

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.	<p>Data tracking, Power Bi, monitoring and evaluation.</p> <p>Next step – leaders 'to own' the data and share with the ASC members, on a regular basis.</p> <p>Termly PPM including weekly headteacher / year 6 teacher PPM to focus on key pupils.</p> <p>Positive feedback from the SEND review.</p> <p>Clear next steps (including strengths) from the annual review in October.</p>	<p>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.</p> <p>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.</p> <p>Termly PPM including weekly headteacher / year 6 teacher PPM to focus on key pupils. Next step –</p>		

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	<p>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.</p> <p>Leaders will produce an attendance and pupil premium strategy in relation to their setting, and implement accordingly.</p> <p>Leaders will continue to implement the Waterton attendance policy with fidelity and rigour.</p>	<p>Regular support from Trust EWO.</p> <p>Collaboration with multi-agencies (social workers) and LA EWO. See attendance overview including number of stages 1, 2 and 3 meetings.</p> <p>Number of penalty notices issues.</p> <p><a href="#">Pupil premium</a> strategy updated by AAHT, who has completed a review of the strategy. AAHT to contact PP ASC member.</p>	<p>ensure that phase leaders are involved, during the termly PPM.</p> <p>Positive feedback from the SEND review with targeted next steps in October.</p> <p>Clear next steps (including strengths) from the annual review in September.</p> <p>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.</p> <p>Regular support from Trust EWO.</p> <p>Collaboration with multi-agencies (social workers) and LA EWO. See attendance overview including number of stages 1, 2 and 3 meetings – accessible via Power Bi.</p> <p>Number of penalty notices issues.</p> <p><a href="#">Pupil premium</a> strategy updated by deputy headteacher, who has completed a review of the strategy. Deputy head to contact PP ASC member and share.</p>		
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	Leaders will regularly interrogate data and other evidence on the use of suspensions and exclusions by pupil groups.	Update with evidence from suspensions. <i>See behaviour on a page.</i> Including, support has been put in place for key pupils.	Update with evidence from suspensions. <i>See behaviour on a page.</i> Including, support has been put in place for key pupils.		



<p>between SEND and non-SEND students</p>	<p>Leaders will ensure that all reasonable adjustments are well implemented, reviewed regularly.</p> <p>Leaders will ensure all staff are well trained in managing pupils with SEND, and managing pupil behaviour.</p> <p>Complex behaviour needs. ACEs – barriers to learning.</p>	<p>LA and Trust support including that from the Trust Head of SEND and Inclusion.</p> <p>SENCO / deputy head having the strategic overview of the behaviour, SEND and pastoral plans. Regular meetings to discuss key pupil and identify further support.</p> <p>Reasonable adjustments and support in place for a mainstream setting.</p> <p>SEND working with class teacher to identify and enhance provision.</p> <p>See ACES on a page.</p>	<p>Updated behaviour and relationships policy under pinned by the Trust approach to reducing suspensions and exclusions and the implementation of a robust reintegration policy.</p> <p>Behaviour systems and routines have been re-evaluated and changes made to reflect the context of the cohort.</p> <p>LA and Trust support including that from the Trust Head of SEND and Inclusion.</p> <p>SENCO / deputy head having the strategic overview of the behaviour, SEND and pastoral plans. Regular meetings to discuss key pupil and identify further support.</p> <p>Reasonable adjustments and support in place for a mainstream setting.</p> <p>Next step - SENDCO to work more closely with class teachers to identify and enhance provision for pupils at risk of suspensions.</p> <p>See ACES on a page. Next step – using the information to better plan in support for children with specific trauma through interventions.</p>		
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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.*

