

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, following the first National release of performance data since 2019.

Equality Strategic Priority 1: By July 2026 pupils will understand what is meant by the word 'diversity'.				
Rationale: <i>Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not</i> During a Trust review in September 2022, it was apparent that children were less confident talking about diversity than they were about other subjects.				
Equality Objective	Impact Measures	Actions	Milestones	By Whom
To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity 2024 – 25- Focus for JLT	By July 2026, children can confidently talk about how the school promotes diversity during lesson visits and learning walks. Goal for 2024 – 25 Pupil questionnaire shows that 80% children can answer - What is diversity? - How does Lumbertubs celebrate diversity? - What could Lumbertubs do better to celebrate diversity?	- SLT assemblies promoting equality with regard to race, gender, disability, religion and ethnicity, making links to our core values - Sparkle assemblies focusing on core values - PSHE lessons (Jigsaw) - RE lessons - Focus on Children's Training Days - Challenge any incidents of prejudice-related bullying - Follow behaviour policy to set consequences - Ensure there is a clear reporting system	September 2022 – July 26	SLT Teachers Teachers Teachers All staff All staff HT

2022 - 2023 Progress Review	During 2022 – 23, our Children’s Training Days focused children’s learning on disability and race. Religion and belief were taught through our RE curriculum and sex education through our RSE curriculum in the summer term. Children are far more aware of these protected characteristics and are now confident to talk about the word ‘diversity’. Age appropriate conversations about gender reassignment were held in Year 5 and Year 6. Mutual respect is a focus for all children as it is one of the school’s core values which is a focus for assemblies and behaviour in school.
2023 - 2024 Progress Review	Children’s Training days last year had a focus on Belonging, Anti – bullying, Diversity and Disability. Children were able to talk about how equality is an important element in these themes. Our behaviour and anti-bullying policies were also reviewed to reflect the work that we carried out with the Anti Bullying Alliance and the pupil questionnaires that showed that bullying was rare at Lumbertubs. Weekly timetabled PSHE and RE lessons enabled children to talk about any issues they experienced and the Lumbertubs Reactive document shows how teachers addressed any issues not covered in these lessons.
2024 - 2025 Progress Review	Surveys show that children are more confident to talk about diversity. They can explain that diversity is when a group of people is made up of different kinds of people, and it means everyone is unique and special. This has been an ongoing theme through children’s training days across the year and is linked to the Lumbertubs core values and also teaching around British values. The Lumbertubs Behaviour Policy ensures there is a consistent approach across the school and the Lumbertubs Reactive documents details how any issues linked to diversity have been addressed.
2025 - 2026 Progress Review	

Equality Strategic Priority 2: By July 2026 the attainment gap between disadvantaged and non-disadvantaged children, will have narrowed to 10% or less.				
Rationale: <i>Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.</i> The attainment gap between disadvantaged and non-disadvantaged children has increased following the national lockdowns over the last few years. The school has a renewed focus on improving the attainment and progress of disadvantaged children.				
Equality Objective	Impact Measures	Actions	Milestones	By Whom
To narrow the gap in attainment between disadvantaged pupils and non-disadvantaged pupils.	Each year the gap between disadvantaged pupils and non-disadvantaged pupils achieving at least the expected standard in KS2 particularly in writing, will decrease to 10% or less by July 2026. Goal for 2024 – 25 (Disadvantaged children with no SEN)	• Quality first teaching • High expectations for all • Target disadvantaged pupils in lessons • Follow consistent routines • Have a whole school focus on writing	September 2022 – July 26	All staff All staff All staff All staff All staff All staff

	Reading – Gap -7% Writing – Gap -10% Maths – Gap -7%	• Work with parents to overcome the barriers to achieving high quality outcomes • Use the pupil premium effectively for closing identified gaps					HT																																									
2022 - 2023 Progress Review	<table><tr><td>2021 - 22</td><td colspan="3">End of Term 6</td></tr><tr><td></td><td>R</td><td>W</td><td>M</td></tr><tr><td>PP (65)</td><td>46% (31/67)</td><td>22% (15/67)</td><td>48% (32/67)</td></tr><tr><td>Non-PP (112)</td><td>66% (72/109)</td><td>46% (51/109)</td><td>70% (76/109)</td></tr><tr><td>Gap</td><td>-20%</td><td>-24%</td><td>-22%</td></tr></table> <table><tr><td>2022 - 23</td><td colspan="3">End of Term 6</td></tr><tr><td></td><td>R</td><td>W</td><td>M</td></tr><tr><td>PP (65)</td><td>55% (36/65)</td><td>40% (26/65)</td><td>60% (39/65)</td></tr><tr><td>Non-PP (103)</td><td>74% (76/103)</td><td>57% (59/103)</td><td>73% (75/103)</td></tr><tr><td>Gap</td><td>-19%</td><td>-17%</td><td>-13%</td></tr></table> At the end of 2022 - 23 it can be seen that the school is starting to narrow the gap between disadvantaged and non-disadvantaged children in writing and maths. The gap in reading is similar to 2021 – 22. This will continue to be a focus for 2023 – 24.								2021 - 22	End of Term 6				R	W	M	PP (65)	46% (31/67)	22% (15/67)	48% (32/67)	Non-PP (112)	66% (72/109)	46% (51/109)	70% (76/109)	Gap	-20%	-24%	-22%	2022 - 23	End of Term 6				R	W	M	PP (65)	55% (36/65)	40% (26/65)	60% (39/65)	Non-PP (103)	74% (76/103)	57% (59/103)	73% (75/103)	Gap	-19%	-17%	-13%
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	KS2 outcomes 23 - 24	School	National	School	National	School	National	School	National																																							
	All	76% (22/29)	74%	72% (21/29)	72%	79% (23/29)	73%	62%	61%																																							
	Non-disadvantaged	89% (16/18)		83% (15/18)		78% (14/18)		72%	67%																																							
	Disadvantaged	70% (7/10)		60% (6/10)		70% (7/10)		50%	46%																																							
	Gap	-19	-17	-23	-19	-8	-20	-22%	-22%																																							

	Although there is a gap between the attainment of disadvantaged children and non-disadvantaged children in reading, writing and maths, this is partly due to SEN needs. When disadvantaged children with SEN are removed from the data, the gap between disadvantaged and non- disadvantaged is minimal in reading and writing and disadvantaged children attain better than non-disadvantaged children in maths. This will continue to be a focus for 2024 – 25.																				
2024 - 2025 Progress Review	Goal for 2024 – 25 (Disadvantaged children with no SEN) Reading – Gap -7% Writing – Gap -10% Maths – Gap -7% <table border="1"> <tr> <td>KS2 outcomes – No SEND</td><td>School</td></tr> <tr> <td>Reading (Non-disadvantaged / No SEN)</td><td>75% (12/16)</td></tr> <tr> <td>Reading (Disadvantaged / No SEN)</td><td>89% (8/9)</td></tr> <tr> <td>Gap</td><td>+14%</td></tr> <tr> <td>Writing (Non-disadvantaged / No SEN)</td><td>81% (13/16)</td></tr> <tr> <td>Writing (Disadvantaged / No SEN)</td><td>78% (7/9)</td></tr> <tr> <td>Gap</td><td>-3%</td></tr> <tr> <td>Maths (Non-disadvantaged / No SEN)</td><td>88% (15/17)</td></tr> <tr> <td>Maths (Disadvantaged / No SEN)</td><td>89% (14/16)</td></tr> <tr> <td>Gap</td><td>+1%</td></tr> </table>	KS2 outcomes – No SEND	School	Reading (Non-disadvantaged / No SEN)	75% (12/16)	Reading (Disadvantaged / No SEN)	89% (8/9)	Gap	+14%	Writing (Non-disadvantaged / No SEN)	81% (13/16)	Writing (Disadvantaged / No SEN)	78% (7/9)	Gap	-3%	Maths (Non-disadvantaged / No SEN)	88% (15/17)	Maths (Disadvantaged / No SEN)	89% (14/16)	Gap	+1%
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Equality Strategic Priority 3: By July 2026 the attendance of disadvantaged pupils has improved to at least 95% (5% absence)				
Rationale: <i>Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.</i> The attendance of disadvantaged children has decreased following the national lockdowns over the last few years.				
Equality Objective	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: 95% 90%	3 weekly	HT / Inclusion Support/Admin

	Goal for 2024 – 25 Attendance for disadvantaged children is at least 93% The number of disadvantaged persistent absentees is less than 20	○ 85% • Attendance matters letters sent to all parents in September • Staged letters sent to parents of children whose attendance falls below: ○ 95% ○ 90% ○ 85% • Home visits and attendance meetings with parents leading to a Parent Contract meeting (PCM) • Promote good attendance ○ weekly assemblies with the Attendance Challenge and certificates ○ SLT outside each morning reminding children & adults about timings of school day ○ Regular Late gate which rewards children at school on time • Liaise with EIPT from Local Authority for persistent absentee • Referral to Local Authority for fines for holidays taken in term time	Annually 3 weekly As required Weekly Termly As required	Admin Admin Inclusion Support Manager SLT / Governors Inclusion Support Manager Admin																
2022 - 2023 Progress Review	<table><tr><td></td><td>Disadvantaged</td><td>Non-disadvantaged</td><td>Gap</td></tr><tr><td>2020 -2021</td><td>88.5%</td><td>95.6%</td><td>-7.1</td></tr><tr><td>2021 - 2022</td><td>90.4%</td><td>92.9%</td><td>-2.5</td></tr><tr><td>2022 - 2023</td><td>89.1%</td><td>93.9%</td><td>-4.8</td></tr></table> The attendance gap between disadvantaged pupils and non-disadvantaged pupils has reduced since 2020 – 2021. However, in 2022 – 23, the absence rates of 4 disadvantaged children increased as the children and parents became more disengaged with school. Without these 4 children the attendance data would show that the gap between disadvantaged pupils and non-disadvantaged pupils has reduced.					Disadvantaged	Non-disadvantaged	Gap	2020 -2021	88.5%	95.6%	-7.1	2021 - 2022	90.4%	92.9%	-2.5	2022 - 2023	89.1%	93.9%	-4.8
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2024 - 2025 Progress Review	Goal for 2024 – 25 Attendance for disadvantaged children is at least 93% The number of disadvantaged persistent absentees is less than 20. <table><tr><td>2024 - 25</td><td>Disadvantaged</td><td>Non-disadvantaged</td><td>Gap</td></tr><tr><td>Attendance (Disadvantaged)</td><td>91.5%</td><td>94.6</td><td>-3.1</td></tr><tr><td>PA (Disadvantaged)</td><td>19 pupils</td><td>9 pupils</td><td></td></tr></table> The attendance of disadvantaged persistent absentees continues to be a focus.	2024 - 25	Disadvantaged	Non-disadvantaged	Gap	Attendance (Disadvantaged)	91.5%	94.6	-3.1	PA (Disadvantaged)	19 pupils	9 pupils									
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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.