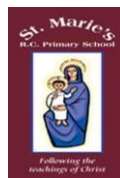


St Marie's RC Primary School Equality Objectives
2024-2027



The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Updated annually.

Last update: September 2025

<u>Aim</u>	<u>Action to be taken</u>	<u>Personnel</u>	<u>Timescale</u>	<u>Resources</u>	<u>Impact</u>
<u>1. Policies, Procedures and Practice</u> To ensure all policies, procedures and practices consider and promote the importance of equality and diversity. PSHE and Relationship Education Curriculum continue to promote diversity and equality.	All Governors and staff to be reminded about the importance of equality and diversity. Curriculum subject leads to identify key issues in policy formation linked to Equ. and Diversity PSHE coordinator to ensure through monitoring cycle that D&E are strong themes throughout.	HT to lead All staff and Governors A.S	Autumn 2024 onwards Reviewed annually Autumn/Spring 25 Reviewed annually	Time for meetings Staff Meeting times	

2. <u>Pupil Premium and LAC</u> To ensure that Pupil Premium children's attainment and progress are in line with their NPP peers of a similar ability. Where relevant, to narrow the gap between PP and NPP outcomes in Reading/Writing and Maths (EXP standard and GDS) PP attendance is in line with NPP	Establish clear baseline of PP children attainment and progress each year Establish intervention groups for PP children where attainment or progress is a concern. CT to liaise with PP teacher/TAs on priorities to focus on and addressing	GMc CMcG MM (PP Governor) LR/KG All class teachers and support staff	On-going	Allocated time for CT to meet with PP teacher to assess and review where appropriate. Dedicated teacher of PP children work throughout the week in collaboration with CTs.	
---	---	--	-----------------	--	--

	gaps in knowledge and skills Track and monitor attainment and progress of these pupils through on-going assessment and assessment cycle. Include PP children in attendance monitoring				
3. <u>SEND</u> To maximise outcomes for SEND pupils to ensure that they are making the best progress possible and achieving their potential (attainment/thresholds) Increase the number of SEN/D pupils working at EXS where appropriate (overcoming barriers) All ECHP children to have personal timetables to ensure that all key skills are being addressed at all times Evidence and measure impact SENDCo will ensure that all SEND children receive the maximum external support possible- holding outside agencies to account.	All staff to be clear which children are identified as SEND and within which category. Full engagement with parents to ensure support ECH children to have individualized timetables Monitor attainment and progress of SEND pupils to ensure progress and targets are being met (IEP review cycle) Children with fine/gross motor skills receive appropriate interventions.	SENCO (EH) SEND Governor (V.D) Pastoral/HLTA (SD) All staff SC education staff- motor skills support	Ongoing September each year Throughout the year Timetabled interventions throughout the week IEP review cycle	SENDCo time: Thursday Time for class cover (IEP reviews) £180 a day supply costs	

SEND children attendance in line with NSEND children					
---	--	--	--	--	--

	Children identified as SEMH are getting appropriate support in school Include SEND in attendance monitoring				
3. <u>EAL</u> To support EAL children within each cohort to make at least expected progress and reach ARE in R/W/M To maximise support from CLAS teachers to ensure language support is as effective as possible for EAL learners	EAL learners identified and any barriers to learning addressed. All children identified on English language acquisition EAL support timetabled using both school staff (Urdu/Polish) and CLAS support (Urdu/Polish) Sept 25: CLAS not used this year and we have ample support across school Monitoring cycle identifies attainment and progress of EAL children.	H.Knox : EAL coordinator All staff A.Z (EYFS) KK (EYFS/KS1) SR (KS2) S.R	September of each year and then throughout the year		

4. <u>More Able and Talented</u> To continue to maximise outcomes for More Able (G&T) pupils across all areas (academic and performance/talent)	Identify More -able children (academic/talented) in each class Establish baselines/previous outcomes as markers and assess progress to identify latent potential Identify opportunities for stretch and developing thinking skills throughout the curriculum Increase the number of more- able pupils working at greater Depth (GD) and ensure outcomes are maintained year on year Provide opportunities for performance/talent more -able children to show-case talents within their different categories	K.Green (Cultural Capital coordinator) Assessment	On –going throughout the year Dedicated staff meeting times	Resources to support learning Time for coordinator to plan and work with staff	
--	--	---	---	--	--

6 <u>Celebrating Difference</u> To embed a strong message of the importance of celebrating difference and promoting tolerance across the school. Provide a learning environment which promotes inclusion and diversity Provide opportunities for children to see positive role models from a variety of backgrounds/cultures and in a variety of roles (including in a historical context)	Curriculum intent identifies both developing a sense of self- worth and empathy with the ‘other’. Curriculum sets out specific learning opportunities where BAME people and their lives as well as other cultures/countries are highlighted as non-negotiables (eg history curriculum) Curriculum to include Black History Month/Remembrance etc as an opportunity to promote other cultures. Collective worship/Prayer and Liturgy celebrates Church’s calendar, and other world religions are integrated into the RE curriculum.	HT. SLT. All staff Subject leads	On-going	Cost of resources to support curriculum (capitation) PSHE curriculum costings RSE curriculum costings	
---	--	--	-----------------	--	--

	PSHE and RSE curriculum celebrate difference. Revise wider curriculum/ assemblies/ visitors/ special events and celebrations				
--	--	--	--	--	--