Staverton CE Primary Equality Objectives

Objectives Set: September 2025
Reviewed: June 2026
Next Review: Autumn 2026

- **Objective 1: Improve attendance for vulnerable groups in school (FSM, SEND, PP and EAL) so that attendance is in-line with not FSM, no SEND, no PP or not EAL.**

Rationale for objective:
• Improving attendance for vulnerable groups, including pupils eligible for Free School Meals (FSM), those with Special Educational Needs and Disabilities (SEND), Pupil Premium (PP) students, and those with English as an Additional Language (EAL), is a key equality priority. Current patterns typically show that these groups experience lower attendance rates compared to their peers, which can contribute to gaps in attainment, wellbeing, and long-term outcomes. • Barriers to attendance for these pupils may include socioeconomic challenges, health needs, additional learning requirements, language barriers, and reduced parental engagement or confidence in navigating the education system. Without targeted support, these factors can lead to persistent absence and increased risk of disengagement from education. • Ensuring that attendance for these groups is in line with non-FSM, non-SEND, non-PP, and non-EAL pupils is essential to promoting equity and inclusion. High attendance is strongly linked to improved academic progress, stronger relationships with peers and staff, and better safeguarding outcomes. • By prioritising attendance for vulnerable groups, the school demonstrates its commitment to removing barriers, promoting equal opportunities, and ensuring that all pupils can fully access the curriculum and wider school experiences. This objective supports statutory responsibilities under equality legislation and reinforces the school's role in fostering an inclusive environment where every pupil can thrive.

Actions planned:

• **Robust Monitoring and Early Identification**
  ○ Track attendance for all vulnerable groups.
  ○ Identify patterns of absence early, including persistent absenteeism.
  ○ Use data to trigger timely interventions.
• **Targeted Pastoral Support**
  ○ Assign key staff to monitor identified pupils.
  ○ Provide mentoring and check-ins to build engagement and belonging.
• **Parental Engagement and Communication**
  ○ Establish regular, supportive communication with families.
  ○ Support parents to understand the importance of attendance.
  ○ Use translators or bilingual staff where needed to support EAL families.
• **Addressing Practical Barriers**
  ○ Provide support with uniform, transport, or breakfast provision where needed.
  ○ Ensure access to free school meals and wider financial support.
  ○ Liaise with external agencies to support families facing complex challenges.

- **Inclusive and Adaptive Practice**
  - Ensure teaching approaches meet the needs of SEND and EAL learners.
  - Review curriculum accessibility to reduce disengagement.
  - Provide flexible support or phased returns where appropriate.
- **Positive Incentives and School Culture**
  - Promote a culture of high expectations around attendance.
  - Celebrate improved attendance and positive engagement.s
- **Multi-Agency Collaboration**
  - Work with external professionals (e.g., health services, social care) to address wider barriers.
  - Engage with local authority attendance teams where necessary.
- **Staff Training and Awareness**
  - Train staff to understand barriers faced by vulnerable groups.
  - Ensure consistent expectations and responses to absence across the school.
- **Evaluation and Accountability**
  - Review the impact of interventions half-termly.
  - Adjust strategies based on evidence and outcomes.

Through these actions, we aim to reduce absence gaps and ensure that all pupils, regardless of background or need, can attend regularly and succeed.

Progress to date:

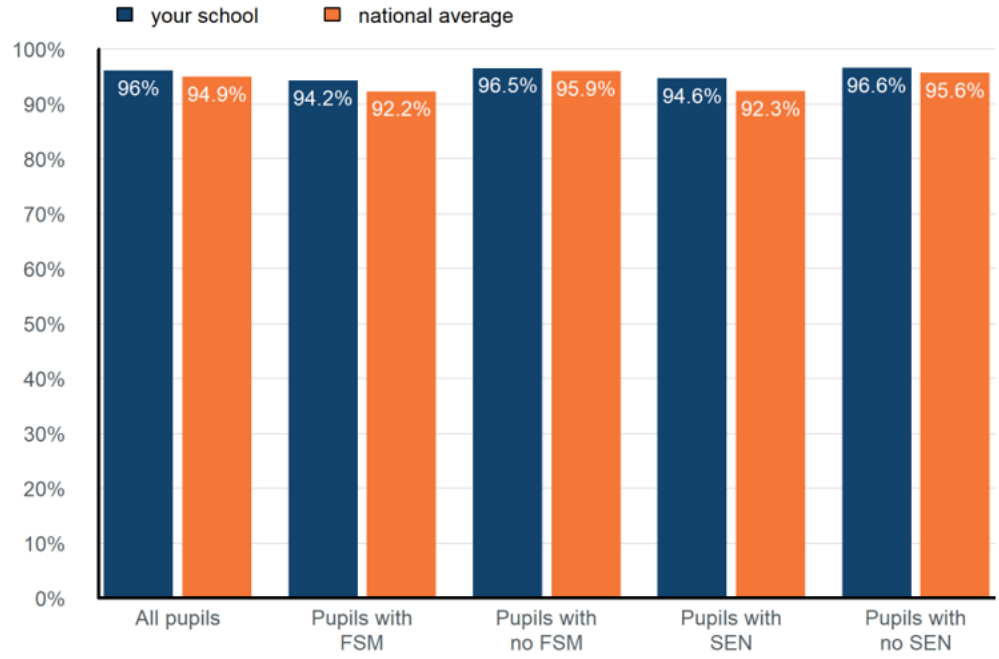
Year 1:

11/6/2026 data below compares data for all pupils compared to the previous academic year:

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2024-2025	95.2%	4.8%	1.1%
Autumn 2025-2026	96.0%	4.0%	0.6%
Trend	↑	↓	↓
Spring 2024-2025	94.7%	5.3%	1.2%
Spring 2025-2026	95.3%	4.7%	0.6%
Trend	↑	↓	↓
Summer 2024-2025	94.9%	5.1%	2.4%
Summer 2025-2026	95.2%	4.8%	2.0%
Trend	↑	↓	↓
Overall 2024-2025	95.0%	5.0%	1.5%
Overall 2025-2026	95.6%	4.4%	0.9%
Trend	↑	↓	↓

Pupil group comparison

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) support compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2025 to 2026, up to Monday 30 March 2026.



Autumn 2026 review

Attendance data from Autumn 1 2026 shows that attendance for vulnerable groups in school (FSM, SEND, PP and EAL) is in-line with not FSM, no SEND, no PP or not EAL.

Comparison of Overall Attendance and Groups: Historical Data to Present (2026-27)

Information for the table below can be located in half termly DfE Attendance summary reports for 2026/27

%	2018/19 pre-pandemic comparison		2023/24		2024/25		2025/26		
	Sch	NA	Sch	NA	Sch	NA	Sch	NA	Sch YTD Autumn 1 2026 Black=Arbor Purple=DfE
All Pupils		96	95.4	94.5	95	94.8	95.6	94.9	97.7 97.7
FSM		94.4	94.5	92.0	93.4	92.1	94	92.4	97.2 98.26
No FSM			95.2	95.4	95.2	95.7	96	95.9	97.8 97.29
SEN Support		94.4	94.8	92.1	94.8	92.4	95.5	92.4	97.8 97.78
No SEN Support			95.3	95.0	95	95.4	95.7	95.6	97.7 97.73
EAL			92		93.2		94.2		96.86
Non EAL			95.6		95.2		95.9		97.86

Objective 2: To develop an enrichment offer to consistently enhance the opportunities and experiences of disadvantaged children by 2028.

Rationale for objective:
• An enrichment offer for disadvantaged pupils is essential to close attainment gaps, build cultural capital, improve wellbeing and engagement, and ensure all children—regardless of background—have equal access to opportunities for success. • Enrichment helps reinforce learning in engaging ways and can build background knowledge (often called "cultural capital"). • Widens access to experiences such as musical and sporting opportunities. • Funding trips and residentials enables disadvantaged children to access the kinds of experiences more advantaged peers often get outside school. • Support social, emotional, and mental wellbeing and improve resilience and self-esteem in safe, structured environments where relationships with peers and staff can be strengthened. • Improving engagement and attendance through enrichment to support a sense of belonging and regular attendance. • Builds upon essential life such as teamwork and communication, problem-solving and creativity, leadership and independence. • Promotes equity, not just equality and raises aspirations and future outcomes.

Actions planned:
• Completion of Pupil Premium Strategy • Barriers and Vulnerabilities grid for every disadvantaged child • Track attendance at clubs, funding for trips and residentials, music lessons, breakfast club etc • Plan a termly programme of trips with costs funded • Invite guest speakers from a range of professions and backgrounds • Offer after-school clubs in arts, music and sport • Target pupils with low attendance for priority access to enrichment activities • Communicate regularly with families to encourage participation • Embed teamwork, leadership, and communication into all enrichment activities • Offer pupil leadership roles (Worship Leaders, School Council, Eco-Club) • Remove financial barriers • Organise careers events to increase aspirations

Progress to date:
Year 1: • See tracking sheet for 2025-2026 **Autumn 2026 review** • Enrichment offer tracked 2025-2026 and 2026-2027. This demonstrates that we consistently monitor the opportunities and experiences of our disadvantaged pupils • Pupil leadership roles in school include children who are disadvantaged • Pupils with low attendance who are disadvantaged offered free Wrap Around Care • Financial barriers removed from trips, residentials and enrichment experiences whenever possible