

## Equality Action Plan - Objectives 2022-2026

### Equality Objectives:

**Objective 1:** Redressing disadvantage through equity and closing the attainment gap for disadvantaged students and those with additional needs.

**Objective 2:** Developing and delivering a coherent personal development programme for Y9-13 that focuses on spiritual, moral, social and cultural education by promoting equality, diversity and compassion.

**Objective 3:** Improving the attendance of disadvantaged students and those with additional needs.

**Objective 4:** To ensure high uptake of extra-curricular opportunities with a focus on addressing any imbalance.

**Objective 5:** The curriculum celebrates people of all cultures and nationalities, teaches students about democracy and combats discrimination to promote social justice.

Objective 1: Redressing disadvantage through equity and closing the attainment gap for disadvantaged students and those with additional needs.

Action	Strategies	Date	Success Criteria
To track and monitor the progress of disadvantaged and SEN students to ensure that timely and appropriate intervention and support is put in place to support effective learning habits and improve outcomes.	<ul style="list-style-type: none"> <li>In Y9 baseline test all students and use the data to target students for literacy support or reading intervention using English teachers and the academic mentor funded (in part) by NTP.</li> <li>Use Reading Plus to track and monitor the success of reading intervention in Y9 literacy groups.</li> <li>Create two intervention tutor groups for disadvantaged students in Y11 who are identified as requiring support using Y10 data. These students will receive additional intervention in maths and English as well as study skill support.</li> <li>Using data to inform targeted intervention for all Y11 students based on performance in mock exams. Review this intervention based on each round of Y11 data.</li> <li>Create an additional literacy set in Y10 English to target students who require additional support to progress in English Language and Literatures.</li> </ul>	From Sept 2022	<ul style="list-style-type: none"> <li>Y9 students will demonstrate progress in reading through assessment data and monitoring of Reading Plus.</li> <li>Students receiving intervention should have improved outcomes in Y11.</li> <li>Improvement in the % of students making positive progress in maths and English in Y10 and Y11.</li> <li>An increase in the number of disadvantaged and SEN students who meet the</li> </ul>

	<ul style="list-style-type: none"> <li>• In Y11 maths create an additional set to support targeted intervention to enable those students to make progress.</li> <li>• Professional learning and appraisal targets for teachers targeted at retrieval and reading. Retrieval support to help students develop effective learning habits and reading to redress gaps in literacy and support the weakest readers to access the curriculum.</li> <li>• A programme of study skills taught to all year groups by the AHT (Curriculum, Learning and Teaching) delivered by all staff.</li> <li>• A focus on supporting students with additional needs as part of the CPD in the summer term that ensures adaptive teaching is used to meet the needs of all students.</li> <li>• Identify the keep in view students and regularly review their progress and achievement in maths and English.</li> </ul>		requirements of entry to sixth form.
Review update:		September 2023	

Objective 2: Developing and delivering a coherent personal development programme for Y9-13 that focuses on spiritual, moral, social and cultural education by promoting equality, diversity and compassion.

Action	Strategies	Date	Success Criteria
Develop the personal development programme for Y9-13 with a clear focus on promoting equality and diversity.	<ul style="list-style-type: none"> <li>• Introduce religious education for all into Y10 and Y11 that focuses on different faiths and how these impacts on issues of morality.</li> <li>• Develop a coherent personal development programme in Y12 and Y13 that addresses the needs of students at this stage, with a focus on social and cultural education.</li> <li>• Review the personal development programme in Y9-11 to ensure that we are promoting equality and diversity.</li> <li>• Ensure that the assembly and tutorial programme delivers messages of mutual respect and celebrates diversity.</li> </ul>	From Sept 2022	<ul style="list-style-type: none"> <li>• Student panels and lesson observations of PSHE will demonstrate that students know about equality and inclusion.</li> <li>• Focus groups of students will articulate an understanding of the character virtues and the school ethos that promotes equality and diversity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide training for staff on the protected characteristics and how to address issues of misogyny, racism or homophobia.</li> <li>• Run a campaign in school that promotes diversity and acceptance to ensure that messages of equality are visible throughout the school.</li> </ul>		<ul style="list-style-type: none"> <li>• Over time there will be a decline in the number of issues reported that relate to discrimination.</li> <li>• Students with protected characteristics will report feeling safe and accepted in school.</li> </ul>
Review update:		September 2023	

Objective 3: Improving the attendance of disadvantaged students and those with additional needs.

Action	Strategies	Date	Success Criteria
To put in place a rigorous procedure for tackling non-attendance and promote positive messages about attendance and the value of being in school.	<ul style="list-style-type: none"> <li>• Appoint a new attendance officer who will operate in the community to work with families where there is persistent absence.</li> <li>• Timely communication with families when a problem emerges with a student's level of attendance and monitoring of attendance thereafter.</li> <li>• Heads of Year to promote and celebrate high levels of attendance through weekly briefings and ensure that form tutors follow up non-attendance and reward good attendance.</li> <li>• Use assemblies and communication to parents/carers to promote the value of attendance and the impact of non-attendance on students' progress.</li> <li>• Regularly review the attendance of disadvantaged and SEND students to ensure that appropriate support and interventions are in place.</li> <li>•</li> </ul>	From Sept 2022	<ul style="list-style-type: none"> <li>• Improvement in level of attendance compared with the pandemic.</li> <li>• An eventual return to attendance of 96% and above.</li> <li>• An improvement in outcomes and progress at the end of KS4.</li> <li>• Reduction in the level of persistent absences.</li> </ul>
Review update:		September 2023	

Objective 4: To ensure high uptake of extra-curricular opportunities with a focus on addressing any imbalance.

Action	Strategies	Date	Success Criteria/Impact
To track and monitor participation in Y9-11 and intervene to support students where there are barriers to participation.	<ul style="list-style-type: none"> <li>• Provide a full range of extra-curricular activities at the same level as pre-pandemic.</li> <li>• Promote the different clubs and activities through form time and assemblies.</li> <li>• Run an extra-curricular fayre to promote participation at the start of the year and ensure students record which clubs/activities they have joined.</li> <li>• Run clubs that are targeted towards specific groups of students. This includes the LGBTQI group, groups targeted at disadvantaged students and Ukrainians students.</li> <li>• Targeted support for engagement through support with equipment and any other necessary purchases where necessary.</li> <li>• Create a system for recording participation and ensure form tutors record student participation and target students that are not involved in any activities in or out of school.</li> <li>• Data analysis reports to senior leaders and trustees to address any imbalance in protected characteristics including gender imbalance.</li> <li>• Use the poverty proofing evaluation to identify and address any barriers to participation in clubs, activities, trips or visits.</li> </ul>	From Sept 22	<ul style="list-style-type: none"> <li>• Tracking data analysis shows that engagement for each group has improved.</li> <li>• Student voice shows high levels of engagement and uptake.</li> <li>• Tracking data focuses on keep in view students and there is a record of intervention.</li> </ul>
Review update:		September 2023	

Objective 5: The curriculum celebrates people of all cultures and nationalities, teaches students about democracy and combats discrimination to promote social justice.

Action	Strategies	Date	Success Criteria/Impact
To review the curriculum in subjects to evaluate if it meets with our overall ambition of celebrating diversity and challenging discrimination.	<ul style="list-style-type: none"> <li>All curriculum leaders will provide comprehensive long and medium-term curriculum plans for Y9-13.</li> <li>Senior leaders will be able to identify where and when in the curriculum students are directly taught about equality and diversity.</li> <li>Audit the curriculum and Identify any gaps in coverage and address the issue with curriculum leaders.</li> <li>Make cross curricular links where students are taught themes linked to equality or diversity in different subjects.</li> <li>Provide training for teachers on teaching diversity and equality.</li> </ul>	From Sept 23	<ul style="list-style-type: none"> <li>Curriculum plans will highlight where students are learning about themes linked to equality and diversity.</li> <li>Students and teachers will be able to demonstrate how the curriculum links to equality and diversity.</li> <li>Students with identified characteristics will be able to indicate how and where the curriculum celebrates inclusion.</li> </ul>
Review update:		September 2024	