

Equality objectives 2023-2026

Objectives	Actions	Success criteria
1. To remove any remaining barriers preventing children from developing their talents and interests.	- Letters/ communications about extra-curricular activities and enrichment activities are adapted so that parents know that financial assistance is available/ EAL children and parents are not disadvantaged by language barriers. - Continue to subsidise club fees and music lessons, and offer financial support that will ensure no child is excluded from taking part in an activity due to financial hardship. - Continue to offer Arts Awards in innovative and creative projects - Extend arts ambassadors remit and introduce STEM advocates - Forge links with Music department of feeder high school so that more children continue to learn instruments into KS3&4. To include joint funding grants for individuals - Target Arts Awards and STEM projects etc. to specific and/or underrepresented groups - Continue to use local arts partners to assist with careers education and form new links for STEM related careers. - Use pupil feedback to assess impact - Link this objective to the SDP 'personal development' section.	- Barriers preventing access and participation removed so that there is an increase in participation of underrepresented groups in a range of extracurricular activities - Percentage of children continuing to learn instruments into High School increases from baseline (aim 65%+ by 2026) - Children are given opportunities and experiences that they may otherwise not have had and respond positively to these. - Children's aspirations are raised. They are advocates for the Arts and STEM. - Children can identify a range of career opportunities they could pursue, or simple take their interests to a higher level. - Higher representation in sports teams of previously underrepresented groups
2. Refine and strengthen teaching and learning with a focus on development of expertise in ensuring our most vulnerable* pupils achieve well, equal to their peers.	*2023-2024 vulnerable groups are: double disadvantaged; Summer born boys; Roma boys - Leaders provide training and support so that teachers embed adaptive teaching - Summer born children targeted for additional support in early reading and writing (particularly boys) from reception; - Leaders provide guidance and support on how best to support the lowest 20% and teachers embed this into their practice, e.g., 5-a-day teaching, high quality questioning, reducing cognitive load, metacognitive talk; how to engage the lowest attainers using Power Maths - Gaps analysis identify next steps and provision; provision mapping – assess, plan, do, review model - Leaders use pupil premium for targeted support. - Targeted support prioritises reading (including phonics) and identified vulnerable groups - Link this objective to the SDP 'quality of education' section	- All children will have the same opportunities to meet their potential; - Gaps between disadvantaged and nondisadvantaged will close; and for other groups identified. - Children with lower outcomes at the end of KS1 catch up, with reading (including phonics) a priority area - Teachers have a shared understanding of what quality adaptive teaching looks like and it is visible in their day to day teaching
3. To narrow the gap in attendance rates between children with poor attendance and other children in the school	- Review attendance policy and practices (ref. SDP), and roles and responsibilities of staff. Communicate this in a way that is accessible to the community. - Build on current school/home communication to form strong parental engagement, e.g., with low threat events initially, moving to adult learning opportunities and parent council/hub. - Remove any communication or financial barriers (e.g., translated audio forms; cost of uniform; help with FSM applications) - Staff receive support from SCC GRT service - When absence is necessary, e.g., for passport renewal, school will keep in regular touch with families, including teachers/class. - Link this objective to the SDP 'behaviour' section.	- The attendance rates of identified groups will improve year-on-year to meet a 95% target by the end of the 2025/26 academic year - Education outcomes for identified groups of children and individuals will improve significantly - Parents within identified groups engage in the life of the school as barriers are removed
4. Continue to review curriculum provision to create more opportunities where stereotypes are questioned, and diversity is celebrated.	- Subject leaders continually review and update SMSC mapping of the school curriculum so that it reflects current provision - Subject leaders find further opportunities to celebrate identity and question stereotypes and unfairness. - Class teachers use Book Club to introduce new books celebrating underrepresented significant people, and protagonists/authors that represent the people of the global majority. - Identify further opportunities for representation of different (and new) ethnicities either within the curriculum or as part of the school's enrichment weeks (wellbeing week, empathy week [anti-bullying], science week, nonfiction November, Arts Week) - Link this objective to the SDP 'personal development' section.	- The curriculum prepares children for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity and equality. - Children are active citizens with chances to discuss and debate issues and or ideas in a considered way