

This document sets out equality information and objectives in relation to students and should be read in conjunction with the School Equality Policy, which is available on the school website.

Cherry Tree Academy Equality Objectives

Date objectives set: May 2023

Objectives review date: September 2026

1. To reduce the GAP in attainment between boys and girls
2. To reduce the GAP in attendance between non-disadvantaged and disadvantaged students
3. To reduce the GAP in exclusions between SEND and non-SEND students

Objectives – actions taken and progress *(to be reviewed annually by the Academy Standards Committee)*

Objective 1	Actions for academic year 2022 – 2023 <i>(including data)</i>	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in attainment between boys and girls	Leaders will regularly interrogate data and other evidence on performance, participation and pupils' experiences, and use that to enact changes to the curriculum and provision to maximise the learning potential of all pupils.	Data tracking, Power Bi, monitoring and evaluation. Next step – leaders 'to own' the data and share with the ASC members, on a regular basis. Termly PPM including weekly headteacher / year 6 teacher PPM to focus on key pupils. Positive feedback from the SEND review. Clear next steps (including strengths) from the annual review in October.	Forensic approach to data tracking, Power Bi, monitoring and evaluation. Leaders have received training from the headteacher on how to access and analyse, precise data. Next step – leaders 'to own' the data and share with the ASC members, on a regular basis, demonstrating impact linked to their individual roles and responsibilities. Termly PPM including weekly headteacher / year 6 teacher PPM to focus on key pupils. Next step –	Further support for some leaders needed to ensure data is analysed as robustly as possible. Leaders have contributed to ASC reports. Next step for all leaders to have full ownership and accountability and be confident o talking through impact. Termly PPM are established. Next step – ensure the SENCO is involved.	Data analysis by leaders is more consistent with analysis between boys and girls always completed. Leaders contribute to the termly ASC reports and are able to talk about impact.

			ensure that phase leaders are involved, during the termly PPM. Positive feedback from the SEND review with targeted next steps in October. Clear next steps (including strengths) from the annual review in September.	Weekly meetings between headteacher and Year 6 teacher focussing on groups, individuals and progress / interventions in place have taken place and will continue into the next academic year. Currently at the end of KS2 boys are outperforming girls. Combined: boys 55% compared to girls 49%. Reading: boys 59% compared to girls 43%. Writing: boys 59% compared to girls 61%. Maths: boys 64% compared to girls 52%.	PPMs are in place. SENCO has not always been able to attend. Robust weekly Year 6 strategy meetings have taken place throughout the year with headteacher, deputy headteacher, SENCO/PL and class teacher. Performance of key groups has been looked at regularly. This objective has been substantially achieved. The combined KS2 attainment gap between boys and girls has reduced from 16 percentage points in 2025 to 5 percentage points in 2026. Performance
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					across individual subjects is now more balanced, with girls outperforming boys in Reading, Writing and GPS, while boys retain a small advantage in Mathematics. The school will continue to monitor gender differences through its assessment processes, but this is no longer considered a significant whole-school equality issue.
Objective 2	Actions for academic year 2022 – 2023 (including data)	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in attendance between non-disadvantaged and disadvantaged students	Leaders will consult with pupils, staff and parents in relation to barrier to attendance, and respond in order to improve participation and access to school. Leaders will produce an attendance and pupil premium strategy in relation to their setting, and implement accordingly.	Regular support from Trust EWO. Collaboration with multi-agencies (social workers) and LA EWO. See attendance overview including number of stages 1, 2 and 3 meetings. Number of penalty notices issues.	Appointment of a deputy headteacher, family support worker with DSL to refine attendance procedures, using targeted data (internal) and via Power Bi to track YTD, PA etc. Regular support from Trust EWO. Collaboration with multi-agencies (social workers) and LA EWO. See	Overall attendance has improved by 1.5% compared to 2023/24, with persistent absence reduced by 9.7%. Weekly attendance team meetings are held with the EWO to review and respond to concerns.	Attendance has improved significantly for all pupils over the last four years, with whole-school attendance increasing from 79.6% in 2023–24



	Leaders will continue to implement the Waterton attendance policy with fidelity and rigour.	Pupil premium strategy updated by AAHT, who has completed a review of the strategy. AAHT to contact PP ASC member.	attendance overview including number of stages 1, 2 and 3 meetings – accessible via Power Bi. Number of penalty notices issues. Pupil premium strategy updated by deputy headteacher, who has completed a review of the strategy. Deputy head to contact PP ASC member and share.	The school has a clear and robust attendance strategy, with rigorous analysis of data to track patterns and ensure swift action by leaders and the wider staff team. The Attendance Policy has been updated. The importance of strong attendance remains high profile within school and is regularly reinforced with parents through a variety of communication channels, including newsletters, Class Dojo, MCAS, paper letters, attendance incentives, and class notice boards. A number of TTH penalty notices have been issued, along with four irregular term-time absence penalty notices. Legal clinics have been held for two pupils. The Pupil Premium Strategy has been updated, including the annual review. Pupil Premium meetings have been held with ASC (BC/RMG/JP). PP pupils are targeted and their progress discussed at	to 91.1% in 2025–26. Attendance for disadvantaged pupils has risen from 77.9% to 89.5%, an improvement of 11.6 percentage points over the period. Attendance for non-disadvantaged pupils has also improved from 85.0% to 98.0%, an increase of 13 percentage points. Although a difference remains between the two groups (8.5 percentage points in 2025–26), attendance for disadvantaged pupils has improved substantially and is now much closer to the national
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				regular pupil progress meetings.	expectation. The school will continue to prioritise attendance through early intervention, strong relationships with families and targeted support for vulnerable pupils.
Objective 3	Actions for academic year 2022 – 2023 (including data)	Data & progress September 2023	Data & progress September 2024	Data & progress September 2025	Data & progress September 2026
To reduce the GAP in exclusions between SEND and non-SEND students	Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups. Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly. Leaders will ensure all staff are well trained in managing pupils with SEND, and managing pupil behaviour. Complex behaviour needs. ACEs – barriers to learning.	Update with evidence from suspensions. <i>See behaviour on a page.</i> Including, support has been put in place for key pupils. LA and Trust support including that from the Trust Head of SEND and Inclusion. SENCO / deputy head having the strategic overview of the behaviour, SEND and pastoral plans. Regular meetings to discuss key pupil and identify further support. Reasonable adjustments and support in place for a mainstream setting. SEND working with class teacher to identify and enhance provision. See ACEs on a page.	Update with evidence from suspensions. <i>See behaviour on a page.</i> Including, support has been put in place for key pupils. Updated behaviour and relationships policy under pinned by the Trust approach to reducing suspensions and exclusions and the implementation of a robust reintroduction policy. Behaviour systems and routines have been re-evaluated and changes made to reflect the context of the cohort. LA and Trust support including that from the Trust Head of SEND and Inclusion. SENCO / deputy head having the strategic overview of the behaviour, SEND and pastoral plans. Regular meetings to discuss	Behaviour policy updated to include more emphasis on positives and a relational approach. Behaviour curriculum updated and a higher emphasis placed on the implementation with a focus each half term. Behaviour support for key pupils evaluated. Clearer systems now in place underpinned by robust paperwork and recording systems. New SENCO in place. Behaviour data analysed every half term by SENCO and shared with headteacher and SLT.	The school has successfully reduced the number of suspensions for all pupils over the review period. The overall suspension rate has fallen from 5.8% in 2023–24 to 1.7% in 2025–26, with repeat suspensions reducing from 4.9% to 0.9%. The number of pupils receiving suspensions has

			key pupil and identify further support. Reasonable adjustments and support in place for a mainstream setting. Next step - SENDCO to work more closely with class teachers to identify and enhance provision for pupils at risk of suspensions. See ACES on a page. Next step – using the information to better plan in support for children with specific trauma through interventions.	Provision for key cohorts within school has been evaluated and support adjusted accordingly. SENCO open door set up and now needs to be utilised more efficiently by teachers. Complex needs analysis grids created for every class and shared with staff. Used to monitor across school. Behaviour analysis between the academic years 2023-2024 and 2024-2025 showed: *A 63% decrease in overall behaviour incidents. *A 60% decrease in behaviour incidents for SEND learners. *A 76% decrease in behaviour incidents for non- SEND learners. *A 65% decrease in overall suspensions. *A 60% decrease in suspensions for SEND learners. *A 100% decrease in suspensions for Non-SEND learners. The data shows that efforts to reduce exclusions for SEND learners are working but that there continues to be room for improvement with a need to continue to	decreased from 14 to 4, while the total number of suspensions has reduced from 92 to 6. Significant improvements have also been seen for pupils with SEND. Suspension rates for pupils with an EHCP have reduced from 25.0% to 23.1%, with repeat suspensions falling from 20.8% to 15.4%. For pupils receiving SEND Support, suspension rates have reduced from 14.0% to 2.3%, with repeat suspensions reducing to 0%. There have been no suspensions for pupils without SEND in 2025–26.
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				focus on specific pupils and groups of learners to ensure that needs are fully met.	These improvements reflect the school's investment in a consistent behaviour curriculum, relational practice, early intervention and targeted support for pupils with additional needs. Whilst pupils with SEND remain more likely to receive a suspension than their peers without SEND, the overall number of suspensions has reduced significantly and the school will continue to work to ensure that reasonable adjustments and inclusive practices enable all pupils to succeed.
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Objectives are set up for a four-year period and statistical data is published annually. The information contained on this form is reviewed on an annual basis by the Headteacher.