Hexham Middle School
Equality Action Plan Objectives

September 2024

Next annual update: September 2025

Equality Action Plan - Objectives 2022-2026

Equality Objectives:

Objective 1: To narrow the attainment gaps between groups of pupils including those who are disadvantaged and have additional needs.

Objective	Strategies	Date	Success Criteria/Impact
To narrow the attainment gaps between groups of pupils including those who are disadvantaged and have additional needs.	- Rigorous monitoring of achievement data by senior and middle leaders with swift action taken to address concerns. - High expectations for all pupils regardless of their starting points. - Strong focus on addressing reading gaps through thorough assessment and rapid academic support to accelerate progress. - A programme of academic support to address knowledge gaps in reading, EGPS, handwriting, writing, maths and spoken language. - This objective will be closely monitored by senior leaders and the Trustee Monitoring Group.	From Sept 2022	- Increase in the number of disadvantaged pupils and children with additional needs reaching the expected standard in Y6 English and mathematics. - Increase in the number of disadvantaged pupils and children with additional needs reaching the expected standard in all year groups.
Review update: September 2023	- Strong evidence of gaps closing in both Year 6 2023 outcomes and internal assessment data. - Academic support is targeted and ensuring accelerated progress in reading, maths and other areas. - Next steps will include further sharpening the focus on curriculum adaptations in response to data and assessment.		
Review update 2: September 2024	- Sharp focus on this objective across the school with a coordinated approach to raising the profile of the achievement of disadvantaged pupils and those with SEND. - In relation to Year 6 outcomes, pupils made strong progress compared to baseline entry predictions. - In Key Stage 3, pupils achieved very well, and gaps were narrowed across many subjects. - Next steps will include a forensic approach to securing very positive Year 6 outcomes for disadvantaged pupils and those with additional needs.		

Objective 2: To implement a well-sequenced personal development curriculum to focus on Spiritual, Moral, Social and Cultural objectives, whilst promoting equality and diversity.

Objective	Strategies	Date	Success Criteria/Impact
To implement a well-sequenced personal development curriculum to focus on Spiritual, Moral, Social and Cultural objectives, whilst promoting equality and diversity.	• The Personal Development will be coherently mapped so that each strand progresses well from Year 5 to Year 8. • The PSHE/RSE curriculum will work alongside the Personal Development curriculum so that opportunities for learning are connected and strong. • Calendared opportunities to engage with experts and external organisations will be mapped so that each year group has an enriched curriculum with PSHE/RSE, spiritual, STEM, arts/literature, sports and many other opportunities to deepen learning. • The curriculum will explicitly teach the protected characteristics and pupils' understanding will be assessed through surveys, pupil voice and in PSHE/RSE lessons. • The curriculum will be reviewed to ensure that texts are well-chosen to promote cultural diversity and inclusion. • The assembly programme will coherently link with the personal development curriculum so that the core values and aims are embedded at multiple opportunities.	From Sept 2022	• Personal Development curriculum mapped progressively across the school and implemented consistently. • Curriculum designed to promote cultural diversity through well-chosen texts and study. • Feedback from pupil surveys and pupil voice demonstrate tolerance, inclusion and that any issues/concerns are quickly addressed.
Review update: September 2023	• PD curriculum now mapped coherently from Y5 to Y8 with well-planned activities and opportunities for all pupils to engage with. • The core areas outlined above are well-represented so that all pupils engage in whole school or whole year events. • Assembly programme is well-planned and links closely to form time learning to promote key messages and themes. • Targeted action by form tutors ensures that engagement and participation are well-considered with necessary action taken to address gaps.		
Review update 2: September 2024	• Very strong curriculum mapped and embedded across the school with very positive engagement from pupils and staff. • Tracking of engagement means that gaps including lack of engagement are flagged with action taken to promote positive uptake for those who are disadvantaged and/or have additional needs. • The PD curriculum is mapped coherently to teach the protected characteristics and this includes through text selection for whole class reading 'Book Talk' lessons.		

Objective 3: Improving the attendance of disadvantaged pupils and pupils with additional needs.

Objective	Strategies	Date	Success Criteria/Impact
Improving the attendance of disadvantaged pupils and pupils with additional needs.	- Rigorous weekly monitoring of attendance for all groups with a sharp focus on disadvantaged and SEND learners. - Rapid targeted support provided for children and families through positive engagement. - The introduction of an Attendance Officer to provide targeted early intervention and to increase attendance on an individual basis. - Identifying and working to remove barriers to school attendance in conjunction with Heads of Key Stage and form tutors. - Weekly monitoring reports shared with senior leaders.	From Sept 2022	- Improved attendance for disadvantaged pupils and children with additional needs in each year group. - Reduced PA for each group in each year group.
Review update: September 2023	- Attendance Officer has had a strong impact on addressing attendance concerns in conjunction with Heads of Key Stages 2 and 3. Action is swift and leads to impact in a positive manner. - Engagement with parents/carers early in the term leads to barriers being broken down and strong relationships are developed between home and school, particularly for families where attendance is a concern or where we know vulnerabilities around school attendance exist.		
Review update: September 2024	- Robust approach to improving attendance of key groups and individual pupils has continued successfully with evidence of very positive impact across all year groups. - Attendance strategy ensuring swift action to address concerns with a particular focus on reducing PA. - More coherent involvement in monitoring and taking action from a range of school staff. This includes a sharper focus from the SEND team to identify barriers to attendance. - In school targeted support to address social, emotional and mental health concerns before requiring external professional support which has led to a reduction in barriers to school attendance.		

Objective 4: To provide targeted and coherent support for vulnerable pupils to raise achievement and engagement in school.

Objective	Strategies	Date	Success Criteria/Impact
To provide targeted and coherent support for vulnerable pupils to raise achievement and engagement.	• Vulnerable Pupils identified based on a wide range of potential vulnerabilities. • This information is shared, where relevant and appropriate, with all staff. • Vulnerable Learner Plans created and reviewed regularly so that all staff work to remove barriers to learning in their classrooms. • Staff involvement during regular review sessions so that vulnerability factors are re-assessed and the correct support is in place.	From Sept 2022	• Vulnerable Learner Plans in place for all pupils and being used to support learning and engagement across the curriculum. • Pupil voice demonstrates that learners feel supported to achieve well and barriers to learning are addressed.
Review update: September 2023	• 'Keep in View' lists shared with all staff members on the basis of regular review by senior leaders with responsibility for learning, achievement, curriculum and pupil support. • Strategies and expectations made clear to all staff members. • Key worker model in place so that key pupils have 'go to' staff members to monitor their progress, achievement and attendance.		
Review update: September 2024	• Approach to 'Keep in View' embedded across the school. Pupils identified early and reviewed on a half-termly basis by senior leaders. • This approach has led to improved early identification of barriers to school engagement and in action to address these concerns. • Increased sense of belonging by ensuring that barriers to school engagement are identified and steps are taken to address concerns by all staff who are more well-informed.		

Objective 5: To ensure high uptake of extra-curricular opportunities with a focus on addressing any imbalance.

Action	Strategies	Date	Success Criteria/Impact
To ensure high uptake of extra-curricular opportunities with a focus on addressing any imbalance.	• A wide-ranging programme of extra-curricular opportunities provided for all pupils. • Regular encouragement of engagement to raise the profile of clubs and activities. • Introduction of a Participation Pledge to encourage pupils to reflect on their engagement (both within and beyond school) and to get involved in the wider life of the school. • A coherent approach to 'catch all' activities to ensure that all pupils access 'Great Experiences' in school. • Targeted support for engagement through support with equipment and any other necessary purchases where necessary. • A sharp focus on SEND and disadvantaged learners to ensure uptake and support from form tutors to engage. • Data analysis reports to senior leaders and trustees to address any imbalance in protected characteristics including gender imbalance.	From Sept 22	• Tracking data analysis shows that engagement for each group has improved. • Pupil voice shows high levels of engagement and uptake. • Tracking data focuses on protected characteristics and leads to swift action from staff incl. form tutors.
Review update: September 2023	• Half-termly reporting to senior leadership team with a focus on engagement per year group and per pupil. • Those not engaging, particularly those who are disadvantaged or have additional needs, are targeted for engagement over the following weeks. • Motivational points awarded with recognition in assembly for engagement and participation with bronze, silver and gold awards introduced. • Stronger use of Class Charts to track participation leading to timely and impactful analysis of data.		
Review update: September 2024	• Very positive engagement in extra-curricular activities. • Whole school 'catch all' opportunities now mapped across all year groups. These are called the 'Great Experiences' and cover a wide range of themes incl. the arts. • The above opportunities are in-school and therefore lead to 100% engagement (for those in attendance).		