Objective	Which group(s) with protective characteristics will this benefit	Actions and who will be involved	Which general duty(ies) will it address	How will we measure our success	Review of objectives
To develop pupil knowledge of diversity and equality by weaving through our school ethos, practices and curriculum.	Disability Gender Race Religion or Belief Sexual Orientation Gender reassignment	Ensure that all types of people are represented in teaching and learning materials To challenge stereotypes when they arise in teaching and learning by using examples of all types of people in different roles Visiting different places of worship and learning about different faiths Collective worship to celebrate different people from a range of ethnicities, disabilities as well as festivals from different religions and countries. Visitors to share different faiths and cultures.	Will eliminate unlawful discrimination, harassment, victimization and other conduct prohibited by the Act. Greater understanding and respect for differences.	Pupils will have a wide experience of a diverse society. Children understand they are part of a multi-faith and multicultural society	My school encourages me to respect people from other backgrounds and to treat everyone equally 97% agreed or strongly agreed the 3% were in the middle neither agree or disagree. 68% of children agreed or strongly agreed that we teach them about different people who live in Britain. ensure children understand they live in a multicultural society. Trips to different places of worships returned as a standard part of our curriculum after Covid. Collective worships that celebrate different religious and world views were planned. The curriculum is well planned so diverse people are studied in terms or artist, authors, historical figures and scientists. We celebrated Holi Festival enriching children's experiences of different culture. Each year we celebrate languages day so children can be immersed in languages and cultures from different places. PSHE During arts week we linked it to Black History month and celebrated black artist and composers. We have a strong PSHE curriculum which teacher children about stereotypes and the importance of diversity and inclusion.

<table>
<tr>
<td>To effectively support children so
that measurable progress is made by all, including those in vulnerable groups</td>
<td>SEND
Gender
Race
Religion or Belief
Pupil Premium (Socio-economic disadvantaged)</td>
<td>Careful tracking of attainment and progress for pupils with projected characteristics. Where appropriate to work with external agencies to achieve the best outcomes for children</td>
<td>Advance equality of opportunity between people who share protected characteristics and those who do not</td>
<td>By outcomes and progress of pupils</td>
<td>SEND children and Pupil Premium groups do not perform as well as their peers currently though we have narrowed the gap. SEND children make good progress towards outcomes on their support plans and EHCPS. Our KS2 data shows that our Pupil Premium children performed as well at their peers with 75% achieving expected in Reading, writing and math. This is higher than the national figure. We have seen an increase in pupil premium' attendance in school.
<table>
<tr><th>Attendance Data</th><th>2024-2025</th><th>2025-2026</th><th>2026-2027</th></tr>
<tr><td>PP & Disadvantaged</td><td>94%</td><td>95%</td><td>96+%</td></tr>
</table>
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<tr>
<td>To ensure the school environment is as accessible as possible to pupils, staff and visitors</td>
<td>Disability
Gender</td>
<td>Accessibility Plan up to date – SENDCO, Health and Safety Governors and Caretaker to work together to ensure site is accessible</td>
<td>Advance equality of opportunity between people who share protected characteristics and those who do not</td>
<td>All pupils, visitors and staff able to access learning environment.</td>
<td>Yellow lines freshly painted to support children who are visual impairments. Changes to path in KS1 outdoor are to support visually impaired. Changes to Tarmac and ramp at KS1 door into school for wheelchair access. Path at front of school changed from paving slabs to tarmac smoother access supporting people with physical disabilities to enter the school. We have adapted the ramp at the KS1 entrance to ensure it is accessible for people in wheelchairs to use. We teach children about different disabilities that people may have to ensure children are well</td>
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</table>

					rounded individual who show compassion to others.