

Wood Ley Community Primary School | Equality Objectives Review and Provision 2026–2027

Objectives	Monitoring / evidence	Timescale / responsibility	Intended outcomes / impact
Links to School Improvement Plan 2026–2027			
TO IMPROVE ACHIEVEMENT AND PROGRESS FOR ALL LEARNERS, WITH A PARTICULAR FOCUS ON PUPILS WITH SEND AND PUPIL PREMIUM, SO THAT BARRIERS TO LEARNING ARE IDENTIFIED AND REDUCED.	• Implement the SIP 2026–2027 priority for adaptive teaching and inclusion so that high-quality teaching is responsive to pupils’ needs and starting points. • Use assessment information diagnostically to identify gaps, plan appropriate scaffolding and challenge, and provide timely targeted support in reading, writing and mathematics. • Continue evidence-informed interventions where appropriate, including Precision Teaching, Rapid Reading, Number Stacks, Nessy and pastoral programmes, with provision selected according to identified need rather than a one-size-fits-all approach. • SENCO, Pupil Premium lead and class teachers review provision and pupil progress, including the impact of interventions and reasonable adjustments. • Embed the EEF “Five-a-Day” principles and inclusive classroom practice following SEND in Mainstream professional development. • Ensure curriculum access, enrichment, trips, clubs and wider opportunities are equitable for pupils who may otherwise experience disadvantage.	• Headteacher, SENCO, SLT, subject leaders and class teachers. • Autumn: establish baselines and priority pupils/groups. • Spring: monitor impact and refine provision. • Summer: evaluate impact and identify next steps for SEF/SIP.	• Pupils with SEND and disadvantaged pupils make strong progress from their starting points and gaps are reduced where possible. • Adaptive teaching is consistently evident across classrooms and pupils can access ambitious learning alongside their peers. • Assessment leads to timely adaptation, intervention and greater challenge. • Pupil voice demonstrates belonging, participation and access to the wider life of the school.
TO RAISE ATTAINMENT IN READING, WRITING AND MATHEMATICS AND ENSURE EQUAL ACCESS TO A RICH, AMBITIOUS	• Link directly to SIP 2026–2027 priorities for writing, reading and mathematics: strengthen writing across the curriculum, sustain strong outcomes in reading and mathematics, and increase Greater Depth, including combined RWM.	• English and mathematics leaders, SLT, SENCO and class teachers. • Monitoring across Autumn, Spring and Summer terms	• Attainment in reading, writing and mathematics remains strong and gaps for identified groups reduce. • More pupils, including disadvantaged and SEND pupils where appropriate,

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CURRICULUM, INCLUDING APPROPRIATE CHALLENGE FOR HIGHER ATTAINERS.	• Continue consistent Little Wandle provision in Reception/KS1 and targeted catch-up where needed. • Embed the school Reading Spine and bespoke English Pathway, ensuring texts represent a broad range of cultures, experiences and perspectives. • Develop reading fluency, comprehension, vocabulary and purposeful oracy across the curriculum; use teacher modelling, retrieval and metacognitive strategies. • Use assessment to identify pupils requiring additional support or greater challenge and adapt teaching promptly. • Ensure curriculum resources, reading materials and learning opportunities are accessible and inclusive for all protected and vulnerable groups.	in accordance with the SIP monitoring timetable. • Governors receive termly information on progress against relevant SIP priorities.	demonstrate secure knowledge and achieve greater depth from their starting points. • Pupils communicate confidently, use increasingly ambitious vocabulary and articulate their learning. • Curriculum and reading resources reflect diversity and enable pupils to see themselves and others positively represented.
Objectives	Key actions / provision	Timescale / responsibility	Intended outcomes / impact
TO PROMOTE EMOTIONAL WELLBEING, POSITIVE RELATIONSHIPS, ATTENDANCE AND A STRONG SENSE OF BELONGING SO THAT ALL PUPILS CAN PARTICIPATE FULLY IN SCHOOL LIFE.	• Implement the SIP 2026–2027 priorities for Personal Development & Wellbeing and Attendance, with early identification of barriers to participation, attendance and learning. • Continue a graduated pastoral offer including Zones of Regulation, Hamish & Milo, nurture, ELSA, SMILE Therapy, Drawing and Talking, social-skills support and referral to MHST/external professionals where appropriate. • Apply the Behaviour Policy and Behaviour Ladder consistently, alongside restorative approaches, explicitly teaching self-regulation, emotional vocabulary and respectful relationships.	• Headteacher/DSL, SENCO, Mental Health & Wellbeing lead, Attendance lead, class teachers and pastoral staff. • Ongoing throughout 2026–2027, with termly review and adjustment. • Governors monitor attendance, behaviour, safeguarding, inclusion and personal development through scheduled reports/visits.	• Pupils feel safe, respected and included and can identify trusted adults and strategies for managing emotions. • Behaviour and relationships support learning; pupils increasingly regulate their responses and resolve difficulties appropriately. • Attendance improves for identified groups and barriers to regular attendance are addressed promptly. • Vulnerable pupils participate in enrichment, leadership and wider school

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	• Use pupil voice and pastoral/behaviour information to identify pupils who may be experiencing disadvantage, isolation or difficulty with relationships and put proportionate support in place. • Monitor attendance carefully, including persistent absence and patterns for vulnerable groups; work with families and the EWO where barriers are identified. • Provide leadership opportunities such as Peer Supporters, Reading/Maths Buddies and Sports Leaders to strengthen participation, responsibility and belonging.		life and demonstrate a strong sense of belonging. • School values of Kindness, Resilience, Respect, Cooperation, Honesty and Empathy are evident in pupils' conduct and relationships.
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