Micklands Primary School
Equality Objectives 2026–2029

Purpose and statutory context

Micklands Primary School is committed to eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between people who share a protected characteristic and those who do not.

The school publishes equality information annually with specific, measurable equality objectives at least every three years. These objectives will be integrated into school development planning and reviewed annually by governors. This document does not replace the school's separate equality information or its accessibility plan.

1 | Educational outcomes and access to learning

Objective: Reduce identified differences in writing attainment and progress associated with disability and other protected characteristics, while ensuring appropriate access to high-quality teaching and assessment.

Key actions: Analyse writing assessment and progress by relevant pupil groups; review accessibility of teaching, assessment and interventions; involve pupils and families in identifying barriers; implement and review reasonable adjustments.

Baseline:

Difference between groups achieving ARE in writing			
	SEN v Non-SEN	**EAL v Non-EAL**	**PP v Non-PP**
Year 2	-51.6%	6.2%	-20%
Year 3	-22.1%	-6%	-19.7%
Year 4	-35%	42.5%	-31.7%
Year 5	-48.6%	-12.2%	-50%
Year 6	-42.9%	-11.5%	-37%

Success criteria: The aim is to reduce the gap in attainment in all areas. As this is reviewed, progress data over the year will give a more accurate measure, as we would expect this to match or exceed their comparison group.

Lead: Headteacher / SENDCo / English lead / PP lead

2 | Attendance and equitable access

Objective: Reduce barriers to attendance and improve access to education for those with a disability and other protected characteristics.

Key actions: Review attendance and persistent absence by disability/SEND indicators and other relevant characteristics; use individual attendance plans, reasonable adjustments and family support; evaluate whether responses address underlying barriers.

Baseline:

		Attendance	Late	Persistent Absence	
All Pupils	ALL (272)	93.97%	2.15%	35	12.87%
Gender	Male (131)	92.65%	2.5%	21	16.03%
	Female (141)	95.22%	1.82%	14	9.93%
	Difference:	*-2.56%*	*-0.68%*	*-7*	*-6.1%*
PP	Yes (84)	88.58%	5.59%	28	33.33%
	No (188)	96.3%	0.67%	7	3.72%
	Difference:	*-7.72%*	*-4.93%*	*-21*	*-29.61%*
EAL	Yes (66)	94.2%	2.86%	6	9.09%
	No (206)	93.9%	1.93%	29	14.08%
	Difference:	*0.31%*	*-0.93%*	*-23*	*4.99%*
SEN	Yes (59)	88.63%	4.6%	18	30.51%
	No (213)	95.37%	1.51%	17	7.98%
	Difference:	*-6.74%*	*-3.09%*	*-1*	*-22.53%*

Success criteria: To improve attendance so that all are above 95%, with a reduction in persistent absence so that all groups are below the national average. To reduce the difference in all comparison pupil groups to as close to 0% as possible.

Lead: Headteacher / LAPSA / SENDCo / PP lead

3 | Belonging, respect and relationships

Objective: Improve pupils' reported sense of belonging and confidence that prejudice-related concerns are heard and addressed.

Key actions: Use age-appropriate pupil voice; analyse prejudice-related incidents and responses; strengthen teaching through PSHE, assemblies and the Respect Rainbow; communicate reporting routes; check effectiveness of follow-up.

Baseline: Conduct a pupil survey in Autumn term 2026 and use this data as a baseline.

Success criteria: Twice yearly pupil surveys show an improving trend in identified pupils' sense of belonging and confidence.

Lead: DSL / PSHE lead / behaviour lead

Monitoring, review and accountability

The governing body will approve the final objectives and review progress at least annually. The headteacher will provide a concise progress report linked to the school development plan, explaining actions taken, impact, any emerging disparities and changes required.