

This Equality Objectives Action Plan supports the Campfire Education Trusts Equality Information and Objectives Statement. It is reviewed early in the autumn term, following National Performance Data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. As a minimum requirement, Equality Objectives are updated every four years; this action plan forms part of this process in which progress towards our long term strategic priorities are evidenced each year. All Campfire Education Trust schools have written new Equality Objective Action Plans for September 2022, following the first National release of performance data since 2019.

Equality Strategic Priority 1: By 2026 we will reduce the trend of higher absence from our pupil premium children.

Rationale: Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

We have identified that, as a continuing trend, our pupil premium children have a higher level of absence than our non pupil premium children.

Total % Attendance

Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (98 pupils)

Year Group	No. of Pupils	Pre2 %	Pre3 %	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Year 1	14	-	98.5%	91.1%	90.3%	88.4%	-	-	-	-	-
Year 2	20	-	-	92.8%	94.3%	90.0%	88.8%	-	-	-	-
Year 3	15	84.2%	95.0%	92.3%	92.3%	93.0%	88.5%	95.0%	-	-	-
Year 4	14	-	90.3%	89.6%	95.5%	92.7%	95.6%	91.5%	88.6%	-	-
Year 5	18	-	-	95.8%	94.2%	91.8%	95.1%	96.0%	92.8%	89.7%	-
Year 6	17	-	-	-	94.6%	96.0%	93.3%	96.3%	97.3%	93.9%	98.7%

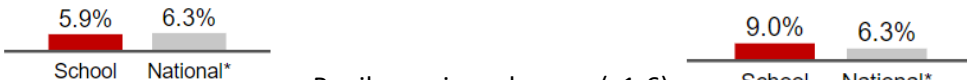
In the academic year 2021-2022 pupil premium children were predominantly more absent than non pupil premium. Where the trend is bucked, the 2022-23 data suggests that this may not be maintained or that attendance levels were classed as persistent absence in both pupil premium and non pupil premium in that year group.

Total % Attendance

Y1, Y2, Y3, Y4, Y5, Y6 - Not Pupil Premium (60 pupils)

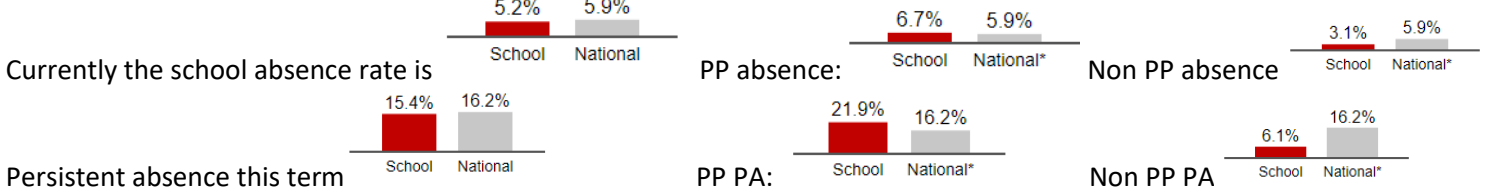
Year Group	No. of Pupils	Pre2 %	Pre3 %	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %
Year 1	11	-	81.3%	97.0%	91.6%	91.8%	-	-	-	-	-
Year 2	9	-	100%	92.4%	95.1%	92.1%	98.3%	-	-	-	-
Year 3	11	91.5%	97.0%	93.4%	96.9%	99.4%	93.4%	95.5%	-	-	-
Year 4	8	-	76.9%	86.8%	93.3%	93.5%	95.9%	90.0%	81.2%	-	-
Year 5	10	-	-	76.3%	96.5%	95.5%	94.7%	97.4%	93.0%	91.0%	-
Year 6	11	-	-	-	96.8%	96.2%	94.7%	94.8%	96.4%	92.5%	94.4%

We have a number of strategies that we use to encourage regular attendance at school. Every pupil has the opportunity to earn "Moorland Pounds" to purchase a reward from the "Moorland Market" if they attend school each full week. Attendance is recognised in our weekly whole school assembly. Our learning mentor and family support worker check absence on a daily basis and follow up any absences with phone calls and home visits. They refer pupils to the Education Welfare Officer as required.

Equality Objective for 2024-2025	Impact Measures	Actions	Milestones	By Whom									
<p>To use a multi-targeted approach to ensure that attendance of pupil premium children will improve to meet at target of 96%.</p>	<p>Displays within school highlight the expectation to be a Moorland HERO (Here, Every day, Ready to learn, On time)</p> <p>Attendance levels are reported weekly in the hall and shared in whole school assembly.</p> <p>Signage around the school grounds highlights the impact of poor attendance on learning. Entrances to school and classroom doors display posters and signs.</p> <p>The “Moorland Market” is visited by pupils each week to ensure rewards and recognition are given for good attendance.</p> <p>Meetings with parents of pupils who are repeatedly absent to discuss an action plan of how school can support in getting pupils to school. Referrals to school nurse.</p>	<p>Use the Summary table of responsibilities for school attendance (publishing.service.gov.uk) as a tool for improving attendance.</p> <p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance</p>	<p>From Sept 2022</p> <p>October 2022</p> <p>Ongoing from Sept 2022</p> <p>Ongoing from Sept 2022</p> <p>Ongoing from Sept 2022</p> <p>Ongoing from Sept 2022</p>	<p>AG/SC/JH</p> <p>SC/AG</p> <p>AG/ SC</p> <p>Class teachers and JH</p> <p>JH/ LN</p> <p>AG</p>									
<p>Autumn 2023 Progress Review</p>	<p>With 61% pupil premium in 2022-23, OFSTEd identified (Dec 2023) that “Most pupils attend regularly. However, a small number of disadvantaged pupils still do not attend school as often as they should. The school is working hard to address this and should continue to maintain this as a focus area.”</p> <p>Within absence data, pupil premium children have a slightly higher percentage of absence than non pupil premium children. This has remained the same throughout 2022-23.</p> <div style="text-align: center;">  <table border="1" style="margin: auto;"> <thead> <tr> <th>Category</th> <th>School</th> <th>National*</th> </tr> </thead> <tbody> <tr> <td>Non pupil premium absence (y1-6)</td> <td>5.9%</td> <td>6.3%</td> </tr> <tr> <td>Pupil premium absence (y1-6)</td> <td>9.0%</td> <td>6.3%</td> </tr> </tbody> </table> </div> <p>Non pupil premium absence (y1-6):</p> <p>The Moorland Market is still successful in promoting attendance in class, alongside the weekly attendance assembly and data on the weekly newsletter. Education Welfare Officer involvement resulted in court proceedings. Persistent absence has been targeted through a colour coded spreadsheet that all staff are aware of. This allows staff to identify target individual families on a regular basis and respond to any changing trends.</p>				Category	School	National*	Non pupil premium absence (y1-6)	5.9%	6.3%	Pupil premium absence (y1-6)	9.0%	6.3%
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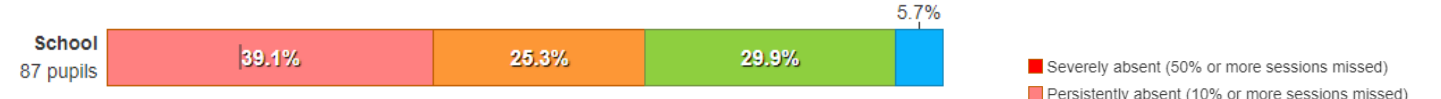
Autumn 2024 Progress Review

Our continued focus on reducing absence has seen more improvements this year across the school:



Persistent absence went down among our PP children from 39.1% in 2022-2023, to 34% in 2023-2024. This downward trend has continued into Autumn term 2024. It is currently below 22% for PP pupils in Autumn 2024. More of our PP pupils now have good or excellent attendance this year.

2022-2023: PP absence



2023-2024: PP absence



The DfE threshold for penalty notices has been met by 28 pupils this year, 24 of whom are PP children. This is a rise from 12/19 pupils who met the threshold in 2022-23. Our continued efforts have been to support families in getting their children to school. Attendance continues to be reported to families in the weekly newsletter and is part of our whole school celebration assembly every week. We continue to work with the EWO in line with DfE penalty notices.

Autumn 2025 Progress Review

Autumn 2026 Progress Review

Equality Strategic Priority 2: By 2026 we will narrow the attainment between our EAL and non EAL pupils in reading.

Rationale: **We have identified that our EAL pupils, in most year groups, fail to meet the ARE for reading.**

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Number of EAL pupils attaining ARE in reading:

<i>Data based on September baselines 2022</i>	Number of EAL pupils in class	Number of EAL pupils attaining ARE	Percentage of EAL pupils attaining ARE
Reception	11	1	9%
Year 1	5	0	0%
Year 2	3	0	0%
Year 3	6	2	33%
Year 4	4	2	50%
Year 5	3	3	100%
Year 6	11	4	36%





We need to identify and address what barriers our EAL pupils have with reading particularly at the begin of their reading learning journey.

Staff need to have a clear idea of how they will support EAL pupils with early reading and phonics in order to change the current trend.

Our wellbeing team and reading lead can support parents of EAL pupils in engaging and accessing high quality texts at school and at home.

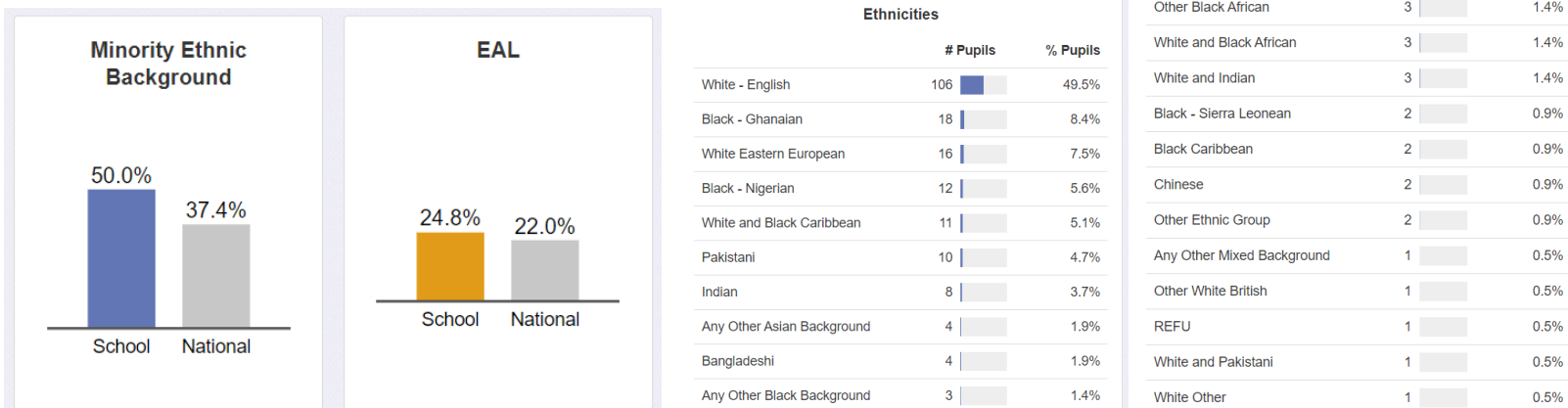
Our reading spine for each year group needs to reflect our EAL needs across the school and reading interventions need to be effective in narrowing the gap between EAL and non EAL attainment in reading across the school.

Equality Objective for 2024-2025	Impact Measures	Actions	Milestones	By Whom
By July 2025 the percentage of EAL pupils achieving ARE in reading will continue to be in line with, or better than, whole cohort attainment levels.	Analysis of phonics screening data and reading attainment to ensure targeted reading interventions are put in place.	Progress meetings to take place every three weeks to monitor the gap and generate discussion on how to continue to close the gap and identify the impact of reading interventions.	From Autumn term	AG/SC
	Reading spines are developed by the reading lead to ensure pupils are exposed to appropriate, high quality texts throughout the year.	Reading record scrutiny to take place each term to monitor progress and attainment.	From Autumn term	NG
	Reading rewards in place for each year group	A language rich environment to be instilled in all classrooms to ensure subject specific vocabulary is introduced, defined and used.	From Autumn term	AG/SC
	VIPERS lessons target the acquisition of comprehension skills.	VIPERS planning to be scrutinised to ensure continuity in the delivery of comprehension teaching.	Spring term	NG
	Daily story time in Early years and year 1, and class texts read to pupils daily in other year groups.			

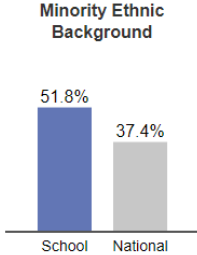
	Phonetic linked reading books sent home for pupils with regular assessment to ensure progression through the bands.	Monitoring of books being matched to phonics levels and at least 90% decodable.	From Aut term	AG/SC
Autumn 2023 Progress Review	<p>Attainment data for Autumn term 2023 would suggest that reading attainment in EAL pupils has significantly improved to overtake non EAL pupils. This is the result of a consistent approach to reading and a school wide focus on vocabulary and oracy as a precursor to reading and comprehension.</p> <p>Reading attainment Autumn Term 2023 for EAL pupils:</p>  <p>Reading attainment Autumn Term 2023 for non EAL pupils:</p>  <p>Timetabled reading sessions have been impactful in developing a culture of reading independence. Each year group has a reading roadmap, based on the English curriculum, that ensure a wide range of high quality texts are used within the classroom. CPD for both support staff and teaching staff has been successful in ensuring all adults in the school are confident in delivering reading sessions and supporting readers 1:1.</p>			
Autumn 2024 Progress Review	<p>Reading attainment Autumn Term 2024 for EAL pupils:</p>  <p>Reading attainment Autumn Term 2024 for non EAL pupils:</p>  <p>Our EAL PP readers are outperforming our Non- PP EAL readers too. The subscription to 'Bookmark', an online reading platform of 1:1 readers used by a target group of children twice a week has impacted positively on pupil attainment. Alongside reading booster groups and book clubs. We have also introduced a reading for pleasure newsletter to promote reading at home and a continuation of the story café in early years, with 80% attendance this term, has embedded the importance of reading and sharing stories in our youngest readers. A further investment in our KS2 Reading Planet reading scheme has supplemented the range of texts children are able to access in school and for home reading.</p>			
Autumn 2025 Progress Review				
Autumn 2026 Progress Review				

Equality Strategic Priority 3: By 2026 staff and pupils at Moorland will recognise, promote and actively represent the diversity of the school community.

Rationale: Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not. Despite OFSTED’s recognition that “There is a strong commitment to inclusion and equality throughout the school” staff feel that it is important to promote pupil understanding and responsibility for representing diversity through pupil voice and ensure the full diversity of each class is represented within the classroom and throughout the curriculum.



Equality Objective for 2024-2025	Impact Measures	Actions	Milestones	By Whom
To improve knowledge, and attitudes to enable pupils to appreciate and value difference and diversity and to see diversity represented effectively within the school.	By 2026, there will be a visible increase in the representation of diversity within classrooms. Pupils will confidently talk about the diversity within the school community with passion and pride.	Equality is embedded into the teaching of the PSHE and RE curriculums Assemblies promote diversity School council nominations are representative of the diversity in the school community. Examples of diversity are used to enhance learning. Classroom interactions promote the ethos diversity.	Ongoing from 2024 – 2026 as part of the curriculum development	SC/ AG Teaching staff School council
Autumn 2024 Progress Review	We have refocused our Wednesday whole school assembly slot to focus on diversity and British Values. Our school council are embarking on a project to build a profile of their individual classes and the diversity within it to share with the whole school.			

	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">Minority Ethnic Background</p>  <p style="text-align: center;">School: 51.8% National: 37.4%</p> </div> <div style="width: 50%;"> <p style="text-align: center;">Ethnicities</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"># Pupils</th> <th style="text-align: center;">% Pupils</th> </tr> </thead> <tbody> <tr><td>White - English</td><td style="text-align: center;">95</td><td style="text-align: center;">48.2%</td></tr> <tr><td>Black - Ghanaian</td><td style="text-align: center;">17</td><td style="text-align: center;">8.6%</td></tr> <tr><td>White Eastern European</td><td style="text-align: center;">13</td><td style="text-align: center;">6.6%</td></tr> <tr><td>Indian</td><td style="text-align: center;">12</td><td style="text-align: center;">6.1%</td></tr> <tr><td>Pakistani</td><td style="text-align: center;">11</td><td style="text-align: center;">5.6%</td></tr> <tr><td>Black - Nigerian</td><td style="text-align: center;">10</td><td style="text-align: center;">5.1%</td></tr> <tr><td>White and Black Caribbean</td><td style="text-align: center;">7</td><td style="text-align: center;">3.6%</td></tr> <tr><td>Bangladeshi</td><td style="text-align: center;">6</td><td style="text-align: center;">3.0%</td></tr> <tr><td>Any Other Asian Background</td><td style="text-align: center;">5</td><td style="text-align: center;">2.5%</td></tr> <tr><td>Any Other Black Background</td><td style="text-align: center;">3</td><td style="text-align: center;">1.5%</td></tr> <tr><td>Other Black African</td><td style="text-align: center;">3</td><td style="text-align: center;">1.5%</td></tr> </tbody> </table> </div> </div> <p style="text-align: center; margin-top: 10px;">Our main ethnicity breakdown within school is:</p>		# Pupils	% Pupils	White - English	95	48.2%	Black - Ghanaian	17	8.6%	White Eastern European	13	6.6%	Indian	12	6.1%	Pakistani	11	5.6%	Black - Nigerian	10	5.1%	White and Black Caribbean	7	3.6%	Bangladeshi	6	3.0%	Any Other Asian Background	5	2.5%	Any Other Black Background	3	1.5%	Other Black African	3	1.5%
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Our Equality Objective Action Plan and Review is shared with our School Governors by December of each academic year. They have an important role in checking progress towards our Equality Objectives and longer term Equality Strategic Priorities.