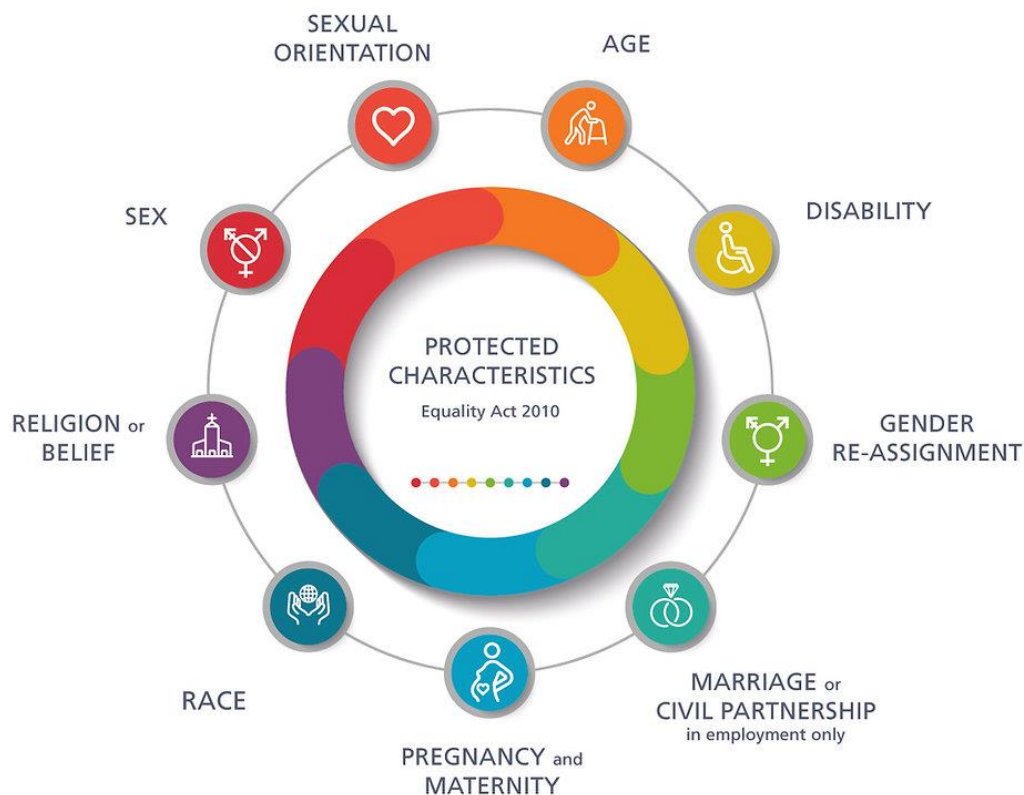
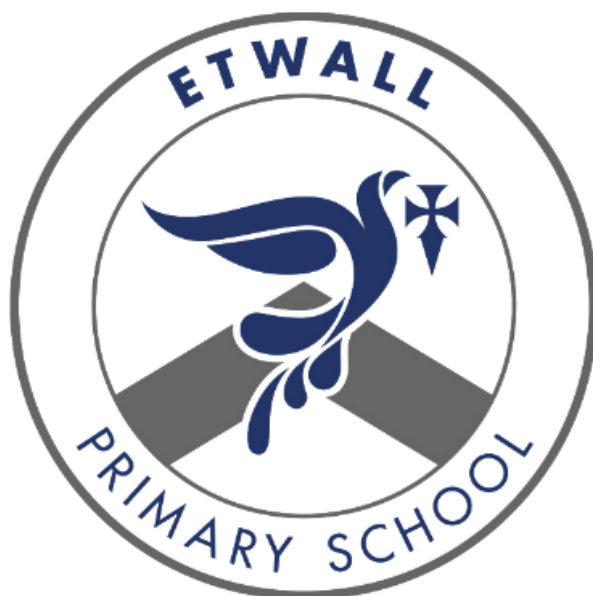


Document owner	Etwall Primary School	Approved by:	Full Governing Board
Author:	Sarah Bentley	Minute number	16/25-26f
Version:	September 2025	Next Review of Objectives	September 2029
This policy has been reviewed on 01/09/2025 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

Equality Objectives 2025-2029



Ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

Equality Objective	Advance equality of opportunity between people who share a protected characteristic and those who do not.
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Foster good relations by promoting inclusivity and participation for all children, particularly those who are disadvantaged or who have SEND.

Why we have chosen this objective:

Our analysis has shown that children eligible for Pupil Premium are not proportionately represented in attending after-school clubs which offer enrichment experiences. This means that we are not reaching all of our children in achieving our school vision.

To achieve this objective, we plan to:

- Develop and implement a programme of activities that celebrate diversity and promote understanding.
- Offer a wide range of extra-curricular experiences for all children during curriculum time to ensure that all children have the opportunity to learn new skills and find their talents.
- Increase opportunities for children from all backgrounds to take on leadership roles (e.g., I-vengers, anti-stigma ambassadors).
- Ensure that those with protected characteristics are proportionately represented in sports events and other enrichment experiences.
- Increase in enrichment activities for Pupil Premium and SEND children who had otherwise not been attending after-school enrichment activities.
- Prioritise places for PP/SEND/EAL children in clubs, making effective use of Pupil Premium funding if there is a cost to the club.

Responsibility for leading this objective	Senior Leadership Team and Inclusion Lead
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Monitoring of Progress:

Equality Objective	To foster good relations between people who share a protected characteristic and those who do not
Objective 2 - To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion	

Why we have chosen this objective:	
From an analysis of our school profile, alongside the demographics of our local area, we know that our school community is not fully representative of life in modern Britain. We want our children to readily embrace the uniqueness of the human race and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision. We want all of our children to understand, show an appreciation of and accept all family situations.	
Responsibility for leading this objective	PSHE lead – relationships education Senior Leadership Team

To achieve this objective, we plan to:	
• Plan cultural capital and learning experiences which are rich and diverse in experience • Ensure that books and learning resources are reflective of the diverse world in which we live • Where appropriate, ensure displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity, sexual orientation • Positive images of a diverse community are shared with pupils - locally, regionally, nationally and internationally. This will be achieved through literature, arts week, local history/ geography topics, events/awareness days: Chinese New Year/ Holocaust/VE Day, Remembrance Day, World Book Day etc and links with other schools • Ensure any curriculum revisions are planned with a 'windows, mirrors, doors approach' • Continue to implement our PSHE programme which raises children's awareness that there are many different family situations and relationships between people. • Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender, disability and sexual orientation. • Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New year, Christmas, Eid – planned on a two-year cycle • Engage parents and community members in promoting equality and diversity.	

Monitoring of Progress:	
Success criteria could include: • Pupil voice demonstrates that pupils are aware of and positively identify with role models that are reflective of the diverse world in which we live. • Diversity reflected in school displays across all year groups. • Pupils are familiar with and accept diverse communities on a local and national scale. This knowledge positively informs and influences their views and behaviours towards other cultures and communities • School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability as reflected in behaviour incident analysis. • Measures/Reflect on any incidents of discrimination and lack of equality and consider if anything needs to change and how to implement this.	

Equality Objective	To advance equality of opportunity between people who share a protected characteristic and people who do not share it
Advance equality of opportunity by closing the attainment gap between Pupil Premium children and their peers through targeted high-quality teaching and support in all year groups, especially in core subjects where knowledge gaps currently exist.	
Why we have chosen this objective:	
Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points. Our school's attendance figures show that PP Pupils on roll have higher absentee levels than that of their peers which is contributing to the attainment gap. .	
To achieve this objective, we plan to:	
• Conduct detailed analysis of Pupil Premium children's attainment across all subjects, with a focus on foundation subjects. • Implement targeted intervention programmes and high-quality teaching strategies to address gaps. - Use whole-class response strategies consistently to increase participation. • Monitor progress regularly through data reviews and pupil voice. • Provide additional academic support where needed, including catch-up sessions • Provide attendance support through our family support worker • Consult with those in our school community who are impacted by this - particularly make sure that parents/carers are involved and also specialist services. • Identify best practice from local schools with similar issues. • Communicate regularly with specific parents/carers around how we can support them further	
Responsibility for leading this objective	SLT including: HT English lead and Maths Lead

Monitoring of Progress:
Pupil Premium strategy to be evaluated in September 2025. Progress monitored termly Success criteria could include: • Termly progress data shows accelerated achievement for Pupil Premium children. • Reduction in attainment gap between Pupil Premium and non-Pupil Premium children in core subjects • Increased attendance percentages for children eligible for Pupil Premium • Positive feedback from pupil voice showing increased engagement. • Pupil Progress meetings focus on progress for children eligible for the grant and their support plans are evaluated to ensure that their progress is accelerated if they are falling behind. • Core subject leaders will identify training and monitoring to support the accelerated progress of these groups