

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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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			

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,	<ul style="list-style-type: none"> The Personal Development will be coherently mapped so that each strand progresses well from Year 5 to Year 8. 	From Sept 2022	<ul style="list-style-type: none"> Personal Development curriculum mapped

Social and Cultural objectives, whilst promoting equality and diversity.	<ul style="list-style-type: none"> 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. 		<p>progressively across the school and implemented consistently.</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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			

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.	<ul style="list-style-type: none"> 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. 	From Sept 2022	<ul style="list-style-type: none"> Improved attendance for disadvantaged pupils and children with additional needs in each year group.

	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Reduced PA for each group in each year group.
Review update: September 2023	<ul style="list-style-type: none"> • 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			

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

Objective	Strategies	Date	Success Criteria/Impact
To provide targeted and coherent support for vulnerable pupils to raise achievement and engagement.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • '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

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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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			