

William Law CE Primary Equality Objectives

Objectives Set: September 2026

Reviewed:

Next Review: February 2026

Objective 1: By the end of 2028, ensure that disadvantaged pupils attain at least in line with national averages for disadvantaged pupils to close the gap throughout the school.

Rationale for objective:

Internal data across Key Stage 2 demonstrates that disadvantaged pupils do not perform as well as their peers. Phonics data also supports this at the end of year 1.

To strengthen the offer and approach to support disadvantaged pupils consistently across the school.

Actions planned:

- Raise awareness with staff about who disadvantaged pupils are within the school
- Provide training on the school's approach to supporting disadvantaged pupils through the Inclusion Strategy and Pupil Premium Strategy
- Provide training on inclusive quality first teaching using Rosenshine Principles with a specific focus on assessment for learning to identify misconceptions and address these either at the point of delivery or the next lesson.
- Provide training on feedback mechanisms using both peer and self-assessment strategies so that pupils can develop their learning behaviours and be more independent in learning
- Targeted monitoring activity on learning walks, book looks, pre-teach and Pick Me Up (PMU) and pupil support plans
- Implement a check-in first system within lessons and the school day for disadvantaged pupils first to increase a sense of belonging and support for these children
- Training on placement within the classroom so that pupils are easily identifiable and accessible to staff so that in class support can be offered
- Book scrutinies for senior, middle leaders and trust leaders to focus on disadvantaged pupils
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Progress to date:

Year 1:

- At the end of Key Stage 2, pupils consistently achieve higher than their disadvantaged pupils nationally
- In multiplication timetable check at the end of year 4, disadvantaged pupils perform better than their national disadvantaged peers

Objective 2: By the end of the academic year 2028-29, SEND pupils to achieve in line with national averages for SEND at the end of statutory assessment points and in other year groups by providing appropriate reasonable adjustments and provision.

Rationale for objective:

Data and monitoring within the school shows that children's provision needs consistency of application across the school so that SEND pupils achieve at least in line with their SEND peers nationally.
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Actions planned:

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| <ul style="list-style-type: none"> • Fortnightly, inclusion learning walks, cross referencing learning plans and EHCPs to classroom provision and support. This will be led by the Vice Principal within school • Targeted training for new staff as part of induction and those staff who need additional support with SEND provision in the classroom • Book scrutinies for senior, middle leaders and trust leaders to focus on SEND pupils • Teaching assistant training to be delivered on the effective use of teaching assistants delivered by the Assistant Principal of the school • Training for middle and senior leaders on evaluating the effectiveness of provision within learning walks, book scrutinies and pupil/staff voice • Raise awareness with staff about who SEND pupils are within the school • Provide training on the school's approach to supporting disadvantaged pupils through the Inclusion Strategy and Pupil Premium Strategy • Provide training on inclusive quality first teaching using Rosenshine Principles with a specific focus on assessment for learning to identify misconceptions and address these either at the point of delivery or the next lesson. • Provide training on feedback mechanisms using both peer and self-assessment strategies so that pupils can develop their learning behaviours and be more independent in learning • Targeted monitoring activity on learning walks, book looks, pre-teach and Pick Me Up (PMU) and pupil support plans • Implement a check-in first system within lessons and the school day for SEND pupils first to increase a sense of belonging and support for these children • Training on placement within the classroom so that pupils are easily identifiable and accessible to staff so that in class support can be offered |
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Progress to date:

Year 1:

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Objective 3: By the end of 2029-30, pupils, parent and staff have a greater understanding of diversity and inclusion through raising pupil awareness of equality, equity and diversity through planned events throughout the year focussing on inclusion

Rationale for objective: Through monitoring of lessons, pupil voice and reviewing of safeguarding records, it is clear that pupils, staff and parents need further education on inclusive education

Actions planned:

- PSHRE lead to create a timetable of key events throughout the academic year 2026/27 with associated activities and educational activities to support
- Calendar to be shared with worship leader so that these days/weeks can have a focus on this area of diversity during worship
- PSHRE lead to explore workshops for children on diversity and create a 3- or 4-year rolling programme of visitors to support with increasing awareness of diversity education for children
- Newsletters to provide information about the school's inclusive approach and share any relevant inclusion and diversity information to parents
- Pupil voice collected twice a year by PSHRE lead/Child Voice lead in school regarding diversity and inclusion
- Pupil, parent and staff voice to inform an action plan in relation to this

Progress to date:

Year 1:

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