



Butts Primary School Equality Objectives 2025-2026

Objective 1: To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Data is analysed by the Leadership team and staff drill down their own particular class data. This is then discussed in Pupil Progress meetings 3 times a year for each cohort. Any areas causing concern are then addressed and steps put into place with any groups or individuals requiring intervention.

This data is reported to the local governors, Cadmus governors and the Local Authority.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners. For vulnerable learners (Pupil Premium) to achieve national average levels in Reading, Writing and Maths and to close the gap between them and non-Pupil Premium peers.

- All data for Pupil Premium is analysed and compared with non-Pupil premium peers. Interventions are then designed to narrow the gap.
- Pupil Premium children receive tailored interventions to support their needs
- All class work is differentiated so that children are working at an appropriate level of challenge for their ability. Gap tasks and rapid fixes are provided to help children achieve their learning objectives.
- Books from vulnerable groups are regularly scrutinised and compared to pupils from non-vulnerable groups.

Objective 3: To raise levels of parental and pupil engagement in learning and school life, across all activities including regular attendance, to ensure equity and fairness in access and engagement.

The school has a range of ways to ensure that pupils and parents are supported across different aspects of school life:

- All pupils, including SEN and Pupils Premium, have targets that reflect their next step needs. This information is reported to parents three times a year. Regular conversations take place with parents about pupil progress through the year.
- Pupils with Specialist Support and EHC Plans have regular visits and assessment from appropriate outside agencies and their advice is incorporated into targets and teaching strategies. Parents are kept in touch with developments and there is an open door policy to discuss needs and concerns.
- Attendance Lead tracks all groups' attendance, looking for trends and issues. This is reported on each half term. Any issues are acted upon first day calls, medical sharing, home visits and EWO support. Good attendance is recognised and encouraged. No term time holidays are authorised.
- School holds regular enrichment days and parent workshops. Parents are also invited to productions and concerts. There are two target setting days and a open drop in meeting per year. Parents are also free to see staff throughout the year as necessary.
- School provides support with translation and interpretation for home languages.
- Transition Y6-7 involves well-being programmes, resilience and transition workshops. Schools liaise and discuss vulnerable children such as SEN and may arrange additional activities to support their transition.
- School visits and in- school experiences are subsidised by school for all pupils and capped.