



Equality Objectives Action Plan 2022/23

Target	Actions	Lead	Timeframe	Success Criteria
To narrow the attainment gap between pupil premium and non-pupil premium children.	Identify all PP pupils who have not made expected progress. Identify provision that will enable PP children to make accelerated progress. Closely monitor during pupil progress meetings.	PP Lead SLT All	Termly	The attainment gap will be narrowed between PP children and Non PP children
To improve the attendance of pupil premium children so they are at least in line with national attendance figures for pupil premium children.	Working in conjunction with LA attendance officer (MS) to identify families who require support with their child's school attendance. Regular 1:1 meetings with targeted low attendance family during these meetings a support plan and target is set which are reviewed half termly. Signposting to supportive service to improve attendance.	PP Lead Welfare Mentor SLT All	Termly	The attendance of pupil premium children will have increased to in line or above national figures.
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the CLT, school clubs and all aspects of school life.	CLT representation monitored by race, gender, disability. All selections of children monitored for diversity e.g. school clubs, sports teams.	All	Termly	Diversity in all aspects of school life.
Monitor and analyse pupil achievement by ethnic groups, gender, EAL and disability. Put in place any support for groups of pupils as required.	Achievement data analysed by ethnic groups, gender, EAL and disability. This is closely monitored and discussed during pupil progress meeting. Identify pupils who require additional provision and implement.	SLT All	Termly	Achievement data is analysed by ethnic groups, gender, EAL and disability. Provision implemented for identified children.

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Curriculum leads to monitor progression maps. Curriculum leads and class teachers to ensure diversity across the curriculum e.g. resources & visitors.	Curriculum Leads All	Termly	Curriculum plans include relevant role models that reflect the diverse community within the school.
To improve the attainment of pupils with SEN / Disabilities so that the attainment gap is narrowed between those with and without SEN and disabilities.	Identify pupils during pupil progress meetings and plan provision. Implement effective provision using Assess Plan Do Review cycle. Impact reports created for each intervention.	All	Termly	Pupils identified with SEND have made accelerated progress.

Current school profile

Data taken from DFE Analyse school performance latest figures 2021/22

Characteristic	School %	National %
Number of pupils on roll	294 (2022) 237 (2023)	277 (2022)
% of girls	47.3 (2022)	49.1 (2022)
% of pupils from minority ethnic groups	74.7 (2022)	35.2 (2022)
% of pupils known to be eligible for Pupil Premium	59.4 (2022) 62.9 (2023)	25.5 (2022)
% of pupils EAL	38.4 (2022)	21.3 (2022)
% of pupils with an EHCP	4.4 (2022)	2.3 (2022)



Equality Objectives Annual Report 2021-2022

Target	Actions	Lead	Timeframe	Impact
To continue to narrow the gap in all year groups between Pupil premium and non-pupil premium pupils.	Funding used to provide targeted interventions and training (COVID permitted) Progress and attainment tracked closely through pupil progress meetings and key pupils identified during pupil progress meetings All teachers fully aware of who their pupil premium pupils are Data analysed for PP group and compared to that of non PP pupils	SLT	Termly	Pupil Premium funding is used for targeted support. Gaps in PP and non-PP have narrowed across the school. PP pupils are making expected or better than expected progress in line with school expectations.
To raise the attainment and progress of identified under achieving groups across the school.	To closely monitor key groups of pupils and identify during pupil progress meetings. To analyse and compare identified groups. Provision and interventions set up to support key groups and identified Children.	SLT	Termly	Identified pupils receive interventions and provision to support progress. Gaps between identified groups have narrowed.
COVID gaps in learning: To narrow the gap between those who did access home-school learning (google classroom) and those who did not.	Interventions to provide targeted interventions and support (COVID Gaps in learning to be identified and addressed). NTP programme implemented.			Identified pupils receive interventions and provision to support progress and gaps in learning. Curriculum adapted to fill gaps in missed learning.