



Equality Objectives 2023 - 2027

Equality Objective 1

To raise the progress score of pupils who do not have EAL in Reading at the end of Key Stage 2.

Why Have We Chosen this Objective?

In recent years, through our data tracking and analysis there is a disparity between the Reading progress of our EAL pupils and those pupils who have English as their first language.

To Achieve this Objective, we Plan to

- Further highlight targeted pupils during pupil progress meetings
- Use of Rosenshine's Principles of scaffolded support within Reading lessons for these pupils
- Increased opportunities for these pupils to read to an adult throughout the week
- Screen and include specific pupils in the Catch-Up Reading programme
- Prioritise specific pupils for in-school tutoring

September 2024 Review

- **No progress scores this year.**
- **97.5% of Non EAL pupils achieved the expected standard in the Reading KS2 Sats.**
- **The average scaled score in the Reading KS2 SATS for Non EAL pupils was 111.**
- **63% of Non EAL pupils achieved the higher scaled score in the Reading KS2 SATS.**

January 2026 Review

- **There were 50 pupils in 2025 who had English as their first language.**
- **90% of these pupils achieved the expected standard in Reading compared to 75% Nationally.**
- **60% of these pupils achieved the higher standard in Reading compared to 33% of pupils Nationally**
- **The average scaled score for this group was 109.8 compared to 105.6 Nationally**

Equality Objective 2

To improve outcomes for pupils with SEND in Reading, Writing and Maths at the end of Key Stage 2.

Why Have We Chosen this Objective?

Although there are fluctuations in progress scores year-on-year and between the different core subjects, this objective has been chosen to maximise the progress made by pupils with SEND, including pupils with an EHCP, in Reading, Writing and Maths.

To Achieve this Objective, we Plan to

- Ensure accurate baselines are formed within each pupils' chronological year group and adjust support accordingly to ensure high staff expectations
- To increase the independence of pupils with SEND
- Use of Rosenshine's Principles of scaffolded support within lessons
- To continue to closely monitor the impact of any interventions to ensure they are having the desired effect and, where appropriate, pupils are catching up

September 2024 Review

- **67% of pupils on the SEND register achieved the expected standard in the Reading KS2 SATS.**
- **67% of pupils on the SEND register achieved the expected standard in the Maths KS2 SATS.**
- **50% of pupils on the SEND register achieved the higher scaled score in the Reading KS2 SATS.**
- **17% of pupils on the SEND register achieved the higher scaled score in the Maths KS2 SATS.**
- **50% of pupils achieved the expected standard in the Writing KS2 SATS.**

- 0% of pupils achieved the greater depth standard in the Writing KS2 SATS.
- The average scaled score for pupils on the SEND register in the Maths KS2 SATS was 71.
- The average scaled score for pupils on the SEND register in the Reading KS2 SATS was 75.

January 2026 Review

- In 2025, there were 2 pupils who had an EHCP but one of these pupils was disapplied from the tests. There were 5 pupils registered as receiving SEN Support.
- 50% of our EHCP cohort achieved the expected standard in Reading compared to 75% Nationally. The average scaled score was 102.0 compared to 105.6 Nationally.
- 60% of the SEN Support cohort achieved the expected standard compared to 75% Nationally. Their average scaled score was 102.4% compared to 105.6 Nationally.
- In writing, 50% of the EHCP cohort achieved the expected standard and 60% of the SEN Support cohort achieved the expected standard compared to 72% Nationally.
- In maths, no EHCP child achieved the expected standard and 60% of the SEN Support cohort achieved the expected standard compared to 74% Nationally. The average scaled score for our EHCP cohort was 85.0 compared to 104.7 Nationally and for the SEN Support cohort the average scaled score was 99.6 compared to 104.7.

Equality Objective 3

To further improve the overall attendance rates for disadvantaged pupils and those who have an EHCP.

Why Have We Chosen this Objective?

While attendance rates for both of these groups remain above 90% and, more often, above 93%, the attendance for these groups is below that of all pupils and of other key groups within the school.

To Achieve this Objective, we plan to:

- Have increased focus on these groups when undertaking the half-termly attendance monitoring.
- Target families within these groups to attend meetings with the EWO to explore reasons for lower attendance.
- Support families of pupils with EHCPs to ensure the appropriate medical support is in place (where appropriate) to maximise attendance.
- HT to hold parent sessions on attendance to explain the importance of regular school attendance.

September 2024 Review

- SEND pupils' attendance for academic year 2023-24 was 95.3% compared with a national figure of 91.7%
- The attendance of EHCP pupils for academic year 2023-24 was 93%
- Disadvantaged pupils' attendance was 93.9% compared to 91.7% nationally.

January 2026 Review

- For academic year 2024-25, the overall attendance for Disadvantaged pupils was 94.2% compared to the National figure of 92.4%
- For academic year 2024-25, the overall attendance for pupils with SEND was 95.5% compared to the National figure of 92.4%.

