

This Equality Objectives Action Plan supports the Campfire Education Trusts Equality Information and Objectives Statement. It is reviewed early in the autumn term, following National Performance Data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. As a minimum requirement, Equality Objectives are updated every four years; this action plan forms part of this process in which progress towards our long term strategic priorities are evidenced each year. All Campfire Education Trust schools have written new Equality Objective Action Plans for September 2022, following the first National release of performance data since 2019.

Equality Strategic Priority 1: By 2026 the gap between academic outcomes for disadvantaged children and none disadvantaged children in key stage 2 will reduce or close.

Rationale: Public Sector Equality Duty: To advance equality of opportunity between people who share a protected characteristic and people who do not share it. It requires schools and colleges to remove or minimise disadvantages for persons with protected characteristic(s), take steps to meet the different needs of different groups, and encourage participation for particular groups when it is disproportionately low.

Bourton Meadow Academy has PP population of 45 children (7.2% of our population). Despite this being a relatively small proportion of our cohort, as detailed in our Pupil Premium strategy and review, academic outcomes for our pupil premium children at the end of Key Stage 2 remain significantly below those for none Pupil Premium pupils. Further evaluation of our internal data, indicates that this gap exists throughout Key Stage 2 and this has been a historic issue. Robust plans need to be developed to ensure a rapid diminishing of differences for these children. Target year groups are highlighted in blue (current Years 4 to 6)

Many of our Pupil Premium children have co-existing factors which impact their academic progress, including SEND needs and safeguarding support. We ensure that all teachers know which pupils are eligible for pupil premium and that all teachers have shared responsibility for their progress and attainment. All staff need to have a clear understanding of the start points for each Pupil Premium child in their class and where possible their (potential, perceived and actual) barriers to learning to ensure they are making progress at the same rate as peers. Expectations should be equally high for pupil premium children as they are for all children. As a school it is important that we are adapting our teaching to enable all children to succeed.

BMA Cohort end Summer 2022		% of pupils working at the expected standard								
		Reading			Writing			Maths		
	PP/None PP pupil numbers	Pupil Premium	None Pupil Premium	Difference PP vs None PP	Pupil Premium	None Pupil Premium	Difference PP vs None PP	Pupil Premium	None Pupil Premium	Difference PP vs None PP

Year 1	7/72	86	72	+14	71	71	0	86	88	-2
Year 2	8/72	97	72	+15	63	66	-3	63	67	-4
Year 3	8/79	50	65	-15	37	62	-25	50	61	-11
Year 4	9/79	43	85	-42	14	67	-53	43	85	-42
Year 5	9/76	44	84	-40	33	57	-24	55	77	-22
Year 6	12/76	33	84	-51	17	71	-54	25	80	-65

Equality Objective for 2024-25	Impact Measures	Actions	Milestones	By Whom
To diminish the gap by at least 10% between disadvantaged and non-disadvantaged children working at the expected standard.	A 10% increase in the percentage of PP children working at the expected standard in reading, writing and maths in Years 4, 5 and 6. All disadvantaged children make at least expected progress in reading, writing and maths in 2025-26 There is no reduction in the % of disadvantaged children in Key Stage 2 working at age related expectations at the end of summer 2026 (unless caused by pupil mobility) The gap between % of disadvantaged children and non-disadvantaged children working at the expected stand is reduced (by at least 10%) in reading, writing and maths in Key Stage 2.	Termly progress meetings to ensure the progress of all children, including those with disadvantage are regularly reviewed. Intervention plans to ensure targeted children make good progress in reading, writing and maths. Improve Quality First Teaching, through the delivery of a well-sequenced programme of CPD linked to Rosenshine's Principles of Instruction. Introduction of PiXL assessment and the use of 'Question-Level Analysis (QLE) for Years 5 and Year 6 to identify and plug gaps in knowledge. Utilise PiXL 'therapies' (interventions) when addressing gaps and implementing booster groups within Year 6. Reading Refine and embed the high-quality approach to the teaching of reading across KS2, using the Big Cat Collins Scheme, ensuring all children are engaging with age-related texts, where appropriate. Ensure Little Wandle reading practice sessions and keep up intervention sessions are consistently implemented in KS1, to minimise the attainment gap in future years. Deliver a parent workshop to help parents/carers support their child's reading at home, considering how to engage 'hard to reach parents'.	Termly Dec, Apr, Jul April 2026 Dec 2025 April 2025 Sept 2026 Ongoing December 2025	SLT/teaching teams YGLs SLT Assessment lead/teachers SLT/Y6 team Reading Lead Reading Lead EYFS/Phonics/Reading Lead

		Additional reading intervention for disadvantaged pupils through the use of Y6 reading mentors and a very experienced former teacher. Implement a library club for Pupil Premium children to increase their access to texts and provide them with additional opportunities to read with peers, and develop a love of reading.	Ongoing December 2025	Reading Lead Reading Lead																																										
Autumn 2023 Progress Review	Reading In July 2023, 58% of children eligible for Pupil Premium in KS2 achieved the expected standard for reading compared to 55% (of children eligible for PP) in July 2022. In Years 3 to 5 the number of disadvantaged children reaching expected standard for reading increased. In July, 2023 80% of disadvantaged children in Year 3 achieved the expected standard compared to 72% of non-disadvantaged showing that during the last academic year we were successful in not allowing a gap in outcomes to develop at the beginning of Key Stage 2. Our goal is to ensure that PP children’s attainment stays in line or exceeds that of non PP children for this and other cohorts currently in Key Stage 1 as they move into and through Key Stage 2.																																													
	<table><tr><th colspan="5">% of children meeting the expected standard for reading July 2023</th><th colspan="2">Comparison with July 2022</th></tr><tr><th></th><th>Pupil numbers PP/None PP 2023</th><th>Pupil Premium</th><th>None Pupil Premium</th><th>Difference PP vs None PP 2023</th><th>Pupil numbers PP/None PP 2022</th><th>Difference PP vs None PP 2022</th></tr><tr><td>Year 3</td><td>10/80</td><td>80% (8)</td><td>72%</td><td>+8</td><td>8/82</td><td>+15</td></tr><tr><td>Year 4</td><td>8/82</td><td>50% (5)</td><td>77%</td><td>-27</td><td>8/79</td><td>-15</td></tr><tr><td>Year 5</td><td>9/82</td><td>56% (5)</td><td>88%</td><td>-32</td><td>7/79</td><td>-42</td></tr><tr><td>Year 6</td><td>9/81</td><td>33% (3)</td><td>76%</td><td>-43</td><td>9/76</td><td>-40</td></tr></table>				% of children meeting the expected standard for reading July 2023					Comparison with July 2022			Pupil numbers PP/None PP 2023	Pupil Premium	None Pupil Premium	Difference PP vs None PP 2023	Pupil numbers PP/None PP 2022	Difference PP vs None PP 2022	Year 3	10/80	80% (8)	72%	+8	8/82	+15	Year 4	8/82	50% (5)	77%	-27	8/79	-15	Year 5	9/82	56% (5)	88%	-32	7/79	-42	Year 6	9/81	33% (3)	76%	-43	9/76	-40
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	Year 5	9/82	56% (5)	88%	-32	7/79	-42																																							
	Year 6	9/81	33% (3)	76%	-43	9/76	-40																																							
	For 2023-24 we have introduced more targeted reading comprehension support groups, using a very experienced former teacher to deliver high quality reading intervention to the children who are on the cusp of reaching or maintaining the expected standard.																																													
	Writing The % of disadvantaged children achieving the expected standard in writing increased in Years 3,5 and 6 from July 2022.Only 1 child’s data dropped from expected to below expected whilst 5 children moved to the expected standard from working towards. The gap between the PP and non PP cohort narrowed in Years 3, 5 and 6. The widening of the gap in Year 4 is due to one PP child dropping below the expected standard and mobility. 1 PP child who was working at the expected standard has left. A PP child has joined this year group who is working towards the expected standard. School is currently undertaking a review to our approach to the teaching of writing to ensure it is sufficiently ambitious for all children so that each child achieves the highest outcome possible (for them).																																													
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% of children meeting the expected standard for writing July 2023					Comparison with July 2022																																									
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Maths

Maths attainment data from July 2023 shows that we made some progress against this outcome in 2022-23. The number of disadvantaged children achieving the expected standard in Maths increased in in KS2 July 2022 to July 2023 by 4 children whilst 1 child’s data dropped from expected to below expected. In Years 3, 5 and 6, the gap between academic outcomes for disadvantaged and non-disadvantaged has narrowed, however we recognise we have more work to do to achieve this target. The introduction of additional maths fluency session across the whole school will help to develop children’s number sense, and increase their confidence. It enables children to

- Know key mathematical facts
- Think flexibly, and
- Make connections.

This then helps children to;

- Choose the most appropriate method for the task at hand, and
- Be able to apply a skill to multiple contexts.

% of children meeting the expected standard for maths July 2023					Comparison with July 2022	
	Pupil numbers PP/None PP 2023	Pupil Premium	None Pupil Premium	Difference PP vs None PP 2023	Pupil numbers PP/None PP 2022	Difference PP vs None PP 2022
Year 3	10/80	70% (7)	66%	+4	8/82	-4
Year 4	8/82	38% (3)	69%	-31	8/79	-11
Year 5	9/82	56% (5)	84%	-28	7/79	-42
Year 6	9/81	56% (5)	73%	-17	9/76	-22

Autumn 2024 Progress
Review

For this review we
have created a new
table that better
allows us to track each
cohort over time.

READING Cohort Tracking Disadvantaged Vs Non-Disadvantaged														
2022	Pupil numbers Disdv/ Non-Disadv	Difference	2023	Pupil numbers Disdv/ Non-Disadv	Difference	2024	Pupil numbers Disdv/ Non-Disadv	Difference	2025	Pupil numbers Disdv/ Non-Disadv	Difference	2026	Pupil numbers Disdv/ Non-Disadv	Difference
												Year 3		
									Year 3			Year 4		
						Year 3	10/75	-35%	Year 4			Year 5		
			Year 3	10/80	+8%	Year 4	10/78	+5%	Year 5			Year 6		
Year 3	8/79	-15%	Year 4	8/82	-27%	Year 5	10/80	-42%	Year 6					
Year 4	9/79	-42%	Year 5	9/82	-32%	Year 6	9/79	-51%						
Year 5	9/76	-40%	Year 6	9/81	-43%									
Year 6	12/76	-51%												

Reading

Outcomes in reading are strong across the school and the percentage of children meeting and exceeding the expected standard by the end of KS2 has been steadily increasing over the last three years. In July 2024, 85% of Y6 pupils achieved the expected standard or higher, which was significantly above the national average (75%). However, despite this success, we recognise that the gap between disadvantaged and non-disadvantaged pupils has widened, and this continues to be a key priority.

Self-evaluation has highlighted the need for a more consistent approach to the teaching of reading in KS2, so that all children achieve fluency and are explicitly taught skills, enabling them to fully comprehend the texts they read. The Reading Lead has developed an innovative approach to the teaching of reading, using the Big Cat Collins Scheme, which contributed to the high outcomes in Year 6, so cascading this practice throughout Key Stage 2, will therefore be a key priority on the School Improvement Plan (SIP) for 2024-25. When developing a whole-school approach to reading, we will need to consider whole-class reading lessons, as well as additional support and intervention for lower attaining readers and/or those children who are not making expected progress.

While there is work to be done, we are confident that these measures, combined with our commitment to providing a high-quality education for all pupils, will lead to significant improvements in the months ahead.

When taking our disadvantage vs Non-Disadvantage gap across Yr 3 – 6, in 2022 it was combined -148% in 2024 it was a combined -123%. This shows that the overall gap is closing by 25%.

WRITING Cohort Tracking Disadvantaged Vs Non-Disadvantaged														
2022	Pupil numbers Disdv/ Non- Disadv	Difference	2023	Pupil numbers Disdv/ Non- Disadv	Difference	2024	Pupil numbers Disdv/ Non- Disadv	Difference	2025	Pupil numbers Disdv/ Non- Disadv	Difference	2026	Pupil numbers Disdv/ Non- Disadv	Difference
												Year 3		
									Year 3			Year 4		
						Year 3	10/75	-36%	Year 4			Year 5		
			Year 3	10/80	+2%	Year 4	10/78	+14%	Year 5			Year 6		
Year 3	8/79	-25%	Year 4	8/82	-43%	Year 5	10/80	-23%	Year 6					
Year 4	9/79	-53%	Year 5	9/82	-23%	Year 6	9/79	-48%						
Year 5	9/76	-24%	Year 6	9/81	-21%									
Year 6	12/76	-54%												

Writing remains a priority on the School Improvement Plan for 2024-25. Encouragingly, Years 4 and 5 have demonstrated a diminishing gap in attainment. In Year 4, disadvantaged pupils outperformed their non-disadvantaged peers by 14%, representing a 12% improvement. Similarly, Year 5 closed the gap by 20%.

However, the gap widened in Year 6, where many non-disadvantaged pupils made accelerated progress, while disadvantaged pupils made expected progress, contributing to the increased disparity.

Comparing the end of 2022 to the end of 2024 across the whole Key Stage 2 cohort, we have seen significant progress. At the end of 2022, the gap was -156% across all four year groups. By the end of 2024, this had improved to -93%, a notable reduction of 63%.

Last academic year, we placed a strong focus on the teaching of writing, which appears to be positively impacting outcomes for our disadvantaged pupils.

Maths	Cohort Tracking Disadvantaged Vs Non-Disadvantaged													
2022	Pupil numbers Disdv/ Non-Disadv	Difference	2023	Pupil numbers Disdv/ Non-Disadv	Difference	2024	Pupil numbers Disdv/ Non-Disadv	Difference	2025	Pupil numbers Disdv/ Non-Disadv	Difference	2026	Pupil numbers Disdv/ Non-Disadv	Difference
												Year 3		
									Year 3			Year 4		
						Year 3	10/75	-32%	Year 4			Year 5		
			Year 3	10/80	+4%	Year 4	10/78	+4%	Year 5			Year 6		
Year 3	8/79	-11%	Year 4	8/82	-31%	Year 5	10/80	-33%	Year 6					
Year 4	9/79	-42%	Year 5	9/82	-28%	Year 6	9/79	-26%						
Year 5	9/76	-22%	Year 6	9/81	-17%									
Year 6	12/76	-65%												

Maths

The gap between disadvantaged and non-disadvantaged pupils has remained steady from 2023 to 2024. Notably, Year 4 has maintained a positive gap of 4%, with disadvantaged pupils outperforming their non-disadvantaged peers. In Year 5, the gap has widened by 2%, largely due to pupil mobility, as two additional disadvantaged pupils joined the cohort. Meanwhile, in Year 6, the gap has narrowed by 2%.

The maths fluency programme continues to be implemented effectively, reinforcing the foundational skills essential for pupils' success.

When comparing the overall gap from the end of 2022 (-140%) to the end of 2024 (-87%), it is clear that significant progress has been made, with the gap closing by 53%.

Autumn 2025 Progress Review

READING Cohort Tracking Disadvantaged Vs Non-Disadvantaged														
2022	Pupil numbers Disdv/ Non-Disadv	Difference	2023	Pupil numbers Disdv/ Non-Disadv	Difference	2024	Pupil numbers Disdv/ Non-Disadv	Difference	2025	Pupil numbers Disdv/ Non-Disadv	Difference	2026	Pupil numbers Disdv/ Non-Disadv	Difference
												Year 3		
									Year 3	14 / 67	-23%	Year 4		
						Year 3	10/75	-35%	Year 4	12 / 70	-23%	Year 5		
			Year 3	10/80	+8%	Year 4	10/78	+5%	Year 5	9 / 81	+4%	Year 6		
Year 3	8/79	-15%	Year 4	8/82	-27%	Year 5	10/80	-42%	Year 6	13 / 77	-28%			
Year 4	9/79	-42%	Year 5	9/82	-32%	Year 6	9/79	-51%						
Year 5	9/76	-40%	Year 6	9/81	-43%									
Year 6	12/76	-51%												

Reading

When tracking each cohort, we can see a general trend that the gap in attainment between PP and non-PP readers is closing.

- From **2024 Year 3** → **2025 Year 4**, the gap closed by **12%**.
- From **2024 Year 5** → **2025 Year 6**, the gap closed by **14%**.
- The **2025 Year 5 cohort** still shows PP children outperforming non-PP children, although this positive gap is diminishing (by **1%**).

Looking across **Years 3–6** as a whole:

- In **2022**, the combined disadvantage vs non-disadvantage gap was **-148%**.
- In **2024**, it was **-123%**.
- In **2025**, it has reduced further to **-70%**.

This means:

- Between **2024 and 2025**, the gap closed by **53%**.
- Between **2022 and 2025**, the gap closed by a total of **78%**.

What have we done to help close the gap?

- **Little Wandle** has been fully embedded across KS1, and the impact is now evident in KS2 results.
- We changed the way we teach reading, moving to **whole-class teaching** through the use of **booklets**, while retaining fidelity to the **Big Cat reading scheme**. These booklets have enabled a more consistent approach to questioning and reading foci.
- Because reading is taught in whole-class sessions, children are exposed to **more fluent readers**, raising overall expectations and standards.

Writing

WRITING Cohort Tracking Disadvantaged Vs Non-Disadvantaged													
2022	Pupil numbers Disdv/ Non-Disadv	Difference	2023	Pupil numbers Disdv/ Non-Disadv	Difference	2024	Pupil numbers Disdv/ Non-Disadv	Difference	2025	Pupil numbers Disdv/ Non-Disadv	Difference	2026	Pupil numbers Disdv/ Non-Disadv
												Year 3	
									Year 3	14 / 67	-15%	Year 4	
						Year 3	10/75	-36%	Year 4	12 / 70	-41%	Year 5	
			Year 3	10/80	+2%	Year 4	10/78	+14%	Year 5	9 / 81	-10%	Year 6	
Year 3	8/79	-25%	Year 4	8/82	-43%	Year 5	10/80	-23%	Year 6	13 / 77	-33%		
Year 4	9/79	-53%	Year 5	9/82	-23%	Year 6	9/79	-48%					
Year 5	9/76	-24%	Year 6	9/81	-21%								
Year 6	12/76	-54%											

- **2025 overall:** -99%
- **2024 overall:** -93%
- **2022 overall:** -156%

Although there has been a slight widening of the gap compared to 2024, our overall results are **still significantly stronger than in 2022**, showing clear long-term improvement. This demonstrates that the strategies we have put in place are having an impact, and we are confident about the next steps.

Looking more closely at the data:

- The most noticeable dip came from the **2024 Year 4 → 2025 Year 5 cohort**.
- **Mobility had a clear impact:** two EXS PP children left during Year 5, and we gained a child who was WTS on arrival.
- This shift in cohort profile has influenced the data, but it also gives us a sharper focus on the support needed for the children who remain.

Our next steps

- Writing remains a **key school priority**. We are building on the foundations established last year, ensuring **greater consistency and rigour** in teaching.
- Teachers are now focusing on teaching in **smaller, more precise steps** to ensure clarity and progress for all learners.
- We are strengthening our use of **scaffolds across all lessons**—including word mats, planning organisers, working walls, and individual supports—so that children can access the learning more independently and successfully.

While this year's results show a small dip, our **long-term trend is strongly positive**, and we have clear strategies in place to ensure that the gap continues to close. Our analysis shows we know exactly where the challenges are, and our actions are already targeted to address them.

Maths

Maths Cohort Tracking Disadvantaged Vs Non-Disadvantaged														
2022	Pupil numbers Disdv/ Non-Disadv	Difference	2023	Pupil numbers Disdv/ Non-Disadv	Difference	2024	Pupil numbers Disdv/ Non-Disadv	Difference	2025	Pupil numbers Disdv/ Non-Disadv	Difference	2026	Pupil numbers Disdv/ Non-Disadv	Difference
												Year 3		
									Year 3	14 / 67	-21%	Year 4		
						Year 3	10/75	-32%	Year 4	12 / 70	-23%	Year 5		
			Year 3	10/80	+4%	Year 4	10/78	+4%	Year 5	9 / 81	-13%	Year 6		
Year 3	8/79	-11%	Year 4	8/82	-31%	Year 5	10/80	-33%	Year 6	13 / 77	-13%			
Year 4	9/79	-42%	Year 5	9/82	-28%	Year 6	9/79	-26%						
Year 5	9/76	-22%	Year 6	9/81	-17%									
Year 6	12/76	-65%												

- **2022: -140%**
- **2024: -87%**
- **2025: -70%**

This improvement reflects the sustained, whole-school strategies we have put in place:

- **Focus on Maths Fluency (Number Sense):** Our structured programme provides systematic over-learning of core number skills such as number bonds and times tables. This has particularly benefitted PP learners by increasing automaticity and reducing cognitive load in lessons.
- **Teaching in Smaller Steps (White Rose Approach and Rosenshine):** Breaking concepts into smaller, manageable steps has provided a clear scaffold for all children. This inclusive approach supports PP learners to keep up, rather than catch up, while also raising attainment across the cohort.
- **Targeted Enrichment Opportunities:** Sessions run in partnership with the Royal Latin Grammar School allow PP pupils to develop teamwork, resilience, and problem-solving skills in a non-traditional environment. These opportunities strengthen confidence and engagement, which transfer back into classroom learning.
- **Use of Assessment for Precision Teaching:** Regular use of low-stakes quizzes, and data analysis enables teachers to identify gaps swiftly and provide targeted intervention before misconceptions become embedded.
- **Consistency of High Expectations:** By maintaining the same high expectations for all learners, while adapting scaffolds and supports, we ensure PP pupils are fully included in whole-class learning and benefit from the same ambitious curriculum.
- **Broader Curriculum Enrichment:** Wider opportunities in sports, music, and trips ensure that PP learners develop cultural capital and resilience, which feeds back into improved outcomes academically and socially.

Autumn 2026 Progress Review

Equality Strategic Priority 2: By 2026 our whole school ethos and culture including school curriculum **across all subjects** will support the elimination of discrimination, promote equality and inclusivity and celebrate diversity

Rationale: To advance the duty to have due regard to the need to eliminate discrimination, harassment and victimisation or any other unlawful conduct in the equality act 2010. AND To advance equality of opportunity between people who share a protected characteristic and people who do not share it. It requires schools and colleges to remove or minimise disadvantages for persons with protected characteristic(s), take steps to meet the different needs of different groups, and encourage participation for particular groups when it is disproportionately low.

BMA had developed a robust and thorough PSHRE curriculum which includes extensive content relating to inclusivity for all. This content is included in all PSHRE learning blocks and has been planned sequentially to ensure children learn about diversity within society in terms of age, race, gender, disability/non disability, faith, ethnicity, social condition, cultural background and sexual orientation. The aim of this is to prepare BMA children for life in a diverse society

In 2022 – 23, the next stage is to ensure all staff feel confident to be able to promote an inclusive culture, community and curriculum at BMA, and to ensure they are invested in promoting attitudes and behaviours that allow all children, regardless of their cultures, needs or identities to be appreciated, celebrated and valued.

The BMA curriculum and all learning blocks will include an equality and inclusivity statement so that the teaching of these qualities is clearly considered, planned and scheduled across the whole curriculum.

Equality Objective for 2025-2026	Impact Measures	Actions	Milestones	By Whom
All BMA staff are able to confidently articulate and demonstrate how they contribute to an inclusive culture, community and curriculum at BMA.	Increase % of staff feeling confident in articulating and demonstrating their contribution to inclusivity by 20%*.	Implement a survey to all staff to establish a baseline of staff confidence and knowledge. Repeat survey at the end of the academic year.	Compare at 23.10.25 and 1.7.26	PSHRE Lead/ SLT
	By the end of the academic year, all teaching staff and at least 95% of support staff feel confident in articulating and demonstrating their contribution to inclusivity at BMA.	Develop staff CPD (staff meetings and TA meetings) to explain and discuss how they can contribute to an inclusive culture, community and curriculum.	28.3.25	PSHRE Lead/ SLT

	Pupil voice indicates that most children feel represented at BMA (at least 80%, raising to 100% in 2026) The BMA workforce more closely reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.	Conduct a pupil voice survey to establish a baseline measure for belonging and representation Recruitment and selection processes at BMA will ensure opportunities for applicants from the widest possible pool, with the aim that the workforce at all levels will reflect local, regional and national diversity.	May 2026 Ongoing monitoring	PSHRE Lead/ SLT Operations Manager
Autumn 2023 Progress Review	During 2022-23, we have raised the profile of equality, diversion and inclusion across the school. One way that we have promoted this is through the painting of a diversity mural which celebrates success and the embodiment of our school values in people from all cultures, races, genders and challenges. This is a prominent location in school, directly outside the school hall so that all staff, children and visitors can observe the school's ethos to celebrate and promote success for all. This has been reinforced with the children through a number of assemblies which also cover protected characteristics. We have also reinstated our Parent Forum and have actively encouraged parents from our whole school community to join so that it is fully representative. We have also adapted our history curriculum to reflect the changing demographics in school with the aim of ensuring it is representative of our school community and provides opportunities to extend experiences and knowledge of other cultures that our children may not otherwise be exposed to through the teaching of events and significant people from a diverse range of backgrounds including e.g. South Asia princesses, Caribbean nurses, Islamic culture. In Year 6 children learn about civil and human rights icons and protests and how their action can lead to change in society. Our school library has been reopened and has been stocked with a wide range of reading materials including texts which cover neurodiversity, positive female and male role models, physical inclusion, different family structures, different social backgrounds, different ethnic backgrounds, cultures around the world, mental health and moral values. The English curriculum text coverage has also been mapped and adapted to reflect each of these elements so that through our everyday teaching, children are hearing, reading and learning about equality, diversion and inclusion through the texts used as model texts in English lessons, poetry, guided reading texts and shared class reading books. The impact of all of these actions is that all of our children can see themselves as part of our school community and have a sense of belonging and inclusion to BMA. They are also fully aware of challenges which can impact some members of society and how these can be overcome to enable success. Children can confidently talk about a range of cultures and of societies other than their own. Children also understand the importance of showing respect to all, regardless of their background, physical or other characteristics.			
Autumn 2024 Progress Review	We have continued to ensure that equality, diversity and inclusion are reflected across all aspects of school life. In July 2024, the PSHRE Lead reviewed and re-structured the house system. The previous houses, based on animals, were replaced by six houses, named after significant people, reflecting the diversity of our school community. Parents/carers, staff and governors were invited to nominate and/or vote on the chosen figures and children have been learning more about these influential figures through assemblies and the house events.			

	Special assemblies have been delivered to the older pupils in Years 5 and 6 to enable them to learn more about the British Values and protected characteristics at an age-appropriate level. Providing these opportunities, has enabled children to consider important issues in greater depth and reflect on their learning, applying these values to their own place within the school and wider community. The school curriculum remains incredibly responsive to the emerging needs of our children. We recently introduced a 4-week programme of anti-racism lessons across the whole school, which taught children to understand the terms racism and what this looks like in different situations, recognise stereotypes and unconscious bias and what it means to be anti-racist. As a result of this ongoing work, children are able to talk confidently about equality, diversity and inclusion. They recognise that everyone has equal rights and they value and celebrate the differences that exist between people within our communities. This was recognised in the recent Ofsted report: <i>They [Pupils] know and understand the school's values deeply. Pupils spoke confidently about respect, resilience, curiosity and integrity and how values such as these are important to them. Pupils treat each other kindly. Pupils are encouraged to be responsible, respectful citizens.</i> (Ofsted, November 2024)
Autumn 2025 Progress Review	We have continued to work towards this aim by embedding the curriculum changes, new house system and assemblies developed in previous years. In June 2025, staff also received 'Step On' training through the Buckinghamshire Pupil Referral Unit and the school's behaviour policy, was updated so that it is now underpinned by the 'Steps' approach. This approach is designed for all children and is rooted in inclusion and equality of opportunity. Whole-school staff training has taken place which has supported their understanding of the importance of equality and inclusion and their responsibilities within this. The concept of equity (giving every child what they need to have an equal chance of being included and being successful) rather than equality (everyone being treated the same) is also outlined within the policy and has been discussed with teachers and children through an age-appropriate assembly.
Autumn 2026 Progress Review	

Equality Strategic Priority 3: By 2026 increase the % of children with SEND making expected progress in reading and writing in each academic year so that the difference between progress of SEN and none SEND children is diminished to less than a 25% gap.
<i>Rationale: Public Sector Equality Duty: To advance equality of opportunity between people who share a protected characteristic and people who do not share it. It requires schools and colleges to remove or minimise disadvantages for persons with protected characteristic(s), take steps to meet the different needs of different groups, and encourage participation for particular groups when it is disproportionately low.</i> At BMA, we nurture every child to fulfil their whole potential. Teachers are responsible and accountable for the progress and development of all the pupils in their class. We currently have 53 children with SEN Support Plans and 13 children with EHCP Plans (with a further 3 EHCP plans in progress and due for approval within the term).

Pupils with SEND receive consistent, personalized support. Teachers ensure information is shared with all relevant teaching and support staff through support plans and individual child profiles. High-quality teaching is our first step in responding to pupils who have SEND. Differentiated and aspirational outcomes are planned and delivered for individual pupils. We also provide a range of interventions as appropriate to each individual child, including additional phonics support, precision monitoring, shape coding etc. External agency support is also sought where appropriate to meet the needs of each individual child. The curriculum and learning environment are adapted through differentiating and scaffolding to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson. We also:

- Adapt our resources and staffing
- Use recommended aids, such as laptops, coloured overlays, larger font, adapted exercise books, reading rulers, etc.
- Differentiate our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provide alternative recording methods, for example, dictation, scribe, typing
- Use visual aids to support understanding and task planning such as now/next boards, visual timetables, prompt cards
- Adapt the sensory environment, such as using ear defenders, individual work stations, quiet work spaces, time out cards, movement breaks

However, despite the extensive provision summarized above, through analysis of our data and discussions at progress meetings, we have identified that many of our SEN children do not make expected progress from **their** start point during the academic year, particularly in reading and writing. This is often as a result of their needs being related to ASD or speech and communication. Whilst we recognize that Key Stage 2 outcomes for children with SEND nationally fall significantly below those for their peers nationally (Reading 37% vs 84% and writing 26% vs 80%) our aim at BMA is to ensure the provision to our children with SEND enables them to make maximum progress as possible for them in each academic year. Our aim is to increase the rate of this progress for as many children with SEND as possible.

Progress of SEND children in 2021-22 in Reading and Writing (% children making 6 steps of progress)

	Cohort SEN/Non SEN	Reading			Writing		
		SEN	Non SEN	Comparison of SEN vs Non SEN	SEN	Non SEN	Comparison of SEN vs Non SEN
Year 1		n/a	n/a	n/a	n/a	n/a	n/a
Year 2	10/80	40	80	-40	50	81	-31
Year 3	5/82	0	72	-72	0	66	-66
Year 4	10/76	50	93	-43	30	87	-57
Year 5	19/66	89	96	-7	53	89	-36
Year 6	14/74	91	67	-34	84	60	-24

Equality Objective for 2024-2025	Impact Measures	Actions	Milestones	By Whom
100% of SEND children make at least expected progress, diminishing the progress gap between SEND and non-SEND pupils.	100% of SEND children make at least expected progress.	Termly review of SEND support plans to ensure provision to SEND children addresses learning needs in full. Data meetings highlight target children, any children not making expected progress are discussed and targeted. CPD throughout the year for quality first teaching as well as specific SEND sessions. Learning walks to monitor SEND provision in reading and writing and ensure appropriate scaffolding and support is in place to ensure children can access learning. A programme of CPD for TAs supporting pupils with SEND, reinforced through a robust performance management process.	Dec/Apr/July Termly Staff meeting schedule Half termly April 2026	SENDCO SENDCO/SLT / Teachers SENDCO / SLT SENDCO / SLT SENDCO / SLT

Autumn 2023 Progress Review	Progress of SEND children in 2022-23 in Reading and Writing (% children making 6 steps of progress) Our school assessment data from 2022-23 shows that a higher percentage of our children with SEND have made at least expected steps of progress this academic year in reading and writing. In Reception and KS1 the introduction of a new SSP with higher fidelity and rapid catch up teaching has given strong results in phonics. Reading sessions take place across school for a minimum of three times per week. Each reading session focuses on a different skill ensuring decoding, prosody and comprehension are taught to all children. Children with SEND have also received additional support for reading through NESSY interventions, additional 1:1 daily reading and high quality comprehension intervention. <table><tr><th rowspan="2"></th><th colspan="3">Reading</th><th colspan="3">Writing</th></tr><tr><th>SEN</th><th>Non SEN</th><th>Comparison of SEN vs Non SEN</th><th>SEN</th><th>Non SEN</th><th>Comparison of SEN vs Non SEN</th></tr><tr><td>Year 1</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td><td>n/a</td></tr><tr><td>Year 2</td><td>54%</td><td>74%</td><td>-20%</td><td>45%</td><td>84%</td><td>-39%</td></tr><tr><td>Year 3</td><td>78%</td><td>86%</td><td>-12%</td><td>66%</td><td>88%</td><td>-22%</td></tr><tr><td>Year 4</td><td>60%</td><td>89%</td><td>-29%</td><td>60%</td><td>88%</td><td>-28%</td></tr><tr><td>Year 5</td><td>55%</td><td>99%</td><td>-44%</td><td>55%</td><td>92%</td><td>-37%</td></tr><tr><td>Year 6</td><td>To be added</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Reading			Writing			SEN	Non SEN	Comparison of SEN vs Non SEN	SEN	Non SEN	Comparison of SEN vs Non SEN	Year 1	n/a	n/a	n/a	n/a	n/a	n/a	Year 2	54%	74%	-20%	45%	84%	-39%	Year 3	78%	86%	-12%	66%	88%	-22%	Year 4	60%	89%	-29%	60%	88%	-28%	Year 5	55%	99%	-44%	55%	92%	-37%	Year 6	To be added					
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Autumn 2024 Progress Review	<table><tr><th rowspan="2"><u>2024</u></th><th colspan="3">Reading</th><th colspan="3">Writing</th></tr><tr><th>SEN</th><th>Non SEN</th><th>Comparison of SEN vs Non SEN</th><th>SEN</th><th>Non SEN</th><th>Comparison of SEN vs Non SEN</th></tr><tr><td>Year 1</td><td>100%</td><td>89%</td><td>+11%</td><td>100%</td><td>88%</td><td>+12%</td></tr><tr><td>Year 2</td><td>67%</td><td>85%</td><td>-18%</td><td>33%</td><td>89%</td><td>-56%</td></tr><tr><td>Year 3</td><td>100%</td><td>98%</td><td>+2%</td><td>100%</td><td>100%</td><td>0%</td></tr><tr><td>Year 4</td><td>75%</td><td>91%</td><td>-16%</td><td>100%</td><td>96%</td><td>+4%</td></tr><tr><td>Year 5</td><td>89%</td><td>100%</td><td>-11%</td><td>98%</td><td>100%</td><td>-2%</td></tr><tr><td>Year 6</td><td>100%</td><td>93%</td><td>+7%</td><td>100%</td><td>99%</td><td>+1%</td></tr></table> <u>2023 Objective</u> What we can draw from this table is that in all instances for reading more than 60% of SEN children have made <i>expected progress</i> (which was last year’s objective). All year groups except writing in Year 2, had more than 60% of SEN children making expected progress. (The data in Year 2 was based on three children with a weighting of 33% each.) The gap between expected progress for SEN and non-SEN has diminished - to below 25% in most cases, and significantly so in many year groups. The main outlier being Year 2 writing.	<u>2024</u>	Reading			Writing			SEN	Non SEN	Comparison of SEN vs Non SEN	SEN	Non SEN	Comparison of SEN vs Non SEN	Year 1	100%	89%	+11%	100%	88%	+12%	Year 2	67%	85%	-18%	33%	89%	-56%	Year 3	100%	98%	+2%	100%	100%	0%	Year 4	75%	91%	-16%	100%	96%	+4%	Year 5	89%	100%	-11%	98%	100%	-2%	Year 6	100%	93%	+7%	100%	99%	+1%
<u>2024</u>	Reading			Writing																																																				
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Year 4	75%	91%	-16%	100%	96%	+4%																																																		
Year 5	89%	100%	-11%	98%	100%	-2%																																																		
Year 6	100%	93%	+7%	100%	99%	+1%																																																		

Headline: No year group has achieved 100% in both reading and writing simultaneously. However, multiple cohorts are very close, and two subjects in some years did achieve 100%.

Target 2: Gap between SEND and non-SEND progress <5%

Reading:

Year 1 (–4%), Year 3 (+2%), Year 5 (+10%), and Year 6 (–5%).

Year 1, 3, and 6 are within the <5% target.

Year 5 shows SEND outperforming non-SEND by +10%, which is positive but still above the <5% target.

Year 2 (–6%) and Year 4 (–11%) exceed the target, showing larger negative gaps.

Writing:

Year 1 (+18%) and Year 2 (+11%) show SEND outperforming non-SEND by a large margin.

Year 3 (–10%) shows SEND significantly behind.

Year 4 (–2%), Year 5 (+3%), and Year 6 (+4%) are all within the <5% target.

Headline: Writing has more cohorts meeting the <5% gap target (Years 4, 5, 6). Reading is more mixed, with Years 2 and 4 needing attention.

Summary Against Targets

Strengths:

In some cohorts, SEND pupils are making equal or better progress than non-SEND (e.g., Year 5 Reading +10%, Year 1 Writing +18%).

Year 6 shows particularly strong outcomes in Writing (100% SEND progress, +4% compared to peers).

Gaps in Years 4–6 Writing are within or close to the target threshold.

Areas for Development:

	Reading in Years 2 and 4: Larger negative gaps (–6% and –11%). These are not within the <5% target. Writing in Year 3: SEND progress is –10% compared to peers, requiring targeted support. Consistency: While some year groups achieve the 100% target in one subject, no year achieves it in both.
Autumn 2026 Progress Review	

Our Equality Objective Action Plan and Review is shared with our School Governors by December of each academic year. They have an important role in checking progress towards our Equality Objectives and longer term Equality Strategic Priorities.