



EQUALITY OBJECTIVES April 2024-April 2028

Objective 1. To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention.

| Outcomes | Measured by | Actions | Lead Staff | Progress Milestones |
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| <p>Pupils to have made good or better progress from their starting points and make progress in line with national expectations.</p> <p>Pupil premium pupils are catered for in lessons though teacher focus and targeted lesson intervention.</p> | <p>Monitoring of GLD data for EYFS to identify any trends or barriers of disadvantage pupils.</p> <p>Monitoring of end of KS2 data to identify any trends or barriers of disadvantage pupils.</p> <p>Termly review of disadvantaged group data.</p> <p>Work scrutiny, pupil interviews</p> <p>CAP reviews</p> | <p>Identify the barriers for all disadvantaged pupils.</p> <p>Share disadvantaged pupil data with all staff that work with individuals.</p> <p>Appropriate provision is in place to address barriers in learning for every identified pupil.</p> <p>Effective work with external agencies including health to ensure that provision s centred around the child and families effectively to meet their needs.</p> <p>Ensure pupil premium funding is deployed effectively to raise pupil outcomes.</p> | <p>All classroom-based staff</p> <p>Pupil Premium Lead</p> <p>Leadership Team</p> | <p>Data to show disadvantaged pupils are making good or better progress form starting points and that they are closing the gap with national expectations.</p> <p>Provision adapted due to the advice of other professionals and the needs of the children.</p> <p>Lesson visits show effective provision and adaptations for these children</p> |

Objective 2. To ensure that pupils with SEND and additional needs receive high quality personalised provisions.

| Outcomes | Measured by | Actions | Lead Staff | Progress Milestones |
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| <p>Pupils with SEND make good or better progress from their starting points.</p> | <p>Termly review of SEND data.</p> <p>Work scrutiny, pupil interviews, IEP target success</p> | <p>Identify the barriers for all SEND pupils.</p> <p>Share all information with all professionals that work with individuals.</p> | <p>All classroom-based staff</p> <p>SENCO</p> | <p>Data to show SEND pupils are making good or better progress form starting points and that they are closing the gap with national expectations.</p> |

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| <p>Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets.</p> | <p>CAP reviews</p> | <p>Appropriate provision is in place to address barriers in learning for every identified pupil.</p> <p>Effective work with external agencies including health to ensure that provision s centred around the child and families effectively to meet their needs.</p> | <p>Leadership Team</p> | <p>Provision adapted due to the advice of other professionals and the needs of the children. Lesson visits show effective provision and adaptations for these children.</p> |
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