

The Public Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evaluations that we undertake on a termly and annual basis. Our equality objectives focus on those areas where we have agreed to take action to improve equality.

Equality objective 1: *To improve the outcomes for disadvantaged pupils so that the gap between this group and their peers reduces.*

Why we have chosen this objective:

With the growing number of disadvantaged pupils in the school, particularly those with SEND, we want to ensure that the best possible provision is put in place to support the individual needs of pupils. This objective correlates with one of our targets in the School Development Plan. By targeting this group of pupils we intend to improve their rates of progress and reduce the attainment gap.

To achieve this objective we plan to:

- Provide support and professional development for staff in identifying provision for SEND pupils
- Provide support and professional development for the SENDCo and leaders in regularly monitoring the progress and attainment of SEND pupils
- Ensuring that funding is used effectively for SEND pupils

Equality objective 2: *To narrow the attainment gap between all groups of pupils by the end of Reception*

Why we have chosen this objective:

- Attainment on entry into the Early Years setting is low and some groups of pupils need to make more progress than others
- There is an inconsistency of provision that pupils access prior to starting in Reception
- To provide all pupils with an equal opportunity to enter Year 1 ready to undertake the National Curriculum

To achieve this objective we plan to:

- Deliver a very pupil-focused approach to learning, where 'in the moment' planning is considered effectively, to ensure that pupils interests are seized upon and learning extricated from these interests
- Ensure that all staff in Early Years are effective in identifying and guiding learning within a pupil-led environment
- Ensure that provision is not restrictive and that we can 'provide' to meet the needs of the unique learner

Progress we are making towards achieving this objective:

Steps progress as at Summer 1: (Prime areas and Literacy and Maths) – 5.6 steps (+0.6 above expected – all pupils)

SEND pupils – (7) – 5.3 steps

Non-SEND pupils – 5.6 steps

SEND pupils are broadly in-line with non-SEND pupils