



Burlington Junior School Equality Objectives and PSED Action Plan 2024 - 2025



Date Objectives Set: October 2022

Date Objectives to be Reviewed: No later than October 2026

Objective:	Actions to be taken:	Impact / Progress
<p>To monitor pupil progress and attainment in order to ensure that pupils in vulnerable groups achieve their potential.</p>	<ul style="list-style-type: none"> • Termly analysis of pupil data by SLT that includes different pupil groups – SEND, PPG, ethnicity, EAL, sex. • Termly analysis of behaviour incidents by SLT. This allows trends to be identified and acted upon. • Termly pupil progress meetings with all teachers. • Analysis of attendance including lateness by pupil groups. • All analysis takes place to identify underlying factors that affect imbalances of attainment in order to provide appropriate support. 	
<p>To provide a variety of enrichment opportunities which give the opportunity for all children to become rounded individuals both physically and psychologically. This may include access to sports' clubs, extra-curricular activities, trips and visits, and multicultural weeks. All vulnerable pupils will be specifically offered enrichment opportunities in sports, arts or music.</p>	<ul style="list-style-type: none"> • Continue to offer a high number of extended clubs to all pupils. • Ensure that all pupils who require financial support will receive access to one assisted place during the academic year. • Ensure teachers are aware of the club places available and signpost pupils in their classes towards clubs of interest. Teachers to speak to parents where appropriate to raise awareness of offer and increase engagement. • SLT and PE lead to monitor termly participation. 	
<p>To ensure that planning and resources utilised in lessons are reflective of both our school and wider community. This can be seen through the</p>	<ul style="list-style-type: none"> • Curriculum leader to review planning to ensure planning and resources are reflective of the school and wider community. • SLT to spotlight planning to review the use of resources and year leaders to share key messages with year teams. • School council to provide pupil voice on the use of reflective resources in school. 	

<p>texts studied, images used and references to inspirational figures and places.</p>		
<p>To ensure that reasonable adjustments are made for any staff member, parent or pupil with a physical disability or mental health need to better meet their needs in line with our accessibility plan. Where any disadvantages are identified or experienced, they are addressed quickly and monitored accordingly.</p>	<ul style="list-style-type: none"> • SLT to monitor implementation of accessibility and to seek views of parents where appropriate regarding access to the site and reasonable adjustments required for parents/carers at school events. • SLT to review outcomes of SEND pupils at termly pupil progress meetings to ensure reasonable adjustments are utilised and are having impact. • Termly SEND meetings to take place with parents to review progress and use of reasonable adjustments at school. • Where applicable, the headteacher will meet with staff with protected characteristics (for example pregnant staff), to review any adjustments currently in place and whether changes are required. 	