



Equality Action Plan 2024- 2028 December 2025 update

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish key information and objectives and show we have due regard for equalities.

Schools are required to publish this information annually

Hampshire County Council and schools Key principles for inclusion: All children and young people will have access to a high quality broad, balanced and relevant curriculum that affords them the opportunity to achieve well and experience success. School will actively seek to remove barriers to learning and participation.

This document identifies key information that allows the school to assess its performance against 3 areas

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share protected characteristics and those who do not.

The school has reviewed its performance and gained key information through

- Analysis of performance data- for the end of each key stage and on-going assessments of current attainment and progress
- Observations in school- by staff, governors and local authority
- Ofsted inspection reports

The school has used this information to create objectives that will improve its performance in these key areas.

To be reviewed: Annually in December

Priority	Actions to be taken	Lead Responsibility	Outcomes- Dec 24/25
To improve the attendance for disadvantaged pupils to be inline with other students.	Letters to parents Awards for class attendance Robust systems in office Meetings and relationships with parents	TS/ Admin/ Class teachers	December 2024 -SIP KT 1- Improvement in all attendance data for Autumn 24 which is 0.5% above national. SEN/ PP attendance data inline with national PP/ SEN. Attendance as a school is improving overall and this has had an impact on all groups of learners.



			<p>EHCP attendance is 4% above national EHCP and only 2% below overall attendance data. Currently PP and SEN support is 3% below other children but is an improvement on 23/24 data by 1%</p>
<p>To ensure that the curriculum promotes the equal value of all human beings regardless of their circumstances or background during a period of curriculum review.</p>	<p>PSHRE curriculum coverage review Assembly planning review Safeguarding curriculum review</p>	<p>SN/ TS/ all school stakeholders</p>	<p>December 2025 review The first half term Autumn 2025- PP childrens attendance was 96.1% which is 0.7% above the national figure for all children and 3.2% above FFT PP. Our SEN children attend 96.1% again 2.6% above FFT SEN and 0.7% above national for all children.</p> <p>December 24- The school subject leads have review the curriculum with regards to EDI and if necessary have made changes. A review by our school governor was completed Dec 24, this will be reviewed again if changes are made.</p> <p>December 2025 review Our annual review of the curriculum looks at text choices and topic coverage. The school has attended the Inclusion Diversity Partnership project and considered some ideas presented by them. We also have regular school library service visits to keep up to date on relevant books. We are</p>



			joining the Nightjar project when funding is secured.
The progress of children with SEN will be inline with the children without additional needs.	Review of provision and SEN provision Review curriculum offer Review assessment steps of children with SEN. Measure effectiveness of new IEP's	TS/LB and all teachers	2024 review Data drop information for end of 24- shows that 90% of children with SEND have made the expected progress from their starting points in at least two of the three areas of reading, writing and maths. This is inline with the progress made by children who are not on SEND register. December 2025 review Data drop 1 shows that 95% children across Year 1 and 2 made progress from their baseline and they are progressing inline with their peers. Any children that are not are receiving additional support and tutoring.