



# Burlington Junior School

## Equality Objectives and PSED Action Plan

### 2025-2026



*Date Objectives Set: October 2025*

*Date Objectives to be Reviewed: No later than October 2029*

<b>Objective:</b>	<b>Actions to be taken:</b>	<b>Impact / Progress</b>
<p>To continue 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"> <li>• Regular pupil progress meetings (termly) with all teachers to review attainment and progress data of pupils within different pupil groups – SEND, PPG, ethnicity, multilingual, sex.</li> <li>• Termly analysis of behaviour incidents by SLT. This allows trends to be identified and acted upon. Analysis of attendance including lateness by pupil groups.</li> <li>• All analysis takes place to identify underlying factors that affect imbalances of attainment in order to provide appropriate support.</li> <li>• Targeted interventions put in place tailored to the needs of vulnerable pupils.</li> <li>• Monitor the impact of interventions termly through assessment data and conversations with teachers/review of books at pupil progress meetings.</li> <li>• CPD on task design, interventions, quality-first teaching.</li> <li>• CPD around relational behaviour policy.</li> </ul>	
<p>To continue 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"> <li>• Review the current enrichment offer – speak with pupils about preferences and adapt the club offer where possible for the spring and summer terms.</li> <li>• Continue to offer a high number of extended clubs to all pupils across a broad range of domains.</li> <li>• Identify vulnerable pupils and track participation in enrichment activities.</li> <li>• Invite and encourage vulnerable pupils to join clubs using personal invitations to pupils (and families) from staff members.</li> <li>• Ensure that all pupils who require financial support will receive access to one assisted place during the academic year.</li> </ul>	

<p>To continue to ensure that planning and resources utilised in lessons are reflective of both our school and wider community. This can be seen through the texts studied, images used and references to inspirational figures and places.</p>	<ul style="list-style-type: none"> <li>• Curriculum leader and subject leaders to undertake an audit to evaluate current texts, images and references used. This will highlight and help to identify areas where representation can be strengthened.</li> <li>• Curriculum leader and subject leaders to support teachers in selecting texts and materials that reflect a range of cultures, backgrounds and experiences relevant to pupils.</li> <li>• SLT to spotlight planning to review the use of resources and year leaders to share key messages with year teams. CPD to be provided to the wider staff if required.</li> <li>• School council to provide pupil voice on the use of reflective resources in school.</li> </ul>	
<p>To continue to ensure that reasonable adjustments are made for any staff member, parent or pupil with a physical disability, special educational need 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"> <li>• 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.</li> <li>• SLT to review outcomes of SEND pupils at termly pupil progress meetings to ensure reasonable adjustments are utilised and are having impact.</li> <li>• Reasonable adjustments and interventions to be in place based on outcomes.</li> <li>• Termly SEND meetings to take place with parents to review progress and use of reasonable adjustments at school.</li> <li>• 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.</li> <li>• CPD delivered to staff according to need, as well as regular check-ins with staff regarding disability awareness, mental health and inclusive practices.</li> </ul>	