



Equality Objectives Action Plan 2022-2026

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,

Equality Strategic Priority 1: By 2026 Staff will have a greater understanding and empathy with the individual needs of Pupils with SEND and will clearly demonstrate how pupils with SEND are being supported.

Rationale: Eliminating discrimination and other conduct prohibited by the Equality Act 2010

Equality Objective for 2025-2026	Impact Measures	Actions	Milestones	By Whom
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following the first National release of performance data since 2019.

To develop a greater understanding and empathy with the individual needs of pupils with SEND and ensure that the needs of all pupils are being catered for.	Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs. Children with SEND make progress equal to or in line with pupils without SEND by the end of the academic year.	CPD for all staff to improve their knowledge and understanding of how to maximise progress for SEND pupils.	Half-termly – pupil progress meetings and SEND meetings.	Deputy Head Teacher, Assistant Head Teacher and middle leaders
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Autumn 2023 Progress Review

- Implementation of staff CPD programme including ASD/ADHD/Paired Writing/Adaptive Teaching/Smart Targets/bitesize sessions to support managing pupils with additional needs.
- Edukey meetings for teachers to review learning plans and write new plans using SMART targets.
- Edukey meetings for parents to discuss pupil progress within their targets.
- Introduction of trial of Insight Plans for specific groups of pupils.

Autumn 2 2022 to Spring 2 2023

Progress Overview for Pupils (from 2022-2023) with HI, OTH, MSI, SLCN, MLD, SLD, SEMH, ASD, VI, PD, PMLD, SPLD or NSA – 2023-2024 Autumn 2 to 2023-2024 Spring 2 Main Assessment

Print



Progress Overview for Pupils (from 2022-2023) with No SEN – 2023-2024 Autumn 2 to 2023-2024 Spring 2 Main Assessment

Print





Autumn 2 2023 to Spring 2 2024

	Progress Overview for Pupils with No SEN – 2023-2024 Autumn 2 to 2023-2024 Spring 2 Main Assessment Our SEND data from 2022 to 2023 demonstrates that our SEND pupils outperformed our Non-Send pupils by 9% in reading and 5% in writing within the expected progress of pupils. In the subject of Math the non-send pupils are outperforming the Send pupils by 2%. Our SEND data or 2023 to 2024 for Autumn also demonstrates that SEND pupils are outperforming non-send pupils within the expected progress by 14% in reading, 13% in writing and 7% in math.
Autumn 2024 Progress Review	An additional SENCO has been recruited and a significant amount of CPD has been invested in to upskill staff. We have had 2 training sessions from the Local Authority SEND Team on how to be a truly inclusive school The Circle Centre has provided training for staff on support children in the class room with significant needs The PRU have been commissioned to train and work alongside staff to support children with emotional regulation All children with SEND have now been integrated into the classroom following a careful transition from the learning hub All SEND information has been effectively collated and added to our Insight portal so all appropriate staff members can understand each child and therefore support in accordance with their needs to enable them to thrive in the classroom SEND children continue to outperform non-SEND children in progress
Autumn 2025 Progress Review	Significant strides have been made towards this target. An Inclusion Team has been established, with staff responsible for both the strategic leadership of SEND and an operational team that works directly with teachers. This operational team focuses on upskilling, modelling, and providing ongoing support to ensure best practice is embedded across the school. Our systems and processes for SEND are now robust, consistent, and fully implemented. A central SEND portal has been launched to provide all staff with easy access to up-to-date information on individual pupils, ensuring that provision is targeted and responsive.

	Leadership capacity has been strengthened: the SENDCO and Deputy SENDCO bring a high level of expertise in the SEND system, external support pathways, and CPD delivery. They lead high-quality professional development, enabling all staff to improve their understanding, empathy, and strategies for supporting children with SEND. At the classroom level, interventions, quality-first teaching strategies, and structured morning provision have been embedded to ensure that every child's needs are identified and addressed. These systems mean children receive timely support tailored to their needs, supporting both academic progress and emotional wellbeing. We have also invested in staff recruitment from specialist provision, ensuring that Spring Lane benefits from their knowledge, skills and experience. This has added significant capacity in developing inclusive practice and strengthening our culture of high expectations and empathy for all pupils with SEND. Staff now demonstrate a clearer understanding of individual needs and are increasingly confident in adapting provision. The school has a strong, sustainable structure in place to ensure pupils with SEND are supported effectively and are enabled to thrive.
Autumn 2026 Progress Review	

Equality Strategic Priority 2: By 2026 the attendance of disadvantaged pupils has improved to 95%				
Rationale: Advancing equality of opportunity between people who share a protected characteristic and people who do not share it				
Equality Objective for 2025-2026	Impact Measures	Actions	Milestones	By Whom

To improve the attendance of disadvantaged pupils	The attendance rates of disadvantaged pupils will improve year-on-year to meet a 95% target by the end of the 2025 /26	Attendance meetings every 3 weeks to track children whose attendance falls below: 3 weekly HT / Inclusion Support/Admin - Staged letters sent to parents of children whose attendance falls below: 95%, 90% or 85%	Half-termly 3 weekly As required.	Head Teacher and Phase Leads
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		- Home visits and attendance meetings with parents leading to a Parent Contract meeting (PCM) - Promote good attendance weekly		
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		assemblies with the attendance raffle SLT outside each morning reminding children & adults about timings of school day Liaise with SASSO from the Local Authority for persistent absentees Referral to Local Authority for fines for holidays taken in term time	Weekly Daily Termly As required	
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Autumn 2023 Progress Review

	21/22	22/23	23/24 Year to Date
Overall Attendance	93.46	91.41	92.11
Pupil Premium	91.61	89.19	90.39
Non- Pupil Premium	93.82	92.19	92.79

The end of 2022 - 23 there was a dip in school attendance for pupil premium pupils. However, the school is starting to narrow the gap between pupil premium and non-pupil premium in the academic year of 2023 – 24 and current attendance data suggests that we will exceed the attendance of 91.61% for the academic Year of 21/22

All

Year group	Reading	Writing	Maths
FS2	56	56	70
1	34	34	34
2	37	30	32
3	35	22	25
4	42	26	28
5	38	20	38
6			

Pupil Premium

Year group	Reading	Writing	Maths
FS2	50	50	70
1	18	9	18
2	39	22	28
3	24	10	19
4	33	24	24
5	37	11	37
6			

Data from Summer Term 2023

Data from Spring Term 2023

	<table><tr><th colspan="4">All</th></tr><tr><th>Year group</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>FS2 GLD- 64%</td><td>76</td><td>66</td><td>74</td></tr><tr><td>1</td><td>39</td><td>37</td><td>36</td></tr><tr><td>2</td><td>48</td><td>37</td><td>38</td></tr><tr><td>3</td><td>34</td><td>31</td><td>41</td></tr><tr><td>4</td><td>47</td><td>52</td><td>57</td></tr><tr><td>5</td><td>50</td><td>20</td><td>45</td></tr><tr><td>6</td><td>48</td><td>48</td><td>60</td></tr></table> <table><tr><th colspan="4">Pupil Premium</th></tr><tr><th>Year group</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>FS2 GLD- 69%</td><td>70</td><td>70</td><td>70</td></tr><tr><td>1</td><td>10</td><td>0</td><td>10</td></tr><tr><td>2</td><td>47</td><td>32</td><td>37</td></tr><tr><td>3</td><td>18</td><td>23</td><td>36</td></tr><tr><td>4</td><td>48</td><td>43</td><td>52</td></tr><tr><td>5</td><td>39</td><td>11</td><td>33</td></tr><tr><td>6</td><td>31</td><td>25</td><td>44</td></tr></table> Data demonstrates that disadvantaged pupils are making progress despite the discrepancy between the attendance.	All				Year group	Reading	Writing	Maths	FS2 GLD- 64%	76	66	74	1	39	37	36	2	48	37	38	3	34	31	41	4	47	52	57	5	50	20	45	6	48	48	60	Pupil Premium				Year group	Reading	Writing	Maths	FS2 GLD- 69%	70	70	70	1	10	0	10	2	47	32	37	3	18	23	36	4	48	43	52	5	39	11	33	6	31	25	44
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Autumn 2024 Progress Review	Pupil attendance has improved this term. Whole school attendance improved to 94.5% (↑2.2% from 23-24 yearly data of 92.3%); PA improved to 19.4% (down 8.7% from 23-24 yearly data at 28.1%) We have a dedicated Attendance Officer 2 days a week to ensure all children who can be in school are in school. A new attendance policy has been written with very clear processes to be followed when a child is not attending school – please see our website for this information Pupil Premium attendance has gone up slightly from last year (by 1%) and continues to remain below non-pupil premium attendance but with the dedicated staff member and new and robust approach to attendance, we are confident the pupil premium attendance figure will improve																																																																								
Autumn 2025 Progress Review	Attendance continues to be a challenge at Spring Lane and remains a priority focus across the school. In response, we are strengthening our systems and capacity to drive improvement. We are in the process of recruiting a dedicated Attendance Officer to ensure day-to-day monitoring, follow-up, and proactive engagement with families. Alongside this, the school has introduced the AStar Attendance Programme, which provides a robust and consistent framework for managing attendance. Parents of children with low attendance are moved through the staged process swiftly, ensuring maximum support is provided, clear expectations are communicated, and appropriate consequences are applied where necessary. The Inclusion Team now plays a key role in supporting attendance. They work closely with families, and home visits are carried out for any child not in school to provide immediate support and address barriers to attendance. This joined-up approach ensures that issues are identified quickly and tackled effectively. Impact: Although attendance remains below the 95% target, stronger systems and structures are now in place. Parents are																																																																								

	increasingly clear about expectations, and children who are at risk of persistent absence are more closely monitored and supported. The foundations have been laid for sustained improvement in the attendance of disadvantaged pupils.
Autumn 2026 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.