PDET

Equality Information and Objectives

This is a Trust Statement - information and objectives specific to individual academies and their procedures are added by the academy in *Appendix 2 and Appendix 3.* (*For a copy of the academy specific information and objectives – see the individual academy website).*

Date	Revision & Amendment Details	By Whom
September 2019	Approved	Executive
September 2026	Review and updated	Executive

Review / Updates

Education Committee

- Update equality information (described in sections 4 – 7) annually
- Review the whole document every four years

Academies

- Update academy specific equality information (described in Appendix 2) annually
- Review and update objectives every four years

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1. Aims

Peterborough Diocese Education Trust (the Trust) aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it (for details of protected characteristics - see *Appendix 1*)
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which **require schools / academies to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.**

This document is also based on the Department for Education (DfE) advice for schools on the Equality Act, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This document also complies with the Trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Board of Directors will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the Trust, including to governors, staff, pupils and parents / carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives in each academy on a daily basis to the headteacher / head of school and delegate responsibility for monitoring progress of the objectives to the Academy Governance Committee (AGC).

3.2 The Academy Governance Committee (AGC) will:

- Meet regularly with the Headteacher / Head of School or designated member of staff for equality and other relevant staff members to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Monitor progress of the academy's Equality Objectives as set out in *Appendix 3*
- Attend appropriate equality and diversity training
- Report back to the Board of Directors through the Central Executive Team regarding any issues.

3.3 The headteacher / head of school will:

- Monitor the achievement of the objectives on a daily basis
- Promote knowledge and understanding of the equality objectives among staff and pupils • monitor success in achieving the objectives and report back to governors.

If an academy has a designated member of staff for equality, they will:

- Support the Headteacher / Head of School in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the governors on a regular basis to raise and discuss any issues
- Support the Headteacher / Head of School in identifying any staff training needs, and deliver training as necessary.

3.3 All staff

All academy staff are expected to have regard to this document and to work to achieve the objectives referred to in section 8 and set out in *Appendix 3*.

4. Eliminating Discrimination

The Trust is committed to eliminating discrimination and is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, Trust policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Directors, governors and all staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

How individual academies specifically work to eliminate discrimination is set out in *Appendix 2.*

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected by a particular characteristic they have (e.g. pupils / staff with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.

Academy specific details as to how they will advance equality of opportunity can be found in *Appendix 2*.

6. Fostering Good Relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it by:

• Promoting tolerance and friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English / reading, pupils will be introduced to literature from a range of cultures • Working with communities.

For academy specific details in relation to how they foster good relations – *see Appendix 2*.

7. Equality Considerations in Decision-Making

The Trust and its academies ensure they have due regard to equality considerations whenever significant decisions are made.

For details of how individual academies consider the impact of significant decisions on particular groups – *see Appendix 2*.

8. Equality Objectives

The Trust expects each academy to set their own objectives depending on their circumstances and context, whilst keeping in-line with the Trust's overall approach to equality set out in this Policy.

Individual academies Equality Objectives are set out in *Appendix 3*.

9. Monitoring Arrangements

The Board of Directors, acting through the Education Committee, will update the equality information it publishes, described in sections 4 to 7 above, at least every year and this whole document will be reviewed by them at least every 4 years.

The Headteacher / Head of School will, in partnership with their AGC:

- Update the equality information the academy publishes, described in *Appendix 2*, at least every year; and
- Review and agree the academy-specific equality objectives in *Appendix 3* every four years.

10. Links with Other Policies

This document links to the following policies:

• Accessibility plan •
SEND.

Appendix 1

The Protected Characteristics as set out in The Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation.

Appendix 2

Equality Information - Academy Specific

Name of academy: Peakirk-cum-Glinton Primary Academy

Eliminating Discrimination in Our Academy

We work to eliminate discrimination in the following ways:

We work to eliminate discrimination in the following ways:
Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes or on staff meeting CPD schedules.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every.

The Headteacher is responsible for Equality within the school.

A member of staff has responsibility for diversity across the school.

Our PSHRE curriculum specifically addresses different families, respect and tolerance of views, beliefs and faiths and explores difference. This all supports healthy relationships and a respect and tolerance towards others.

Interview paperwork sections related to protected characteristics, is never given to the panel, until after the interviews and the decision has been made to offer employment

Our diversity champion is ensuring that books and resources provided to pupils, represent all protected characteristics

Collective worship covers themes of respect, tolerance and love. in addition to this, specific themes such as black history month are covered as part of the worship.

Advancing equality of opportunity:

In our academy, in addition to what is mentioned in section 5, we advance equality of opportunity in the following ways:

- posters in all classrooms from Stonewall, 'same love different families'
- resources used with pupils and in worship sessions, have representations of different protected characteristics
- the PSHRE curriculum has a whole half term every year dedicated to teaching pupils about protected characteristics.

Fostering good relations:
In our academy, in addition to what is mentioned in section 6, we foster good relations in the following ways:

- pupils visit a range of religious buildings as part of the RE curriculum through trips

- a selection of visitors that represent different faiths speak during RE sessions
- through collective worship, we cover national inclusive events such as Black History Month
- our pupil led bodies such as School Council, Head of Houses etc, represent a range of protected characteristics

Equality considerations in decision-making:
In our academy, the ways in which we consider equalities in decision making, and record those decisions, are as follows:
For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Reviewed by the Headteacher / Head off School: annually

Appendix 3

Peakirk-cum-Glinton Primary Academy Equality Objectives

Objective 1: To monitor and analyse pupil achievement, including attendance, by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Objective 1: To monitor and analyse pupil achievement, including attendance, by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Why have we chosen this objective:
We have chosen the objective *"To monitor and analyse pupil achievement, including attendance, by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils"* because it enables us to identify and address any inequalities that may be impacting student outcomes. By systematically analysing data across key characteristics such as race, gender, and disability, we can ensure that no group is disproportionately underachieving or experiencing barriers to attendance and progress. This objective supports our commitment to fairness and inclusion by highlighting where targeted interventions or additional resources may be needed. It also aligns with our legal and moral responsibility to promote equal opportunities for all pupils, regardless of their background or circumstances. Through this approach, we aim to foster a learning environment where every student is supported to achieve their full potential.

To achieve this we plan to:
1. Establish Clear Monitoring Systems • Develop a robust system for collecting and reviewing pupil data, including academic progress, assessment results, behaviour logs, and attendance. • Ensure that data can be disaggregated by key characteristics: race/ethnicity, gender, and disability/SEND. **2. Appoint a Data Lead or Equality Champion** • Designate a senior leader or inclusion lead to oversee data analysis and drive actions based on findings. • Ensure regular training on unconscious bias, data interpretation, and inclusive practices. **3. Regular Data Analysis Cycles** • Review pupil progress and attendance data at least termly.

- Look for patterns or gaps between different groups (e.g. boys vs girls, SEND vs non-SEND, different ethnic groups).
- Present findings to SLT, governors, and teaching staff with clear summaries and actions.

4. Engage Staff in the Process

- Hold staff training sessions to interpret the data and understand the implications for teaching and learning.
- Include equality objectives in performance management targets where appropriate.

5. Targeted Interventions

- Based on identified trends, implement interventions such as: ○ Academic boosters or small-group support ○ Attendance mentoring or family engagement work ○ In-class strategies to support inclusive learning

6. Pupil Voice and Parent Engagement

- Gather feedback from pupils (e.g. through surveys or School Council) on their learning experiences and sense of inclusion.
- Involve parents/carers, particularly of underrepresented or underachieving groups, in discussions around support and progress.

7. Track and Evaluate Impact

- Monitor the effectiveness of any interventions or changes.
- Use follow-up data to assess whether gaps are closing.
- Adjust strategies as needed to ensure continuous improvement.

8. Report Progress Transparently

- Share equality data and actions with stakeholders through newsletters, the school website, and governing body reports.
- Celebrate progress while being honest about areas still needing work.

Progress we are making towards achieving this objective:

Year 1 2024-2025)

- A structured data tracking system is now in place, allowing pupil performance to be disaggregated by key characteristics.
- Termly data reviews have identified emerging gaps, particularly for certain groups (e.g. boys in writing, pupils with SEND in maths).
- Targeted support has been introduced based on data findings, including small-group interventions and mentoring.
- Staff have received training on interpreting equality data and using it to inform planning.
- Attendance trends are being monitored more closely, and early intervention strategies are being applied where needed.
- Governors have received regular updates on equality-linked data and actions taken.

Year 2 (2025-2026)

- Pupil achievement data continues to be analysed termly by key groups, including disadvantaged pupils, pupils with SEND, gender, and other protected characteristics, enabling leaders to identify barriers and respond swiftly to emerging trends.

- End of Key Stage outcomes demonstrate improved attainment across a number of pupil groups, with disadvantaged pupils showing a significant improvement in performance, increasing by 26 percentage points compared to the previous year.
- The attainment gap between disadvantaged pupils and their peers has narrowed in several areas as a result of targeted academic interventions, curriculum adaptations, and enhanced pastoral support.
- Regular pupil progress meetings ensure that underachievement is identified early and that additional support is put in place promptly.
- Attendance continues to be monitored closely for all pupil groups, with particular attention given to pupils who are disadvantaged or have SEND. Early help, family engagement and attendance support strategies have been implemented where concerns have been identified.
- Leaders have strengthened their monitoring of persistent absence and attendance patterns, enabling more targeted and effective interventions for vulnerable groups.
- Governors receive regular reports on pupil achievement and attendance by pupil group, providing robust challenge and support to ensure equality objectives remain a priority.
- Staff continue to use equality and inclusion data to inform classroom practice, intervention planning and resource allocation, helping to ensure that all pupils have equitable access to learning opportunities.
- Through continued analysis and responsive intervention, the school is evidencing positive progress in reducing barriers to achievement and attendance, supporting improved outcomes and greater educational equity for all learners.

Overall, the school has made good progress towards this objective during Year 2. The notable improvement in outcomes for disadvantaged pupils demonstrates the positive impact of targeted support and rigorous monitoring. While attendance remains an area for ongoing focus for some vulnerable groups, leaders have robust systems in place to identify need, intervene early and evaluate impact.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Why have we chosen this objective:
We know that vulnerable learners—including those eligible for pupil premium, with SEND, in care, or facing challenging circumstances—often face additional barriers to academic success. By focusing specifically on raising attainment in core subjects like reading, writing, and maths, we aim to close achievement gaps, promote equity, and ensure every child has the opportunity to succeed, regardless of their background.

To achieve this we plan to:
1. Identify and Define 'Vulnerable Learners' • Create a clear list of criteria (e.g. Pupil Premium, SEND, EAL, LAC, children with social care involvement). • Maintain an up-to-date register to ensure staff are aware of who falls into this group.
2. Baseline Assessments and Tracking • Use regular formative and summative assessments to establish current levels in core subjects. • Track progress more frequently for vulnerable learners, ensuring data is reviewed at least half-termly.
3. Personalised Learning Plans • Develop individual or group learning plans with specific targets and support strategies. • Involve SENDCO, class teachers, and TAs in designing tailored interventions.
4. High-Quality, Inclusive Teaching • Ensure classroom teaching is differentiated and accessible for all learners. • Use strategies like scaffolding, visual supports, and concrete resources in maths and literacy.
5. Targeted Interventions • Provide evidence-based small-group or 1:1 interventions (e.g. phonics boosters, reading recovery, maths catch-up). • Use Pupil Premium funding to support additional staff or programmes.
6. Staff Development • Provide CPD for teachers and TAs on strategies for supporting vulnerable learners, including trauma-informed practice and adaptive teaching. • Share successful approaches across the school.
7. Parental Engagement

- Strengthen communication with families of vulnerable learners.
- Offer learning workshops, homework support, and regular progress updates to build trust and partnership.

8. Mentoring and Pastoral Support

- Identify key adults for vulnerable pupils who can check in on their wellbeing and motivation.
- Use pastoral support to address emotional or social barriers to learning.

9. Evaluate Impact and Refine Strategies

- Monitor the effectiveness of interventions and adapt as needed.
- Look at individual case studies to evaluate both academic progress and wider outcomes.

10. Celebrate Progress

- Recognise and celebrate improvements in attainment, effort, and engagement—both in school and with parents.
- Use praise, certificates, assemblies, or reward systems to boost motivation.

Progress we are making towards achieving this objective:

Year 1 (2024-2025)

- Vulnerable learner profiles have been established, with all staff aware of key pupils in their classes.
- Gaps in attainment between vulnerable learners and their peers have begun to narrow in reading and maths (based on end-of-year or termly data).
- Interventions such as phonics boosters, reading support groups, and TA-led maths catch-up sessions have been implemented and evaluated.
- Use of Pupil Premium funding has been reviewed and targeted more effectively.
- Improved engagement and confidence among targeted pupils, as noted in pupil voice feedback and classroom observations.
- Pastoral support has been explored for the future, such as ELSA training.

Year 2 (2025-2026)

- Vulnerable learner profiles continue to be reviewed and monitored regularly, ensuring staff have a clear understanding of pupils' strengths, needs and barriers to learning.
- A comprehensive **Vulnerability Matrix** has been established for each year group and shared with all staff. This enables leaders and teachers to identify vulnerable pupils quickly, monitor attendance, wellbeing and academic progress closely, and target support effectively to improve outcomes and reduce barriers to learning.
- Outcomes for vulnerable learners have improved across core subjects, demonstrating the positive impact of targeted interventions, adaptive teaching and rigorous progress monitoring.
- Disadvantaged pupils achieved significantly improved outcomes at the end of Key Stage 2, with **60% achieving the expected standard in Reading, Writing and Mathematics combined**, representing an increase of **26 percentage points** compared to the previous year.

- End of Key Stage 2 outcomes were above national averages across all assessed subjects, demonstrating the effectiveness of the school's inclusive approach to raising attainment for all learners.
- In EYFS, **100% of pupils achieved the Early Learning Goals**, providing a strong foundation for future learning and helping to reduce attainment gaps from the earliest stages.
- Phonics outcomes for vulnerable groups remain a focus. In Year 1, **60% of pupils with SEND** achieved the phonics screening standard, while **50% of disadvantaged pupils** achieved the standard. Reading has therefore been identified as a key priority, with additional phonics catch-up programmes, targeted intervention groups and enhanced reading support in place.
- A range of evidence-based interventions, including phonics support, reading interventions, maths catch-up programmes and targeted small-group teaching, have continued to accelerate progress for pupils identified as at risk of underachievement.
- SEND provision has been strengthened through targeted support programmes, including a SEND Forest School group, which has improved pupils' confidence, engagement, communication skills and readiness to learn.
- ELSA support has been introduced to help pupils overcome emotional barriers to learning, supporting the development of emotional regulation, resilience and positive relationships.
- Enhanced pastoral provision, including targeted support from the Family Support Worker, has strengthened engagement with families and provided tailored support for vulnerable children and their parents.
- The school has successfully secured a number of Education, Health and Care Plans, ensuring that pupils with the highest levels of need receive the specialist provision and resources required to succeed.
- Attendance outcomes for vulnerable groups have improved significantly. Attendance for pupils with SEND has increased from **84% to 93%**, reflecting the impact of targeted support and close partnership working with families.
- Persistent absence has reduced substantially for vulnerable groups, with FSM persistent absence reducing from **27% to 14%** and SEND persistent absence reducing from **27% to 22%**.
- Regular pupil progress meetings, attendance reviews and intervention evaluations ensure that support is continually refined and resources are directed where they have the greatest impact.
- Staff continue to receive training in adaptive teaching, SEND provision and inclusive classroom practice, enabling vulnerable learners to access the curriculum and achieve success alongside their peers.

Overall, the school has made strong progress towards this objective during Year 2. Significant improvements in attainment, attendance and engagement for vulnerable learners demonstrate the positive impact of targeted academic, pastoral and SEND support. While reading remains a key priority for some groups, the school is successfully reducing barriers to learning and ensuring that vulnerable pupils are increasingly able to thrive and achieve their full potential.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why have we chosen this objective:

Engagement from both pupils and parents plays a vital role in a child's academic and social success. However, some families or pupils may face barriers that reduce their ability to participate fully in school life—whether due to language, work commitments, socio-economic factors, or additional needs. This objective ensures that we take a proactive, inclusive approach to understanding and removing those barriers, so all pupils and their families feel valued, involved, and supported.

To achieve this we plan to:

1. Audit Current Engagement Levels

- Review participation in areas such as: ○ Parents' evenings and workshops ○ School events and trips
  - ○ Homework completion and support at home ○ Pupil voice activities (e.g. School Council, surveys)
  - ○ Clubs and enrichment opportunities
- Disaggregate data by pupil group (e.g. SEND, EAL, Pupil Premium) to identify gaps.

2. Gather Feedback from Stakeholders

- Use surveys, focus groups, or informal conversations to understand parent and pupil perspectives.
- Ask about barriers to engagement (e.g. work hours, confidence, language, transport, cost).
- Ensure feedback is gathered in multiple formats and languages where needed.

3. Strengthen Communication Channels

- Review school-home communication methods to ensure clarity and accessibility.
- Offer translations, visual formats, or digital tools to help parents stay informed.
- Provide regular, positive updates—not just when concerns arise.

4. Make Activities More Inclusive

- Adjust timings of events (e.g. repeat sessions at different times or offer online access).
- Offer childcare or refreshments at workshops to increase attendance.
- Reduce or subsidise costs for trips, clubs, or uniform where needed.

5. Promote Pupil Voice and Leadership

- Encourage all pupils to participate in school life—ensure class reps, ambassadors, and clubs reflect the diversity of the school.
- Actively seek input from less-confident pupils or those who may feel excluded.

6. Build Trusting Relationships

- Assign key staff (e.g. learning mentors, family liaison officers) to work closely with hard-to reach families.
- Create regular informal opportunities for connection, like coffee mornings or "stay and play" sessions.

7. Celebrate and Share Success

- Publicly celebrate pupil involvement, creativity, and leadership in assemblies, newsletters, and displays.
- Showcase positive parent engagement and success stories to encourage others.

8. Staff Development

- Train staff on culturally responsive engagement, inclusive communication, and supporting families with varied needs.
- Share best practice examples within staff meetings and across the wider school community.

9. Review and Evaluate

- Monitor changes in engagement over time.
- Track attendance at events, participation in enrichment, and parent involvement in learning.
- Use findings to shape future planning and resource allocation.

10. Report Progress Transparently

- Share engagement data and actions taken with governors and the wider school community.
- Celebrate improvements and outline next steps clearly.

Progress we are making towards achieving this objective:

Year 1 (2024-2025)

- Engagement audits completed; baseline data gathered on parental attendance at events, club participation, and pupil involvement in leadership roles.
- Increased attendance at parents' evenings and workshops due to more flexible scheduling and hybrid meeting support.
- More inclusive enrichment offer—with subsidies provided where needed—leading to broader participation in school clubs and trips.
- Family feedback suggests greater satisfaction with school communication and opportunities to be involved.
- Pupil representation has become more inclusive, with a greater number of disadvantaged and SEND pupils involved in leadership groups like School Council and Faith Council.
- Positive parental testimonials and improved relationships between school and hard-to-reach families noted and evidenced at SIAMS inspection April 2025.

Year 2 (2025-2026)

- The school continues to monitor engagement across parental involvement, pupil participation and enrichment opportunities to ensure all groups can access and benefit from school life.
- The introduction of a targeted **Family Support Worker** role has strengthened relationships with families, particularly those facing additional challenges, helping to remove barriers to attendance, learning and engagement.
- Communication between home and school has been further enhanced through regular contact, early intervention meetings, social media updates and personalised support for families requiring additional guidance.
- Parent participation in meetings, reviews and support planning remains strong, particularly for pupils with SEND and vulnerable learners, ensuring that families are actively involved in decision-making and provision planning.
- The school has increased the number and range of family engagement opportunities throughout the year, including events such as **World Book Day celebrations, Family Phonics sessions, reading events and curriculum workshops**, enabling families to become more actively involved in their children's learning.
- Social media platforms are being used effectively to celebrate pupil achievements, share learning experiences and strengthen connections between school and home.
- More pupils from vulnerable groups are now participating in clubs, enrichment activities and wider school opportunities. Careful tracking has enabled leaders to identify pupils who may face barriers to participation and provide targeted support where needed.
- A range of **free after-school clubs** has been offered to ensure that financial circumstances do not limit access to extracurricular opportunities.
- Funded holiday club places have been secured for vulnerable and disadvantaged pupils, increasing access to enrichment activities and supporting wider participation outside of the school day.
- Additional trips and educational visits have been provided for disadvantaged pupils, helping to broaden experiences, enhance cultural capital and support engagement with the curriculum.
- The school's **Vulnerability Matrix** continues to support staff in identifying vulnerable pupils and targeting engagement strategies effectively, ensuring that opportunities are accessible to those who would benefit most.

- Successful Education, Health and Care Plan applications have enabled families to access appropriate support and specialist provision, strengthening collaborative working between home, school and external agencies.
- Pupil voice opportunities continue to be accessible to all learners, with increased participation from disadvantaged pupils and pupils with SEND in leadership, enrichment and wider school activities.
- The SEND Forest School group, ELSA provision and pastoral support programmes have increased pupil confidence, wellbeing and engagement in school life, enabling pupils to participate more fully in learning and extracurricular opportunities.
- Attendance improvements among vulnerable groups demonstrate stronger engagement with school. Attendance for pupils with SEND has increased from **84% to 93%**, while persistent absence has reduced significantly for both FSM pupils (**27% to 14%**) and pupils with SEND (**27% to 22%**).
- Parent and pupil feedback continues to indicate high levels of satisfaction with the support provided by the school, alongside a strong sense of belonging and inclusion within the school community.
- Forum members regularly review engagement, attendance and participation data to ensure that school improvement strategies continue to promote equity, inclusion and equal access for all pupils and families.

Overall, the school has made very strong progress towards this objective during Year 2. Increased family engagement, enhanced communication, a wider range of enrichment opportunities and targeted support for vulnerable pupils have resulted in greater participation across all aspects of school life. The school has successfully reduced barriers to engagement and continues to ensure that all pupils and families feel valued, included and able to contribute to the life of the school.

Reviewed by the Headteacher / Head of School: annually