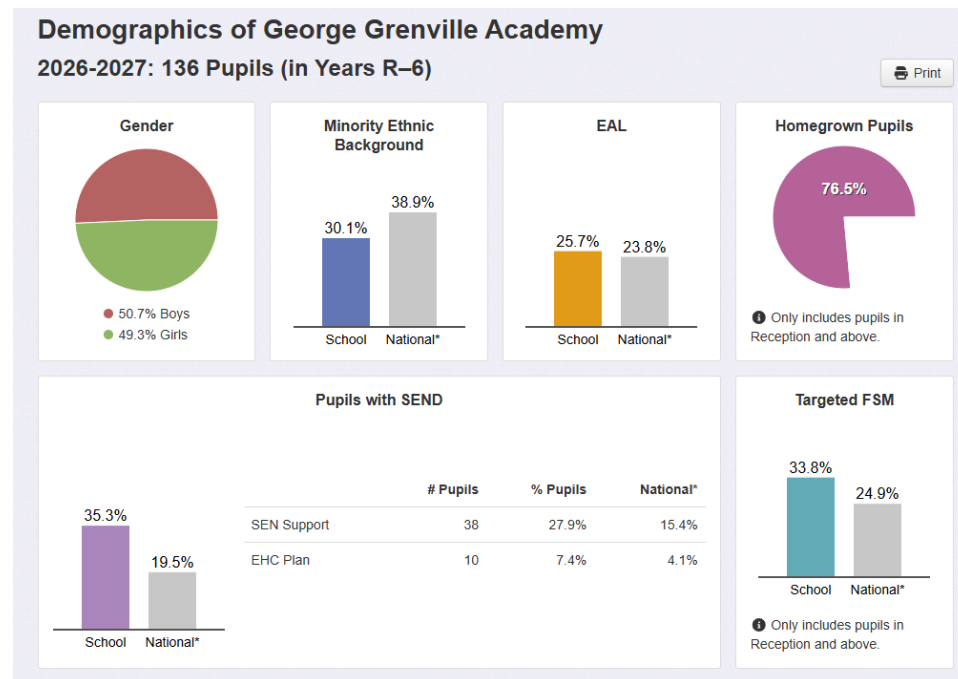


This Equality Objectives Action Plan supports Campfire Education Trust's Equality Information and Objectives Statement. It is reviewed early in the autumn term, following national performance data releases, so that our Equality Objectives remain relevant and strongly connected to our School Improvement Plan. Equality Objectives are reviewed at least every four years; this plan sets George Grenville Academy's strategic equality priorities for 2026-2030 and provides a framework through which progress and impact will be evaluated annually. The priorities have been informed by school performance and attendance data, stakeholder voice, and the needs of George Grenville's diverse community.

School Context (September 2026)



George Grenville Academy serves a diverse and comparatively high-need pupil population, which provides the context for our Equality Objectives for 2026–2030. At George Grenville **60% of pupils are recorded as being disadvantaged compared with 32 % nationally**, indicating a significant level of socioeconomic disadvantage within the school community. While the school's ethnic minority population (30.1%) is below the national figure of 38.9%, the proportion of pupils with English as an Additional Language (25.7%) is above the national figure of 23.8%, highlighting the importance of ensuring that language, culture and background do not create barriers to participation, belonging or achievement. **The most significant difference is in relation to additional needs: 27.9% of pupils receive SEN Support compared with 15.4% nationally, while 7.4% have an Education, Health and Care Plan compared with 4.1% nationally.** In addition

Our Equality Strategy therefore focuses on removing barriers, ensuring reasonable adjustments and inclusive provision, strengthening participation and belonging, addressing disadvantage and ensuring that pupils from all backgrounds have equitable access to high-quality education and wider school opportunities.

Equality Strategic Priority 1: Inclusive teaching, SEND and disability - By 2030, pupils with SEND will experience consistently high-quality, inclusive and adaptive teaching, with barriers to learning identified early, reasonable adjustments embedded and measurable gaps in progress and attainment reduced from their starting points.				
Rationale: The school's outcome analysis shows a persistent SEND attainment gap across the school, including a particularly significant gap in Year 6 writing and reading. This highlights the need to ensure that the needs of pupils with SEND are consistently met through high-quality inclusive teaching, appropriate adaptive approaches and a clear graduated response to individual needs. There is also a need for leaders to monitor and evidence the progress of pupils with SEND from their starting points, ensuring that appropriate support and intervention are timely and effective.				
Equality Objective for 2026 - 2027	Impact Measures	Actions	Milestones	By Whom
To ensure that the needs of all pupils, particularly those with SEND and from vulnerable groups, have access to high quality teaching and make good progress from their starting points through universal provision, a graduated approach and SEND training including adaptive teaching.	Pupils with SEND make good progress from their individual starting points and, where numbers allow for meaningful comparison, their progress is broadly in line with, or better than, pupils without SEND.	Create and implement a clear whole-school universal provision for SEND, aligned to CET expectations which take into consideration The Code of Practice 2015 and The White Paper.	Dec 2027	HoS/AHT – SENDCO
	Learning walks and book scrutiny show that adaptive teaching is embedded consistently across the school, with staff using our agreed inclusive strategies effectively to meet pupils' individual needs.	Use half-termly assessment and pupil progress information to identify barriers early and match targeted provision to meet specific needs.	Oct, Dec 2026 Feb, April 2027 June 2027	HoS/AHT – SENDCO
	All pupils receiving SEND Support or with an EHCP have up-to-date, purposeful support plans which clearly identify need, provision and intended outcomes. These are regularly reviewed and include the views of both pupils and parents/carers.	Provide SEND/adaptive teaching CPD based specifically on supporting early identified themes and commonalities to support all children.	Oct, Dec 2026 Feb, April 2027 June 2027	AHT – SENDCO
	Pupil voice demonstrates that at least 90% of pupils with SEND feel well supported, included and able to take part	Strengthen the graduated approach so that assess–plan–do–review is consistent and evidence of impact is clear for stakeholders.	Oct, Dec 2026 Feb, April 2027 June 2027	AHT – SENDCO
		Support plans reviewed termly with parents.	Oct, Dec 2026 Feb, April 2027 June 2027	Oracy Lead, HoS, AHT – SENDCO
		Through oracy skill development empower pupil voice and self-advocacy so pupils can increasingly explain what helps them learn and participate successfully.	Half- termly	HoS, AHT - SENDCO

	fully in their learning and in the wider life of the school. Evaluate the impact of Voice 21 and therapeutic interventions using what we learn to inform future practice and reporting the impact to governors.	Evaluate long-term trends in SEND attendance, participation in enrichment activities, progress and attainment and revise provision accordingly. Weekly monitoring including learning walks and books scrutiny		
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

Equality Strategic Priority 2: : By 2030, attendance inequalities will be reduced so that pupils with SEND/disabilities and other vulnerable groups attend regularly and persistent/severe absence is significantly reduced.				
Rationale: Attendance data indicates that for disadvantaged pupils and those with SEND school attendance is 59.5%, substantially below the national figure of 94.7% and the local authority figure of 94.8%. Although this figure includes children for whom reduced timetables are appropriate and necessary, low attendance on individual pupils' learning, progress, social development, safeguarding and access to the wider life of the school is significant.				
Equality Objective for 2026 - 2027	Impact Measures	Actions	Milestones	By Whom
To improve overall school attendance from the current baseline of 59.5% to at least 90%, through a graduated programme of early intervention, targeted support and appropriate escalation.	Overall attendance increases from 59.5% to at least 90% by July 2027. Persistent absence reduces from 100% to no more than 25%. Reduction in the number of pupils missing 19+ days. Reduction in unauthorised absence. Reduction in repeated absence on particular days.	Analyse attendance for every pupil, identifying persistent/severe absence, patterns by day, session, reason and pupil group. Identify barriers. Meet with families of pupils with significant absence to understand the underlying barriers and agree individual attendance support plans where required.	Daily/weekly: attendance monitoring, follow-up and recognition. Every 3 weeks: strategic attendance	Operations Manager –

	Reduction in persistent lateness. Increase in the proportion of pupils achieving 90%+ attendance. Progress towards the national attendance figure of approximately 95% over the longer term.	Attendance monitoring refined to review attendance of individual children and absence patterns with particular attention to pupils below 90%, persistent absence. Targeted parental meetings where attendance is causing concern, setting clear expectations and agreed actions in the form of attendance contracts. Individual attendance plans for pupils with significant barriers, establish specific actions, responsibilities, review dates and measurable attendance targets. Strengthen punctuality by monitoring lateness and identifying pupils who are repeatedly late or absent on particular days, addressing patterns with families. Celebrate improvement. Recognise improved attendance, improved punctuality and sustained attendance, rather than focusing only on 100% attendance. Multi-agency support - Where appropriate, work with the local authority and relevant external agencies when attendance difficulties require additional support. Escalate appropriately - Where support has been offered but attendance does not improve, follow the school's attendance procedures and statutory guidance for further intervention. Leadership oversight Attendance to be a standing item in leadership monitoring, with clear accountability for actions and regular evaluation of impact.	review and escalation decisions. Half-termly: subgroup and individual trend analysis. Termly: Exec Head reporting including PA/severe absence and impact of interventions. Summer: evaluate progress against baselines and reset 2027-28 targets.	HoS SENDCO Pastoral team
Autumn 2027 Progress Review				

Autumn 2028 Progress Review	
Autumn 2029 Progress Review	
Autumn 2030 Progress Review	

Equality Strategic Priority 3: By 2030, George Grenville Academy will be a community where pupils from all linguistic, cultural, ethnic, religious and family backgrounds feel that they belong, are valued and can contribute. EAL pupils, pupils with SEND and those disadvantaged will be supported to access the curriculum and develop confidence through their oracy skills, and their individual differences and experiences will be recognised as strengths.				
Rationale: This strategic priority places the school's value of Belonging — 'I know I matter here' — at the heart of equality and inclusion. It recognises that pupils bring different languages, cultures, identities, family experiences, strengths and starting points to school and that these differences should enrich the learning community.				
Equality Objective for 2026 - 2027	Impact Measures	Actions	Milestones	By Whom
To ensure that pupils they feel they belong at George Grenville Academy and that their language, culture, background and individual experiences are respected and valued.	Pupils report that they feel they belong at George Grenville Academy and that their language, culture, background and individual experiences are respected and valued.	Audit the linguistic, cultural and experiential diversity of the GGA community and use this information sensitively to strengthen curriculum planning, texts, resources, displays, assemblies and enrichment so pupils can see themselves and others represented.	Dec 26	HoS
	EAL pupils demonstrate increasing confidence in speaking, listening, discussion and participation across the curriculum.	Establish consistent whole-school oracy expectations and classroom strategies, including explicit vocabulary teaching, modelling, structured talk, sentence stems, questioning, partner discussion and opportunities to rehearse ideas before independent work.	Termly: Voice 21 learning walks, incident analysis and pupil voice.	Oracy Lead
	Pupils with SEND and disadvantaged pupils demonstrate improved access to classroom learning and wider school opportunities, with appropriate support and adjustments evident in practice. Classrooms consistently use agreed oracy and language-support strategies while	Strengthen inclusive classroom practice so EAL pupils, pupils with SEND and disadvantaged pupils can access ambitious curriculum content through appropriate scaffolding, visual support, adaptive teaching and reasonable adjustments.	Half termly Curriculum and representation audit; learning walks; pupil	Subject Leaders

	maintaining high expectations for all pupils. Curriculum and enrichment audits demonstrate meaningful representation of different cultures, languages, identities, families, experiences and perspectives. Pupil voice demonstrates increasing curiosity, respect and confidence when children encounter experiences and perspectives different from their own. Leaders can evidence that where EAL, SEND and disadvantage overlap, provision is responsive to the individual pupil rather than assuming that one characteristic explains the child's needs. The school can demonstrate improvement over time in relevant participation, attendance, progress and attainment measures for the identified groups	Develop opportunities for pupils to share their languages, cultures, experiences and perspectives through curriculum learning, pupil leadership, assemblies, reading, enrichment and community activities, ensuring this is embedded rather than limited to one-off events. Develop staff confidence in language-aware, culturally responsive and inclusive teaching, including understanding how EAL, SEND and disadvantage may interact and how provision should respond to the individual child. Evaluate the impact of the strategy on belonging, oracy confidence, curriculum participation, progress and wider school participation for EAL pupils, pupils with SEND and disadvantaged pupils, using the findings to inform the next equality objectives.	voice; work scrutiny; oracy assessment; Termly participation data; attendance and progress information; staff CPD evaluation Summer: repeat stakeholder survey, evaluate Voice 21 impact	HoS Hos and SENDCO
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

Equality Strategic Priority 4: Enrichment, participation and opportunity - Objective: By 2030, every pupil at George Grenville Academy will have meaningful and equitable access to a rich range of enrichment opportunities in school, enabling them to discover interests, develop talents, build confidence and broaden their experiences.

Rationale: Enrichment is an important part of the school's commitment to helping every child belong, believe in themselves and have the curiosity, resilience, respect and responsibility to make the most of the opportunities ahead of them. Enrichment gives pupils opportunities to discover strengths and interests that may not always be visible through classroom attainment alone. In a pupil voice exercise undertaken at the end of academic year 2026, only 55% of pupils attended an outside-school club (the majority of whom were boys attending football clubs) and only 45% have been to a theatre.

Equality Objective for 2026 - 2027	Impact Measures	Actions	Milestones	By Whom
To ensure 100% of disadvantaged pupils and those with SEND participate in a broad and meaningful range of enrichment opportunities.	All pupils have access to a planned and varied programme of enrichment opportunities during their time at GGA	Undertake an Audit of provision of enrichment as a baseline assessment	Oct 26	SLT
	Participation data demonstrates broad and equitable engagement across year groups and pupil groups	Create an enrichment entitlement for all pupils, mapping the range of sporting, musical, creative, cultural, environmental, leadership and other enrichment opportunities available across the school year.	Dec 26	SLT
	Barriers to participation for pupils with SEND, disadvantaged pupils, EAL pupils and pupils with individual circumstances are identified and addressed.	Develop a planned programme of enrichment opportunities that builds progressively from EYFS to Year 6, allowing pupils to develop interests, skills, confidence and leadership over time.	Dec 26	SLT
	Pupils report that they have opportunities to discover new interests, develop talents and try activities they may not otherwise experience.	Audit participation in enrichment by year group and relevant pupil groups, including SEND, disadvantaged pupils and EAL pupils, to identify patterns of under-participation and potential barriers.	Half termly	SLT
	Pupil voice demonstrates increasing confidence, curiosity, belonging and willingness to participate in wider school opportunities.	Ensure every pupil has regular opportunities to experience activities beyond the core curriculum, with particular attention to pupils who may be less likely to volunteer or access opportunities independently.	Half termly	SLT
	Enrichment provision reflects the diversity and interests of the GGA			

	community and provides meaningful opportunities for pupils to contribute and lead. Leaders can demonstrate the impact of enrichment on pupils' wider personal development, confidence, participation and sense of belonging.	Use pupil voice to identify interests and evaluate the accessibility, quality and range of enrichment opportunities, ensuring provision reflects the diversity of the GGA community. Evaluate the impact of enrichment on participation, pupil confidence, belonging, interests and personal development, using participation evidence and pupil voice to inform future provision.	Summer term Summer term	SLT
Autumn 2027 Progress Review				
Autumn 2028 Progress Review				
Autumn 2029 Progress Review				
Autumn 2030 Progress Review				

George Grenville Academy Equality Objectives 2026–2030

Research and Evidence Grid

Purpose: This grid identifies research and national evidence underpinning Equality Strategic Priorities 1–4 and translates that evidence into implications and impact measures for George Grenville Academy.

Equality Strategic Priority	Research / evidence	What the evidence tells us
1. Inclusive teaching, SEND and disability	EEF – Special Educational Needs in Mainstream Schools / SEND Five-a-Day	Evidence-informed approaches include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and appropriate technology, while maintaining high expectations.
1. Inclusive teaching, SEND and disability	EEF – Metacognition and Self-Regulation	Metacognitive approaches help pupils plan, monitor and evaluate learning and develop independence.

2. Equitable outcomes for disadvantaged pupils	EEF – Guide to the Pupil Premium	The three-part approach combines high-quality teaching, targeted academic support and wider strategies addressing barriers; provision should be based on diagnosis of need.
2. Equitable outcomes for disadvantaged pupils	DfE – School culture and practice: supporting disadvantaged pupils	Research identifies differences in whole-school culture and practice between schools with different levels of success in supporting disadvantaged pupils.
2. Equitable outcomes for disadvantaged pupils	EEF – Oral Language Interventions	Vocabulary development, structured questioning and purposeful dialogue have a substantial evidence base and can support disadvantaged pupils.
3. Belonging, respect and positive relationships	EEF – Improving Social and Emotional Learning in Primary Schools	Evidence supports explicit development of self-awareness, social awareness, relationship skills and responsible decision-making.
3. Belonging, respect and positive relationships	EEF – Oral Language Interventions	Purposeful spoken interaction can develop vocabulary, comprehension, communication, ideas and participation.
3. Belonging, respect and positive relationships	Bell Foundation – EAL research and assessment	Understanding English proficiency and pupils' linguistic profiles is important when considering access to learning and attainment.
4. Enrichment, participation and opportunity	DfE – Enrichment Framework and Enrichment Benchmarks (2026)	The framework emphasises a broad and well-rounded offer, accessibility, pupil voice, strategic alignment and equitable access, including for disadvantaged pupils and pupils with SEND.
4. Enrichment, participation and opportunity	DfE – Background to the Enrichment Framework (2026)	Enrichment can expand horizons, raise aspirations and develop teamwork, problem-solving and communication; opportunities should be available to all.
4. Enrichment, participation and opportunity	DfE – School cultures and practices supporting disadvantaged pupils	Research identifies trips, visitors, residentials and clubs as important wider experiences and highlights approaches schools use to improve access for disadvantaged pupils.
4. Enrichment, participation and opportunity	Social Mobility Commission – Extra-curricular activities, soft skills and social mobility	Research identifies disparities in extracurricular participation according to social background and highlights the importance of school capacity and access.

