

Objective 1: To promote equality of opportunity in enrichment activities for all pupils				
Rationale for Objective 1: School monitoring indicates that participation in some enrichment opportunities varies between different groups of pupils. The school is committed to ensuring that all pupils, regardless of background, need or circumstance, have equitable access to clubs, educational visits, leadership opportunities, residential visits and wider enrichment experiences. Protected characteristics covered: Disability, Race, Sex, Religion or Belief.	Success Criteria - Participation rates in enrichment activities are broadly representative of the school community. - Barriers to participation are identified and reduced. - All pupils have opportunities to engage in clubs, educational visits, leadership roles and wider school experiences. - Pupil voice demonstrates that children feel included and represented in enrichment opportunities. - Increased participation of disadvantaged pupils and pupils with SEND in extracurricular activities.	Governor Involvement - Equality and Inclusion Governor. - Termly monitoring of participation data. - Link Governor visits focusing on pupil voice and enrichment. - Curriculum and Pupils Committee oversight.	Monitoring & Evaluation Methods - Analysis of participation data by pupil group. - Pupil voice surveys. - Club registers and attendance records. - Review of residential and educational visit participation. - Case studies for targeted pupils.	Reporting Progress Headteacher Report. Equality Action Plan review. School Self-Evaluation. Governing Body reports.

Actions	Timelines	Staff responsible	Resources
Audit participation rates in clubs, visits, residential and leadership opportunities by pupil group	Autumn 2026	PP Lead PSHE Lead	
Identify barriers to participation and implement support where required	Autumn 2026 onwards	SLT	
Promote enrichment opportunities through multiple communication channels	Ongoing	Office Team, SLT	ClassDojo School gateway
Use Pupil Premium and other funding to support access where needed	Ongoing	HT, SBM	Pupil premium funding
Gather pupil voice regarding enrichment experiences and aspirations	Annual	Subject Leaders, School Council	

Objective 2 To improve the self-regulation for disadvantaged boys so that they can engage positively with all aspects of school life.				
SDP Link: Objective 2				
Rationale for Objective 2 School behaviour, wellbeing and pastoral information indicates that disadvantaged boys are disproportionately represented in behaviour incidents requiring support. Improving self-regulation will enable pupils to engage more successfully with learning, relationships and wider school life. Protected characteristics covered: Sex.	Success Criteria - Reduction in behaviour incidents involving boys. - Improved pupil engagement in lessons and playtimes. - Increased confidence in identifying and managing emotions. - Positive pupil voice relating to wellbeing and belonging. - Improved rates of participation in learning and enrichment activities.	Governor Involvement - Equality and Inclusion Governor. - Behaviour and Safeguarding Governors. - Termly review of behaviour and wellbeing data.	Monitoring & Evaluation Methods - Analysis of behaviour records. - Pupil voice surveys. - Learning walks. - Attendance data. - Wellbeing and pastoral records.	Reporting Progress - Headteacher Report. - Behaviour Reports to Governors. - School Improvement Plan reviews. - Equality Action Plan review.

Actions	Timelines	Staff Responsible	Resources
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Analyse behaviour and pastoral data to identify trends and targeted support needs	Autumn 2026	SLT	
Further develop emotional literacy and self-regulation through PSHE and wider curriculum	Ongoing	All Staff	Online resources
Provide targeted intervention and nurture support where appropriate	Ongoing	Inclusion Team	Forest School ELSA Wellbeing Assistant
Develop staff understanding of self-regulation strategies through professional development	Annual	HT, SENDCo	

Objective 3:

To improve attendance of vulnerable groups – in particular pupils with SEND and those with Pupil Premium funding

SDP Link: Objective 2

Rationale for Objective 3	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
Analysis of attendance data shows that attendance for vulnerable groups, particularly pupils with SEND and those eligible for Pupil Premium funding, is below that of their peers. Improving attendance is essential to ensuring equality of opportunity, achievement, wellbeing and belonging.	- Improved attendance rates for pupils with SEND. - Improved attendance rates for pupils eligible for Pupil Premium funding. - Reduction in persistent absence within vulnerable groups. - Increased parental engagement around attendance. - Attendance gaps between groups narrow over time.	- Attendance Governor. - Equality and Inclusion Governor. - Termly scrutiny of attendance data. - Monitoring visits focused on attendance strategies.	- Weekly attendance monitoring. - Analysis of attendance and persistent absence data. - Attendance case studies. - Parent engagement records. - Review of intervention impact.	- Headteacher Report. - Attendance Reports to Governors. - School Development Plan review. - Equality Action Plan review.

Actions	Timelines	Staff Responsible	Resources
Analyse attendance data for vulnerable pupil groups and identify barriers	Ongoing	Attendance Lead, HT	
Implement targeted support plans for identified pupils and families	Ongoing	Attendance Lead, SENDCo	
Strengthen communication and partnership working with parents/carers	Ongoing	Attendance Team	
Recognise and celebrate improvements in attendance through school systems	Ongoing	Attendance Lead	
Review effectiveness of interventions termly and adapt support accordingly	Termly	SLT, Governors	

To promote equality of opportunity in enrichment activities for all pupils

To improve the self-regulation for boys so that they are able to engage positively with all aspects of school life.

To improve attendance of vulnerable groups – in particular pupils with SEND and those with Pupil Premium funding.