

Equalities Objectives



Appendix A: Action Plan 2024/2028

Objective	Affected group	Success criteria	Persons responsible	Actions Sept 24-Sept 25	Sept 25 Annual review comments
To exploit all opportunities in the Oakthorpe Curriculum to promote diversity and equality of opportunity including enrichment opportunities for boys, girls, LGBTQ children, race, religion and additional needs.	All	<p>All members of the Oakthorpe community actively participate in a curriculum that reflects their lives and circumstances.</p> <p>Positive parent, staff and children survey results</p> <p>Shared understanding with all stakeholders who can articulate the schools values and ethos of equality</p>	HT SLT Curriculum coordinators	<p>Monitor & evaluate the implementation of PSHE curriculum</p> <p>Curriculum leads to continually evolve curriculum offer so it reflects all groups</p> <p>Monitor and evaluate pupil achievements by groups</p> <p>Staff to have training from Tender UK (Autumn term 24)</p> <p>Parents and children to access workshops from Tender UK (Autumn term 24)</p> <p>Enrichment and club attendance and engagement monitored</p> <p>Exploit all opportunities for subsidised clubs and activities</p>	
To raise attainment of disadvantaged pupils in writing across the school.	Disadvantaged pupils	For disadvantaged pupils to attain in line with all pupils in writing.	HT SLT Literacy Team	<p>Continue to implement the updated writing sequence</p> <p>For all staff to use the Oakthorpe medium</p>	

				<p>term planning for writing</p> <p>For all staff to receive updated training in RWInc including focussed interventions/tutoring</p> <p>To focus on early intervention in EYFS</p>	
<p>To continue to implement the revised attendance policy by utilising a range of strategies focused on improving practice/removing external barriers.</p>	<p>PP SEND EBNA</p>	<p>Reduce the gap between the attendance of PP and Non-PP pupils</p> <p>PP pupil attendance in line with national comparison by the end of the year</p> <p>Parents feel empowered to improve attendance, especially those who are impacted by emotionally based anxiety or SEND</p>	<p>HT SLT Child Welfare Team PSA EWO</p>	<p>Further analysis of data, using case studies of pupils where strategies that are effective have improved attendance particularly for persistent absentees</p> <p>Revised attendance policy actions implemented</p> <p>Professional referrals and joint work with services such as EPS and EBNA (Emotionally based non-attendance)</p> <p>Assisted transport options requested</p>	