

This Equality Objectives Action Plan supports the Campfire Education Trusts Equality Information and Objectives Statement. It is reviewed early in the autumn term, following National Performance Data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. As a minimum requirement, Equality Objectives are updated every four years; this action plan forms part of this process in which progress towards our long term strategic priorities are evidenced each year. All Campfire Education Trust schools have written new Equality Objective Action Plans for September 2022, following the first National release of performance data since 2019.

Equality Strategic Priority 1: To reduce inequalities in attendance by identifying and removing the barriers experienced by disadvantaged pupils and other groups vulnerable to persistent absence.

Rationale:

Although disadvantaged attendance has improved, pupil premium pupils have historically remained more likely to experience absence and persistent absence. Our analysis shows that attendance difficulties are not explained by disadvantage alone. For some children there is an interaction between disadvantage, SEND, SEMH, family circumstances and other barriers. Our next phase will therefore focus less on a single attendance percentage and more on understanding why individual children are not attending and taking effective action to remove those barriers.

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To identify attendance inequalities early through systematic analysis of attendance and persistent absence for disadvantaged pupils, pupils with SEND and other vulnerable groups.	- The attendance gap between disadvantaged and non-disadvantaged pupils reduces. - Persistent absence amongst disadvantaged pupils reduces. - Identified pupils demonstrate improved individual attendance following intervention. - Leaders can clearly identify any significant attendance and persistent absence gaps between pupil groups. - Pupils at risk of persistent absence are identified early.	- Analyse attendance and persistent absence routinely by pupil premium, SEND and other relevant pupil groups. - Identify pupils at risk of persistent absence early. - Maintain clear whole-school expectations around attendance and punctuality. - Use pupil-level analysis alongside group data to identify emerging patterns. - Analyse the barriers affecting identified pupils rather than	Ongoing from Sept 26	LH

	• Leaders can identify the principal barriers affecting attendance for identified pupils and groups. • Attendance analysis informs appropriate next steps and intervention.	considering attendance figures in isolation.		
To improve the attendance of identified pupils through individualised, barrier-focused support and effective partnership with families	• Analyse attendance and persistent absence routinely by pupil premium, SEND and other relevant pupil groups. • Use pupil-level analysis alongside group data to identify emerging patterns. • Identify pupils at risk of persistent absence early. • Analyse the barriers affecting identified pupils rather than considering attendance figures in isolation. • Maintain clear whole-school expectations around attendance and punctuality.	• Use individual attendance plans and barrier analysis for identified pupils. • Strengthen relationships and communication with families. • Ensure attendance support is relational, supportive and appropriately challenging. • Use the Wellbeing Team, SEND team and external agencies to address wider barriers where appropriate. • Agree clear actions with families and review these regularly. • Adapt support where intervention is not having the intended impact.	Ongoing from Sept 26	LH/Wellbeing Team
To reduce the gap in attendance and persistent absence between disadvantaged pupils and their peers, with leaders able to demonstrate the impact of interventions for identified pupils.	• The attendance gap between disadvantaged and non-disadvantaged pupils reduces. • Persistent absence amongst disadvantaged pupils reduces. • A greater proportion of identified pupils move out of persistent absence. • Leaders can demonstrate which attendance strategies have had the greatest impact and use this to inform future practice.	• Monitor the impact of support rather than simply recording actions undertaken. • The attendance gap between disadvantaged and non-disadvantaged pupils reduces. • Persistent absence amongst disadvantaged pupils reduces. • A greater proportion of identified pupils move out of persistent absence. • Leaders can demonstrate which attendance strategies have had the greatest impact and use this to inform future practice.	By the end of Autumn 1 Term From Sept 26	LH
Autumn 2027 Progress Review				

Autumn 2028 Progress Review	
Autumn 2029 Progress Review	
Autumn 2030 Progress Review	

Equality Strategic Priority 2: To reduce differences in attainment and participation for pupils experiencing disadvantage and/or additional barriers, with an initial focus on reading and spelling.				
Rationale: The previous equality objective successfully focused attention on EAL pupils' access to reading. Evidence indicates that EAL status alone is no longer the most useful predictor of lower attainment. Our next step is to understand which pupils are not achieving as well as they should and why. This includes considering the interaction between disadvantage, SEND, language development, attendance and pupils' starting points. Our approach will be based on equity: maintaining ambitious expectations for every pupil while providing the adaptations and additional support individual pupils need to succeed.				
Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To accurately identify the pupils and groups experiencing barriers to achievement in reading and spelling through regular analysis of attainment, progress and individual pupil need.	- Gaps in reading and spelling attainment between identified groups reduce. - A greater proportion of disadvantaged and SEND pupils achieve well from their individual starting points. - Pupils experiencing additional barriers participate successfully in the wider curriculum. - Monitoring demonstrates consistently strong adaptive teaching. - Intervention records demonstrate measurable impact rather than simply participation.	- Analyse attainment and progress by pupil group and identify significant differences. - Use pupil-level analysis rather than relying solely on headline group percentages. - Identify pupils falling behind quickly and provide targeted support. - Evaluate interventions according to their impact on pupil outcomes. - Consider the interaction between disadvantage, SEND, attendance, language development and starting points. - Use assessment information to determine appropriate teaching adaptations or targeted support. - Review identified groups and pupils regularly to identify emerging inequalities.	From Sept 26 - half termly	EB/KM

Autumn 2028 Progress Review	
Autumn 2029 Progress Review	
Autumn 2030 Progress Review	

Equality Strategic Priority 3: To ensure that all pupils experience a strong sense of belonging at Moorland and that diversity, equity and inclusion are understood, represented and lived throughout school life.

Rationale:

Moorland is a diverse and inclusive community. The previous equality objective successfully increased the school's focus on recognising and representing diversity. Our next step is to evaluate how inclusion is experienced by pupils.

Every child should be able to see themselves represented within school, participate fully in school life and feel that they belong. Pupils should understand that equity does not always mean everyone receiving exactly the same support and should demonstrate respect for difference through their behaviour and relationships.

Equality Objective for 2026-2027	Impact Measures	Actions	Milestones	By Whom
To ensure pupils understand equality, equity, diversity and respect and can demonstrate these principles through their behaviour, relationships and attitudes towards others.	• Pupil voice demonstrates that pupils feel safe, respected, represented and that they belong at Moorland. • Pupils can explain what equality and equity mean and demonstrate these through their behaviour. • Participation in enrichment and leadership opportunities is representative of the school population. • Any patterns within discriminatory or prejudice-related incidents are identified and addressed. • Pupils from different groups report similarly positive experiences of school. • Establish clear baselines before targeted interventions begin. • Identify the intended outcome of additional provision.	• Ensure curriculum resources, texts, displays and examples reflect the diversity of the school and wider society. • Explicitly teach equality, diversity, respect and equity through PSHE, RE, assemblies and the wider curriculum. • Embed equity and respect within the Moorland values and behaviour curriculum. • Ensure discriminatory language, bullying and prejudice-related incidents are identified, recorded, challenged and used as opportunities for education. • Provide age-appropriate opportunities for pupils to discuss difference, fairness, identity and belonging.	From Sept 26	Subject Leaders/Teachers

		• Use incidents appropriately as opportunities for education, reflection and restorative work. • Analyse patterns in incidents to identify whether further teaching or action is required		SLT/Wellbeing Team SLT/Wellbeing Team
To ensure all pupils can see themselves and the diversity of the wider community meaningfully represented within Moorland's curriculum, resources and wider school environment.	• Curriculum monitoring demonstrates meaningful representation of diversity. • Pupils report that they can see people, families, cultures and experiences relevant to themselves represented within school. • Curriculum resources avoid stereotypes and expose pupils to a broad range of people, perspectives and experiences. • Pupil voice demonstrates that children feel respected and represented within the school community	• Curriculum monitoring demonstrates meaningful representation of diversity. • Pupils report that they can see people, families, cultures and experiences relevant to themselves represented within school. • Curriculum resources avoid stereotypes and expose pupils to a broad range of people, perspectives and experiences.	By end of Autumn Term – termly Monitor termly From Sept 26	SLT SLT
To identify and remove barriers to participation so that pupils from all groups have equitable access to leadership, enrichment, trips, clubs and wider opportunities and experience a strong sense of belonging at Moorland.	• Participation in enrichment, clubs, trips and leadership opportunities is representative of the school population. • Disadvantaged pupils, pupils with SEND and other identified groups are not disproportionately excluded from wider opportunities. • Identified financial, SEND, social or practical barriers to participation are reduced or removed. • Pupil leadership opportunities represent the diversity of the school community. • Pupil voice demonstrates that pupils across different groups feel safe, valued and that they belong at Moorland.	• Monitor participation in pupil leadership, clubs, trips, enrichment and wider opportunities by different pupil groups. • Identify and remove barriers preventing pupils from participating in enrichment opportunities, including financial barriers. • Identify groups that are underrepresented and explore the reasons why. • Make reasonable adjustments to enable pupils with SEND to participate successfully. • Ensure pupil leadership opportunities represent the diversity of the school community.	By end of Autumn Term – termly Monitor half termly	SJ/EB SJ KM SJ

	Pupils from different groups report similarly positive experiences of school.	- Use pupil voice to evaluate children's sense of belonging, safety and participation. - Take targeted action where particular pupils or groups are not accessing wider opportunities. - Review whether actions taken have resulted in increased participation.	Monitor termly	
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

Our Equality Objective Action Plan and Review is shared with our School Governors by December of each academic year. They have an important role in checking progress towards our Equality Objectives and longer term Equality Strategic Priorities.