



Woodlands Primary School and Nursery

Equality Policy

(including Equality Targets)

To be read in conjunction with the school SEND information report and Accessibility Policy

Policy written in line with the DfE guidance – The Equality Act 2010 and schools May 2014 with updates 2018- Link-

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Date of policy review:	September 2026 (or sooner should guidance change)
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This policy reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the Government.

Main aims of the Act with which the School and Nursery comply:

- **To eliminate discrimination, harassment, and victimisation**
- **Advance equality of opportunity between people with/without ‘protected characteristics.’**
(See list further on in this policy).
- **Foster good relations between people with/without those characteristics**

Equality

Equality is about ensuring **everybody** has an equal opportunity and is not treated differently or discriminated against because of their characteristics

Diversity

Diversity is about taking account of the differences between people and groups of people, placing a positive value on these differences, and making adjustments as needed to reflect them.

Aims to promote equality of opportunity:

The School and Nursery (Setting) enables **all** pupils to take part as fully as possible in every part of school life by developing each child’s self-confidence, recognising their strengths, and encouraging them to achieve their potential.

The setting takes steps to advance equality of opportunity, foster good relations and eliminate discrimination, victimisation, or harassment across all the protected characteristics (race, gender reassignment, disability, religion or belief, pregnancy and maternity, sex, sexual orientation) within the school community. Reasonable adjustments are made to accommodate everyone.

This means:

We **will** promote equality of opportunity

We **will** eliminate unlawful discrimination

We **will** eliminate harassment and promote equality of opportunity to include all protected characteristics (see below)

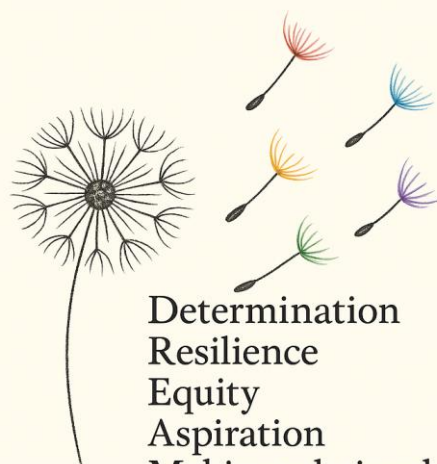
We **will** break down any barriers to participation

We **will** meet the specific needs of different groups

We **will** find ways to overcome disadvantages experienced by certain groups

We **will** foster good relationships between different groups

At Woodlands,
We DREAM...



Determination
Resilience
Equity
Aspiration
Making relationships

We **will** promote equality (including have a written equality policy), positive attitudes, encourage participation in public life and take account of disabled people's disabilities even where that involves treating people more favourably than other people.

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they do not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts)

The 'Protected Characteristics' (relating to schools) within equality law are:

- **Disability** - A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or natural origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman
- **Sexual orientation** - Schools with a particular religious ethos cannot discriminate against lesbian,

gay or bisexual pupils. A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or a parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all.

- **Age** - This category protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can demonstrate that it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.
- **Marriage and civil partnership** - The Act protects employees who are married or in a civil partnership against discrimination

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation, or gender reassignment of another person with whom the pupil is associated. So, we will not discriminate by refusing for example, to admit a pupil because his/her parents are gay men or lesbians.

'Prohibited Conduct' (acts that are unlawful):

- **Direct Discrimination**- Less favourable treatment because of a protected characteristic.
- **Discrimination by association or perception** - For example, discriminating against someone because they 'look gay', or because they have a gay brother; discriminating against someone because they care for a disabled relative.
- **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g., customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. E.g., High adult/child ratio to allow a child to participate in a particular activity of a school trip.

Equality in action, what we currently do:

- We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches
and planning reasonable adjustments for disabled pupils enabling our pupils to take as full a part as possible in all activities of the school including extra-curricular activities and residential. E.g., we give **all** pupils the opportunity to go on an overnight residential and make adjustments to allow this to happen (Arthog). We make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, Governors, and visitors to the school. E.g., a hard ramp is available to aid mobility and accessibility. We are also committed to ensuring staff with a disability have equality of opportunity e.g., disabled car parking spaces near the entrance.
 - We actively encourage positive attitudes towards pupils, staff, Governors, and parents/carers and
we expect everyone to treat others with dignity and respect- consistent behaviour policy adhered to by all staff.
 - We regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action e.g., Black History Week / Anti-bullying week / secrets of Success.
 - We regularly consider the ways in which our teaching and the curriculum provision supports high
standards of attainment, promotes common values, and helps students understand and value the diversity that surrounds our school, and challenges prejudice and stereotyping. E.g., clear curriculum maps highlighting values (see website).
 - We monitor the progress and achievement of pupils by the relevant and appropriate protected
characteristics. This information helps the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school development plan.
 - The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join. We collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We do not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do.
 - We seek the view of advisory staff and outside agencies and partnerships with other schools where this is necessary. In planning the curriculum and resources, the school takes every opportunity to promote and advance equality.
 - Bullying and Prejudice Related Incidents are carefully monitored and dealt with effectively.
- Regular
- training is given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying. (Bullying and racist incident logs in the Headteachers office as well as on our online reporting system- CPOMS)
- We expect that all staff and Governors are role models for equal opportunities, deal with bullying
and discriminatory incidents and are able to identify and challenge prejudice and stereotyping.
 - Throughout the year, the school plans on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. E.g., Black History Week, Gay Pride and Anti-Bullying Week.

Consultation with other stakeholders:

- We ensure pupil/parent/staff/Governor consultation is regularly sought in the development and review of this policy.
- We regularly seek the views of pupils, parents, Governors, advisory staff, and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We regularly review our accessibility plans (See separate Accessibility Plan Policy)
- We ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.

Review:

The school is continually carrying out equality impact assessments e.g. Following data capture, to ensure that we are not disadvantaging any group of pupils with protected characteristics. Changes, where necessary, are acted upon rapidly, with regular checks to ensure they are continually effective.

Responsibilities:

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any cases of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work- for example ensuring that applicants for a PE teaching post have the physical capabilities to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All Staff

- Enact this policy, its commitment and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.

- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g., parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Woodlands Primary and Nursery School staff abide by the recommendations and rulings in this policy and actively work hard to ensure that diversity is celebrated and not discriminated against. We have this in the centre of our school development plan and take any acts of discrimination very seriously.

Definitions

Equality- This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive- Making sure everyone can participate, whatever their background or circumstances.

Diversity- Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion- People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive, and sustainable. Cohesion is an outcome of equality and inclusion.

Community- From the school's perspective, the term 'community' has a number of meanings:

- The school community- the students we serve, their families and the school's staff.
- The community within which the school is located- in its geographical community, and the people who live and/or work in that area?
- The community of Britain- all schools by definition are part of it.
- The global community- formed by European and International links.

Gender Dysphoria- Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and gender identity.

If you are unsure of any other terms used in this policy, please do ring our school, and ask us.

Equality Statement

EQUALITY- Everyone is treated fairly at our school

The School and Nursery complies with the recommendations of the Equality Act 2021 and the latest DfE Equality Act Guidance also the Public Sector Equality Duty (PSED) compliance.

There are two specific duties; these are that schools should:

- Publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- Publish at least one equality objective

The Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools, and which extends to all protected characteristics- disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage, and civil partnership. It has three main elements. In carrying out their functions, schools are required to **have due regard to the need to:**

- Eliminate discrimination, harassment, and victimisation
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it?
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Senior Leaders and Governors in our school are aware of the duty to have ‘due regard’ when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.

We consider equality implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

We review our practice with stakeholders on a regular basis.

Equality Targets

Woodlands provides an environment in which everyone (within the school and wider community) has equal opportunity and are valued as individuals. We have the high expectations and recognise and celebrate the pupils’ similarities and their diversity as individuals and as groups. We recognise they have an intrinsic right to be nurtured in such a way so they are able to reach their full potential and achieve the highest of standards.

It should be noted that our Equality targets mirror what is prioritised in our School Development Plan.

Target

Our equality targets are to:

- Ensure that chn are receiving appropriate curriculum offer and rigorous intervention (where needed) to improve the percentage of children achieving age related expectations, in line with national outcomes, **in reading.**
- Increase the percentage of children achieving age related expectations, in line with national outcomes, for **writing** across school, particularly for disadvantaged pupils and boys with SEND.
- Increase the percentage of children achieving age related expectations, in line with national outcomes, for **maths** across school, particularly for disadvantaged pupils.
- Develop the **wider curriculum** so that the percentage of **disadvantaged** children accessing clubs and wider curriculum activities, is increased even further. (See EVC coordinator data)
- Continue to improve **attendance**, reduce the % of pupils arriving late and further reduce numbers of children who are persistently absent. (See EWO data and HTs report).

Interventions –

- Early Help Lead with Educational Welfare Officer background to improve attendance and PA by offering support for the pupils and families.
- Allocate PPG, after reviewing PPG action plan, to ensure a greater number of PPG chn access the wider curriculum offer.
- Rigorous and specific targeted interventions in place to support all children who are working below ARE in reading, writing and maths.
- Inclusion Team support to work across the whole school and nursery, supporting, where required pupil premium linked families, with attendance, SEND, mental health and wellbeing and physical health related to child development.
- Continue to prioritise budget allocation to ensure there are additional support staff available (in class and alternative provision) to continue in year interventions in classes with high percentages of Pupil Premium children and those identified as SEND.
- Review club offer half termly to ensure that it is broad and balanced.

Clubs Overview End of Academic year 2025-2026

Uno and Games

16 pupils attending

6 PPG

10 Non-PPG

Income: £165.00

PPG Income: £45.00

Total: £210.00

Outgoings: £160 (x2 staff for 4 weeks)

Final total: £50.00

9/16 attending are boys – 56%

7/16 attending are girls – 44%

9/16 attending are SEN – 56%

6/16 attending are PPG – 38%

5/16 attending are SEN and PPG – 31%

Outdoor Learning Y4-6

11 pupils attending

5 PPG

6 Non-PPG

Income: £109.50

PPG Income: £37.50

Total: £147.00

Outgoings: £80 (x1 staff for 4 weeks)

Final total: £67.00

8/11 attending are boys – 73%

3/11 attending are girls – 27%

5/11 attending are SEN – 45%

5/11 attending are PPG – 45%

2/11 attending are SEN and PPG – 18%

Foundation Cooking

9 pupils attending

3 PPG

6 Non-PPG

Income: £120.00

PPG Income: £24.00

Total: £144.00

Outgoings: £200 (x2 staff for 5 weeks)

£ (ingredients)

Final total: -£16.00

3/9 attending are boys – 33%

6/9 attending are girls – 66%

1/9 attending are SEN – 11%

3/9 attending are PPG – 33%

Cheerleading

15 pupils attending

Total: £270 (for the external provider)

1/15 attending are boys – 7%

14/15 attending are girls – 93%

3/15 attending are SEN – 20%

5/15 attending are PPG – 33%

1/15 attending are SEN and PPG – 7%

Cricket

8 pupils attending

Total: £182 (for the external provider)

6/8 attending are boys – 75%

2/8 attending are girls – 25%

3/8 attending are SEN – 38%

5/8 attending are PPG – 63%

3/8 attending are SEN and PPG – 38%

8/13 attending are girls – 62%

5/13 attending are PPG – 38%

Outdoor Learning R-Y3

27 pupils attending

11 PPG

16 Non-PPG

Income: £322.50

PPG Income: £82.50

Total: £405

Outgoings: £300 (x3 staff for 5 weeks)

Final total: £105.00

11/27 attending are boys – 41%

16/27 attending are girls – 59%

8/27 attending are SEN – 30%

11/27 attending are PPG – 41%

2/27 attending are SEN and PPG – 7%

Crochet

10 pupils attending

5 PPG

5 Non-PPG

Income: £112.50

PPG Income: £37.50

Total: £150.00

Outgoings: £100 (x1 staff for 5 weeks)

Final total: £50.00

3/10 attending are boys – 30%

7/10 attending are girls – 70%

3/10 attending are SEN – 30%

5/10 attending are PPG – 50%

2/10 attending are SEN and PPG – 20%

Gymnastics

13 pupils attending

Total: £286 (for the external provider)

5/13 attending are boys – 38%

KS2 Cooking

14 pupils attending

6 PPG

8 Non-PPG

Income: £220.00

PPG Income: £60.00

Total: £280.00

Outgoings: £200 (x2 staff for 5 weeks)

£ (ingredients)

Final total: £80.00

8/14 attending are boys – 57%

6/14 attending are girls – 43%

7/14 attending are SEN – 50%

6/14 attending are PPG – 43%

2/14 attending are SEN and PPG – 14%

Foundation Football

17 pupils attending

Total: £408 (for the external provider)

14/17 are attending are boys – 82%

3/17 attending are girls – 18%

5/17 attending are SEN – 29%

8/17 attending are PPG – 47%

2/17 attending are SEN and PPG – 12%

Arts and Crafts

20 pupils attending

8 PPG

12 Non-PPG

Income: £240.00

PPG Income: £60.00

Total: £300.00

Outgoings: £300 (x3 staff for 5 weeks)

Final total: /

6/20 attending are boys – 30%

14/20 attending are girls – 70%

3/20 attending are SEN – 15%

8/20 attending are PPG – 40%

1/20 attending are SEN and PPG – 5%

Dodgeball

20 pupils attending

7 PPG

13 Non-PPG

Income: £247.50

PPG Income: £52.50

Total: £300.00

Outgoings: £200 (x2 staff for 5 weeks)

Final total: +£100.00

8/20 attending are boys – 40%

12/20 attending are girls – 60%

10/20 attending are SEN – 50%

7/20 attending are PPG – 35%

4/20 attending are SEN and PPG – 20%

Y4-6 Football

12 pupils attending

Total: £288 (for the external provider)

11/12 attending are boys – 92%

1/12 attending are girls – 8%

4/12 attending are SEN – 33%

6/12 attending are PPG – 50%

1/12 attending are SEN and PPG – 8%

Dance

13 pupils attending

Total: £260 (for the external provider)

4/13 attending are boys – 31%

9/13 attending are girls – 69%

2/13 attending are SEN – 15%

5/13 attending are PPG – 38%

Film

19 pupils attending

5 PPG

14 Non-PPG

Income: £247.50

PPG Income: £37.50

Total: £285

Outgoings: £200 (x2 staff for 5 weeks)

Final total: +£85.00

5/19 attending are boys – 26%

14/19 attending are girls – 74%

6/19 attending are SEN – 32%

5/19 attending are PPG – 26%

2/19 attending are SEN and PPG – 11%

Altogether...

130/413 chn access a club – 31%

64/130 chn who access are boys – 49%

66/130 chn who access are girls – 51%

36/130 chn who access are SEN – 28%

48/130 chn who access are PPG – 37%

16/130 chn who access are SEN and PPG – 12%

36/178 SEN chn access a club – 20%

48/187 PPG chn access a club – 26%

16/96 SEN and PPG chn access a club – 17%

End of Year Data EYFS

GLD											
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
GLD	78%	74%	78%	81%	78%	57%	72%	80%	80%	79%	79%
National	69%	71%	71.5%	78%	-	-		67%	68%	68.5%	

Phonics combined Year 1 and 2 (NATIONAL)

Phonics	Year 1	Year 2
2013	78% (69%)	86% (13/15)
2014	76% (74%)	77% (10/13)
2015	96% (77%)	64% (9/14)
2016	91.5% (81%)	75 % (3/4)
2017	95% (81%)	50% (3/6)
2018	85% (82%)	75% (3/4)
2019	91% (82%)	75% (9/12)
2020	-	87% (Nov 2020)
2021	-	66%
2022	60% (75%)	48% (9/21)
2023	85% (79%) (LA 81%)	63% (17/28)
2024	80% (80%)	67% (6/9)
2025	92% (81%)	45% (5/11)
2026	93%	63% (5/8)

End of KS2 SATs

	Reading	Writing	Mathematics	SPAG	RWM
2016 EXS (GD)	47% (4%) 66%	89%	67%	65%	41%
2017 EXS (GD)	65% (18%) 72% (25%)	78% (22%) 76% (23%)	71% (10%) 75% (23%)	76% (20%) 77% (31%)	55% (6%) 61%
2018 EXS (GD)	71% (20%) 75% (28%)	76% (15%) 78% (20%)	69% (15%) 76% (24%)	78% (20%) 78% (34%)	57% (5%) 64% (10%)
2019 EXS (GD)	79% (34%) 73%	75% (12%) 78%	81% (29%) 79%	86% (44%) 78%	66% (5%) 65%
2020 EXS (GD)	90% (32%) -	70% (17%) -	77% (18%) -	- -	- -
2021 EXS (GD)	75% (22%) -	67% (10%) -	70% (13%) -	- -	- -
2022 EXS (GD)	83% (32%) (74%)	64% (4%) (69%)	72% (7%) (71%)	81% (28%) (72%)	65% (59%)
2023	68% (22%) 73% (LA 76%)	64% (0%) 71%(LA 71%)	53% (14%) 73%(LA 73%)	57% (29%) 72%	48% (0%) 60%(LA 61%)
2024	81% (40%) 74% (28%)	72% (6%) 72% (12%)	74% (19%) 73% (23%)	79% (40%) 72%	64% (4%) 61% (5%)
2025	78% (29%) 75%	68% (2%) 72%	75% (12%) 74%	76% (29%) 73%	61% 62%
2026	75% (37%) 75% (31%)	63% (0%) 73% (13%)	75% (28%) 75% (27%)	68% (30%) 74% (30%)	58% 63% (8.6%)

Year 4 MTC Year by Year

2021 – 22% scored over 80%, 36% scored between 50-80%, 42% scored less than 50%

2022 – 19% scored over 80%, 28% scored between 50-80%, 46% scored less than 50%

2023 – 30% scored over 80%, 20% scored between 50-80%, 49% scored less than 50%

2024 – 32% scored over 80%, 34% scored between 50-80%, 27% scored less than 50%

2025 – 56% scored over 80%, 22% scored between 50-80%, 22% scored less than 50%

2026 – 61% scored over 80%, 25% scored between 50-80%, 10% scored less than 50%

Score (25 total marks)	2021	2022	2023	2024	2025	2026
25	2%	2%	7%	7%	13%	33%
20+	20%	19%	23%	25%	42%	28%
15+	29%	19%	13%	29%	17%	18%
10+	27%	30%	27%	17%	15%	8%
>10	22%	30%	30%	17%	12%	9%