



Equality Objectives 2026–2027

Our equality objectives are informed by school assessment information and focus on removing barriers, improving outcomes and ensuring that all pupils can participate fully in school life.

Aim	Action to be Taken	Responsibility	Resources	Impact
To continue to close the gender gap in literacy and phonics in the younger years.	- Analyse phonics and literacy attainment by gender in EYFS, Year 1 and Year 2 at each assessment point. - Identify boys and girls at risk of falling behind and provide timely, targeted phonics, reading and early writing intervention. - Use high-interest texts, purposeful writing opportunities and language-rich provision to strengthen engagement in reading and writing. - Use pupil progress meetings and phonics assessments to evaluate the impact of provision and adapt support where gender gaps persist. - Share effective practice through EYFS and KS1 CPD, including high-quality adult talk, vocabulary development and phonics teaching.	EYFS Leader, Phonics Lead, English Lead, Assessment Lead, SLT, Class Teachers	- Phonics and literacy assessment systems. - High-quality texts and phonics resources. - Targeted intervention programmes. - Staff CPD and release time.	The gender gap in literacy and phonics in EYFS and KS1 continues to narrow. Boys and girls make strong progress from their starting points, with increased proportions meeting expected standards in literacy, reading, writing and phonics. Pupils identified as at risk of falling behind receive timely support and demonstrate improved engagement and attainment.
To reduce barriers to achievement for disadvantaged (under resourced) pupils and ensure equality of opportunity across the curriculum.	- Track attainment, progress and attendance of disadvantaged pupils termly. - Target pupils at risk of underachievement through intervention and mentoring. - Continue to provide financial support to access enrichment, educational visits and wider opportunities. - Monitor the impact of Pupil Premium spending.	Pupil Premium Lead, SLT, Class Teachers, Governors	- Pupil Premium funding. - Intervention programmes. - Pastoral support and enrichment funding.	Disadvantaged pupils achieve well from their starting points and attainment gaps continue to narrow. Pupils access the full range of opportunities available in school.
To monitor and reduce gender gaps in attainment, particularly within the Early Years Foundation Stage.	- Analyse attainment data by gender across all year groups, with a particular focus on GLD outcomes in EYFS. - Monitor engagement and achievement in literacy, communication and language and mathematics. - Adapt provision and curriculum experiences where gender gaps emerge. - Share effective practice through staff training and pupil progress meetings.	EYFS Leader, Assessment Lead, SLT	- Assessment systems. - EYFS curriculum resources. - Staff CPD.	Gender attainment gaps remain small and continue to reduce over time. Boys and girls achieve equally well from their starting points and are fully supported to achieve their potential.
To promote inclusion, diversity, respect and belonging throughout the school community.	- Embed learning about diversity, equality and protected characteristics through the curriculum, assemblies and enrichment opportunities. - Promote inclusive pupil leadership opportunities. - Monitor and respond to any discriminatory language or incidents. - Gather pupil voice to evaluate feelings of safety, representation and belonging.	SLT, PSHE Lead, Curriculum Leaders, Pastoral Team	- Curriculum resources. - Assemblies and themed events. - Pupil voice activities.	Pupils demonstrate respect for others and understanding of diversity. All members of the school community feel valued, represented and included in school life.
To improve access to learning and participation for pupils with speech, language and communication needs.	- Continue targeted speech and language interventions. - Develop oracy across the curriculum through Voice 21 and communication-focused teaching approaches. - Provide staff training on vocabulary development and communication support strategies. - Monitor outcomes for pupils identified with communication needs.	SENDCo, Oracy Lead, EYFS Leader, Class Teachers	- Voice 21 resources. - Speech and language programmes. - CPD opportunities.	Pupils with speech, language and communication needs are able to access learning successfully, participate confidently and make strong progress.