Equality Objectives 2026-2029

Cedar Park School and Nursery is committed to ensuring equality of opportunity for every member of our school community. We recognise that equality is not about treating every child the same; it is about ensuring every child receives the support they need to thrive, achieve and believe. Through careful analysis of attainment, attendance, behaviour, wellbeing and pupil voice, we identify groups who may experience disadvantage and take proactive action to remove barriers to learning and participation. These objectives reflect our current priorities and will be reviewed annually by leaders and governors.

Objectives Intent	Success Criteria	Responsible	Activities / training implications / resources / costs / time Implementation	Evaluation and Impact
By July 2029, reduce the attainment gap between disadvantaged and non-disadvantaged pupils in reading and writing by ensuring that disadvantaged pupils make at least expected progress from their starting points and increasing the proportion achieving age-related expectations.	• PP attainment gap reduces each year. • PP progress in reading and writing is at least in line with non-PP. • Increased percentage of PP pupils achieving ARE. • Governors receive termly analysis.	LR	• Continue targeted reading intervention. • Quality first teaching through the Cedar Park Way. • Daily reading and vocabulary support. • Pupil Progress Meetings focusing specifically on PP. • Attendance and pastoral support alongside academic intervention.	
By July 2029, improve educational access, wellbeing and engagement for pupils experiencing	• Reduced Level 3 and 4 incidents. • Improved attendance of SEMH pupils.	LR	• Behaviour Curriculum. • Reset Room. • Pastoral Lead.	

social, emotional and mental health difficulties through early identification and targeted support.	• Increased proportion remaining in mainstream. • Pupil wellbeing surveys improve. • Reduction in suspensions where appropriate.		• ELSA. • Therapeutic interventions. • Family support. • Individual regulation plans. • Graduated response.	
By July 2029, ensure pupils who are new to English rapidly acquire the language and confidence needed to access the full curriculum.	• Learning Village assessments show accelerated progress. • Pupils integrated into mainstream lessons quickly. • Improved attendance. • Increased parental engagement. • Positive pupil voice.	LR and EB	• Learning Village. • Buddy system. • Vocabulary pre-teaching. • Picture resources. • Home language support. • Family induction. • Staff CPD.	
By July 2029, increase the proportion of girls achieving Greater Depth in mathematics so that the difference between boys and girls narrows each year.	• Annual GD gap reduces. • Girls' confidence surveys improve. • Girls increasingly represented in maths enrichment.	LR and MF	• Review challenge tasks. • Analyse participation. • Promote female mathematician role models. • Monitor classroom questioning. • Target girls close to GD.	
By July 2029, reduce the disproportionate impact of social, emotional and mental health needs on pupils' behaviour, participation and access to learning through consistent inclusive practice.	• Fewer repeat Level 3/4 incidents. • Fewer suspensions. • Increased classroom engagement. • Improved attendance. • More successful reintegration following support.	LR	• Behaviour Curriculum. • Pastoral Lead. • Reset Room. • Therapeutic work. • Staff training. • Positive behaviour coaching. • Family support.	