low and CYP will be targeted according to this protected characteristic – and so will be inclusive.	No known impact for other service areas/other proposals in relation to this protected characteristic.
----	------------------	---	--	---

**Name of officer(s) conducting equality analysis:** Amy McCullough, Consultant in Public Health

**Signed off by:**  Director of Public Health

**Date:** 25 November 2025