

Equality Objectives Action Plan for 2022-2026



This Equality Objectives Action Plan supports the Campfire Education Trust Equality 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. As a minimum requirement, Equality Objectives are updated every four years; this action plan forms part of this process in which progress towards our long term strategic priorities are evidenced each year. All Campfire Education Trust schools have written new Equality Objective Action Plans for September 2022, following the first National release of performance data since 2019.

Equality Strategic Priority 1: By 2026, we will ensure our school ethos and culture celebrates diversity and promotes tolerance and an understanding and awareness of different families, religious beliefs, backgrounds and cultures within our school community and the wider world.

Rationale:

Due to the situation of the school, the community is more diverse than other local schools and as a result, we need to ensure the curriculum, ethos and culture represents all pupils.

We have 27 pupils (13%) who have English as an additional language. This is an increase of 5% over the past academic year. 80% of our pupils are white British. 30% of our pupils are eligible for free school meals which is significantly higher than two of the local primary schools and 7% higher than the 3rd local primary school in the town) The school also have 17% of pupils who have SEND.

Recent pupil voices surveys in school (taken from a sample not 100% of pupils) demonstrated that pupils did not understand the term diverse.

Equality and diversity is not yet considered in whole school pupil and parent voice surveys.

The school currently teaches about the civil rights movement in America and Britain in Year 5, but no other specific theme is currently planned into the curriculum.

The current relationships curriculum teaches about different families, but these are not all represented in the resources/books the pupils can access.

Reading is a high priority in Grenville but not all cultures and backgrounds are identified

The school have introduced a new Religious Education curriculum this year and this needs to be rolled out effectively, including in Early Years.

Assemblies have begun to focus on community and celebrating diversity but this needs to be strengthened and embedded into the curriculum.

Autumn 2023 Update

School characteristics have continued to change. There has been an increase of 10% of pupils eligible for Pupil Premium, and increase of 5% of pupils who have English as an additional language and an increase of 9% of pupils who are not white British.

Autumn 2024 Update

Our current demographic overview shows that 30.3% of children are from a minority ethnic background. 25% of our children have English as an additional language which is above the national average. 41.4% of the children at George Grenville are eligible for free school meals /Pupil premium which is also above the national average.

Equality Objective for 2022-2023	Impact Measures	Actions	Milestones	By Whom
To plan for opportunities to promote understanding and awareness of different families, religious beliefs and cultures within our school community and the wider world.	100% of pupils understand what the term diversity means	Create baseline survey to capture pupil, staff and parent voice.	October 2022	Elle B
	There is a clear plan mapped out across the curriculum, including assemblies and wider opportunities that evidences the direct teaching of tolerance, inclusion and diversity	Create assembly plan for the year and share with staff and pupils Identify key influential people who reflect the school community in foundation subjects where relevant	October 2022 Termly	EK Coordinators
	The curriculum and teaching resources reflect the diverse community the school serves.	Purchase books that reflect the diverse community to add to reading spines and all book corners	December 2022	Emma B
		Create a long term overview for religious education to reflect the religions in the school community	October 2022	EK
		Actively look for opportunities to reflect the diverse school community in the staff and governing body.	January 2022	EK/AP

Autumn 2023 Progress Review	When Ofsted interviewed pupils regarding diversity, they found older pupils had a good understanding of what diversity means <i>“Leaders ensure there is an understanding of difference and diversity, which is celebrated. Pupils know and accept a range of differences found in modern Britain.”</i> Assembly plan has been created and assemblies focussed on community, citizenship, religious festivals and key events (Black History, International Women’s Day etc.) have been delivered. Diverse books have been purchased, with a particular focus in Early Years to support their new curriculum. Parents have been actively involved when celebrating Religious Festivals in Nursery and Reception, including Diwali, Holi, Hanukkah, Lunar New Year and Eid ul-Fitr. New appointments has resulted in a more diverse staffing that better reflects the community. This can be further explored.
	A survey was carried out but only 43 families engaged and the majority were white British so we need to find a way to engage the whole community to reflect the views. This will continue to be a target for next year with the following focus: - developing the parental involvement with religious festivals in KS1 - focusing on purchasing diverse books for the KS1 curriculum - exploring how to engage more non-white British and EAL families with surveys etc. - continue to develop pupils’ understanding of diversity in KS1 - continue to develop assemblies focusing on “Our Community.”
Autumn 2024 Progress Review	This year, we have made good progress in embedding diversity and inclusion into school life, particularly in Early Years and KS1. We have increased parental involvement in religious festivals, introduced more diverse books into the KS1 curriculum, and engaged more non-white British and EAL families through surveys and feedback. Pupils’ understanding of diversity has been strengthened through targeted lessons, and our assemblies focusing on “Our Community” have helped foster a greater sense of belonging and respect for different cultures. These efforts have had a positive impact, and we will continue to build on this foundation next year. Next year, we will continue to strengthen our commitment to equality across the whole school with the following key focus areas:

	• Increase parental involvement with religious festivals across the school to celebrate and learn about different cultures. • Continue to enhance the curriculum by purchasing and incorporating more diverse books that reflect a range of backgrounds and experiences across all year groups. • Explore ways to engage more non-white British and EAL families, such as through whole school celebrations. • Continue to deliver assemblies focusing on “Our Community” to promote respect, inclusion, and understanding of different cultures and backgrounds. • Ensure that each class across the school delivers a sequence of lessons on racism to help pupils understand its impact, challenge stereotypes, and foster a culture of equality and respect.			
Equality Objective for 2023-2024	Impact Measures	Actions	Milestones	By Whom
To plan for opportunities to promote understanding and awareness of different families, religious beliefs and cultures within our school community and the wider world.	100% of KS1 pupils understand what the term diversity means	Plan KS1 assemblies to target understanding of diversity	October 2023	EK
	80% of parents have completed a survey including 80% of non-white British and 80% of EAL parents	Identify key parents who reflect the school community in to share experience of festivals in KS1	Termly	CH/TR/CB
	The curriculum and teaching resources in KS1 reflect the diverse community the school serves.	Purchase books that reflect the diverse community to add to reading spines and all book corners in KS1	February 2024	Emma B
		Plan opportunities to extend the citizenship award	April 2024	SLT
		Actively look for opportunities to reflect the diverse school community in the staff and governing body.	July 2024	EK/AM
		Set up parent communication working party to include a diverse representation of the school	February 204	EK

Equality Strategic Priority 2: By 2026, the gap in attainment and achievement between pupils identified as disadvantaged pupils and non-disadvantaged pupils will have closed across the curriculum

Rationale:

30% of our pupils are eligible for free school meals which is significantly higher than two of the local primary schools and 7% higher than the 3rd local primary school in the town) The school also have 17% of pupils who have SEND.

There is an attainment gap across the school for pupils eligible for pupil premium and those who are not eligible in all subjects.

54% of pupil's eligible for pupil premium are working below the expected standard in reading across the school (Year 1 to 6) compared to 22% of non-PP children. 64% of pupil's eligible for pupil premium are working below the expected standard in writing across the school (Year 1 to 6) compared to 36% of non-PP children. 58% of pupil's eligible for pupil premium are working below the expected standard in maths across the school (Year 1 to 6) compared to 24% of non-PP children.

Our most recent monitoring cycle show that 38% of pupils are still not reading regularly at home since coming back from Covid.

There is also an attendance gap between disadvantaged pupils, including pupils with SEND, and those who are not. Of the 19.16% of persistent absentees in 2021 - 2022, 41.46% are eligible for pupil premium and 29.27% have SEND.

Equality Objective for 2022-2023	Impact Measures	Actions	Milestones	By Whom
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To narrow the gap between pupils eligible for pupil premium and those who are not.	At least 60% of pupils eligible for pupil premium are at expected in reading At least 80% of pupils are reading regularly at home The gap between pupil premium children and non-PP pupils is beginning to narrow in writing and reading 100% of pupils eligible for pupil premium have made accelerated progress in reading, writing and maths	Monitoring progress of all children eligible for pupil premium through half-termly progress meetings. Staff CPD for teaching and support staff on reading and phonics 100% of pupils who are not reading at home are prioritised for daily 1:1 reading or group reading Regular monitoring of phonics and reading ensures appropriate scaffolding and support is in place to ensure children are making accelerated progress. Parent engagement strategy is developed and rolled out across the school.	Half-termly Ongoing October 2022 Half-termly September	Staff/Emma B /Elle B Emma B/EK Teachers/ Emma B Emma B/EK Emma B/EK
Autumn 2023 Progress Review	KS2 SAT results showed 80% of PP children achieved the expected standard in reading which was also significantly above the national average for their group. (+20%) and also +3% above national non-PP children. In Year 1 phonics, there was no gap between PP and non- PP, both groups achieving 75% In Year 2 phonics, the gap achieving the expected standard in the screening has reduced to -2% Accelerated progress was made in reading across all year groups for PP children (with the exception of Year 1) with PP children in Year 2, 4 and 5 making the most significant accelerated progress.			

Reading Monitoring	Whole Cohort	Whole Cohort			PP	Pupil Premium			Non PP	Non –Pupil Premium		
	2021 - 2022	Autumn 2022	Spring 2023	Summer 2023	2021 - 2022	Autumn 2022	Spring 2022	Summer 2023	2021 - 2022	Autumn 2022	Spring 2023	Summer 2023
Reception		56.7%	55.2%	69%		36.4%	46.2%	45%		68.4%	62.5%	87%
Year 1 (EYFS data)	73%	79.3%	53.3%	64%	50%	42.9%	11.1%	38%	77%	90.9%	71.4%	75%
Year 2	40%	50%	40%	48%	23%	35.3%	27.8%	43%	53%	72.7%	58.3%	56%
Year 3	67%	53.3%	66.7%	69%	42%	33.3%	50%	50%	83%	66.7%	77.8%	82%
Year 4	55%	58.6%	65.5%	66%	40%	50%	54.5%	62%	63%	64.7%	66.7%	69%
Year 5	70%	76%	80.8%	80%	38%	55.6%	55.6%	56%	87%	87.5%	94.1%	94%
Year 6	77%	80%	80%	83%	80%	75%	75%	80%	76%	81.8%	81.8%	85%

There are still a large proportion of PP children who are not reading regularly at home. PP/Non-PP gaps in maths:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-24%	-17%	-32%	-33%	-50%	-15%

Although progress has been made on this target in some areas, this needs to remain a focus in 2023 – 2024

Autumn 2024 Progress Review

Pupil premium data across the school reflects a positive overall trend, with notable improvements in most year groups. Reception stands at a strong 67%, and Year 1 has shown impressive progress with a 17% increase since last year. Similarly, Year 2 has achieved an 18% rise, and Year 3 and Year 4 have also seen steady growth with increases of 7% and 4% respectively. While Year 5 data decreased by 8%, targeted support, including boosters and social and emotional support, was introduced to help these pupils thrive. Year 6 data reflects a 29% decrease, influenced by the arrival of five new pupils, including pupil premium students with significant needs. Tailored support was promptly put in place, however these pupils did not achieve the expected standard.

Reading Monitoring	Whole Cohort 2022 - 2023	Whole Cohort Summer 2024	PP 2022 - 2023	Pupil Premium Summer 2024	Non PP 2022 - 2023	Non –Pupil Premium Summer 2024
Reception		75%		67%		79%
Year 1	66%	71%	45%	62%	87%	80%
Year 2	64%	67%	38%	56%	75%	71%
Year 3	48%	58%	43%	50%	56%	50%
Year 4	67%	65%	50%	54%	82%	72%
Year 5	63%	73%	62%	54%	69%	88%
Year 6	78%	67%	56%	27%	94%	73%

Pupil premium data for writing across the school shows encouraging progress, with positive increases in almost every year group. Reception is performing well at 67%, providing a strong foundation for future success. Year 1 has seen a 9% rise since last year, while both Year 2 and Year 3 have made impressive gains of 12%. Year 4 stands out with a remarkable 21% increase, and Year 5 has shown strong improvement with a 15% rise. Year 6 has also made steady progress with a 3% increase, reflecting the ongoing commitment to supporting pupils' writing development across the school.

<u>Writing Monitoring</u>	Whole Cohort 2022 - 2023	Whole Cohort Summer 2024	PP 2022 - 2023	Pupil Premium Summer 2024	Non PP 2022 - 2023	Non –Pupil Premium Summer 2024
Reception		75%		67%		79%
Year 1	67%	68%	45%	54%	87%	80%
Year 2	61%	67%	44%	56%	68%	86%
Year 3	45%	50%	28%	40%	73%	64%
Year 4	50%	58%	25%	46%	67%	67%
Year 5	50%	57%	31%	46%	59%	65%
Year 6	52%	69%	33%	36%	61%	89%

Pupil premium data for maths highlights positive progress in several areas, with Reception performing well at 67%. Year 1 has made a significant leap with a 24% increase since last year, showing strong improvement. Year 2 has maintained steady growth with a 1% increase. While there have been some decreases in Years 3, 4, 5, and 6, the school remains committed to providing targeted support to help pupils build confidence and improve their maths skills. The overall focus on strengthening maths across the school with the introduction and embedding of White Rose Maths is expected to drive future progress.

<u>Maths Monitoring</u>	Whole Cohort 2022 - 2023	Whole Cohort Summer 2024	PP 2022 - 2023	Pupil Premium Summer 2024	Non PP 2022 - 2023	Non –Pupil Premium Summer 2024
Reception		75%		67%		79%
Year 1	73%	76%	45%	69%	93%	80%
Year 2	71%	77%	55%	56%	79%	71%
Year 3	51%	50%)	50%	40%	77%	64%
Year 4	63%	61%	42%	38%	78%	78%
Year 5	63%	67%	39%	38%	82%	88%
Year 6	67%	69%	33%	27%	83%	94%

Equality Objective for 2023-2024	Impact Measures	Actions	Milestones	By Whom
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To narrow the gap between pupils eligible for pupil premium and those who are not.	At least 60% of pupils eligible for pupil premium are at expected in reading across the whole school	Monitoring progress of all children eligible for pupil premium through half-termly progress meetings.	Half-termly	Staff/Emma B /Elle B
	At least 80% of pupils are reading regularly at home	Staff CPD for teaching and support staff on reading, phonics and SPAG	Ongoing	Emma B/EK
	The gap between pupil premium children and non-PP pupils is beginning to narrow in writing and reading	Alan Peat sentences are rolled out across the school	October 2023	Emma B
	100% of pupils eligible for pupil premium have made accelerated progress in reading, writing and maths	White Rose maths programme developed an PP attainment is tracked	October 2023	Clare H
		100% of pupils who are not reading at home are prioritised for daily 1:1 reading or group reading	Ongoing	Emma B
		Regular monitoring of Reading, SPAG and maths ensures appropriate scaffolding and support is in place to ensure children are making accelerated progress.	Ongoing	Emma B/ EK/CH
		Parents invited in to observe phonics and maths in Reception and Year 1	April 2024	JB/TR/CB

Equality Strategic Priority 3: By 2026 the attendance gap between pupils who have been identified as disadvantaged, including pupils with SEND and those who are not will have closed

Rationale:

Attendance has been a focus for a number of years. A new assistant headteacher, with a focus of inclusion, has been appointed for September 2022 and she will be the new attendance lead.

There is a significant gap of 3.74% between the attendances of children eligible for free school meals and others.

There is a gap of 4% between the attendances of children with SEN and others.

Of the 19.16% of persistent absentees, 41.46% are eligible for pupil premium and 29.27% have SEND. Pupils eligible for pupil premium have been late for school 3.7% compared to 1.09% for non-PP pupils Pupils with an EHCP have been late 3.6%.

Pupils with SEN have been late 3.56% compared to 1.58% of pupils without SEN

The attendance gap for PP and non-PP pupils mirrors the gap in attainment for PP and non-PP pupils.

Equality Objective for 2022-2023	Impact Measures	Actions	Milestones	By Whom
To raise the attendance of SEND and disadvantaged pupils to be in line with national.	100% of pupils on attendance contracts have improving attendance, linked to their own personal target	Contact parents of children who had attendance of less than 90% in 2021 – 2022 to set targets for this academic year	September 2022	Elle B
	The attendance gap between the attendance of SEND and non-SEND pupils is closed	Monitor attendance regularly, in line with the attendance policy, and adapt strategies if required	Ongoing	Elle B
	The attendance gap between pupils eligible for free school meals and others is closed.	Put in to place Parent attendance contracts when attendance does not improve	Ongoing	Elle B
	The rate of persistent absenteeism reduces significantly by 10%.	Implement attendance support as per EEF guidance, where needed – e.g. breakfast club/after school clubs	When required	Elle B
		Target pupils who are late and set targets to ensure this improves	Ongoing	Elle B
Autumn 2023 Progress Review	There has been some progress made with this target and individual pupils who met the persistent attendance threshold and were eligible for Free School Meals have significantly improved their attendance. One example is where an attendance has gone from 81.3% to 100%. Whole school attendance has improved and is in line with national (94%) however, the gap between PP and non-PP attendance has widened slightly to -4.3%. Persistence Absence has reduced slightly to 18.78% but remains slightly higher than national (17.2%) (+1.6%) and there is a significant increase of PP who meet the persistent absenteeism threshold. One reason for this, after detailed analysis, is the			

	significant rise in pupils eligible for FSM and new pupils joining the school with poor attendance behaviours already established. Another contributing factor is the use of reduced timetables to support reintegration. This needs to remain a target and further strategies need exploring. There is still an attendance gap of -4.73% between SEN and non-SEN Pupils. This target will need to continue with a renewed focus.																																																																																									
Autumn 2024 Progress Review	Persistent absence among pupil premium pupils has shown encouraging improvements across most year groups. Year 1 has seen a significant decrease of 11.8%, while Year 2 and Year 3 have made impressive progress with reductions of 25% and 27.9% respectively. Year 5 has also shown positive movement with a 7.7% decrease. Year 4’s rates have remained stable. While Year 6 has experienced an increase of 27.3%, targeted support and monitoring have been put in place to help improve attendance in this year group. These overall improvements reflect the school’s ongoing commitment to supporting pupils and encouraging regular attendance. <table><tr><th rowspan="2"><u>Pupil Premium Attendance Monitoring</u></th><th colspan="3">2022 - 2023</th><th colspan="3">20223 - 2024</th></tr><tr><th>Persistence absence</th><th>At risk</th><th>Good & Excellent</th><th>Persistence absence</th><th>At risk</th><th>Good & Excellent</th></tr><tr><td>Reception</td><td></td><td></td><td></td><td>16.7%</td><td>66.7%</td><td>16.7%</td></tr><tr><td>Year 1</td><td>30%</td><td>40%</td><td>30%</td><td>18.2%</td><td>54.5%</td><td>27.3%</td></tr><tr><td>Year 2</td><td>37.5%</td><td>50%</td><td>12.5%</td><td>12.5%</td><td>37.5%</td><td>50%</td></tr><tr><td>Year 3</td><td>46.7%</td><td>26.7%</td><td>26.6%</td><td>18.8%</td><td>43.8%</td><td>31.3%</td></tr><tr><td>Year 4</td><td>16.7%</td><td>33.3%</td><td>50%</td><td>16.7%</td><td>33.3%</td><td>50%</td></tr><tr><td>Year 5</td><td>23.1%</td><td>46.2%</td><td>30.8%</td><td>15.4%</td><td>61.5%</td><td>23.1%</td></tr><tr><td>Year 6</td><td>9.1%</td><td>26.4%</td><td>54.6%</td><td>36.4%</td><td>27.3%</td><td>36.4%</td></tr></table> Persistent absence among SEN pupils has shown positive improvements across most year groups. Reception and Year 2 have had no persistently absent pupils, which is a good achievement. Year 1 has seen a significant decrease of 42.8%, while Year 3 and Year 4 have also made strong progress with reductions of 33.4% and 16.6% respectively. While Year 5 and Year 6 have experienced increases of 14.3%, targeted support and monitoring has been put in place to help improve attendance. These improvements reflect the school’s ongoing efforts to support SEN pupils and encourage consistent attendance. <table><tr><th rowspan="2"><u>SEN Attendance Monitoring</u></th><th colspan="3">2022 - 2023</th><th colspan="3">20223 - 2024</th></tr><tr><th>Persistence absence</th><th>At risk</th><th>Good & Excellent</th><th>Persistence absence</th><th>At risk</th><th>Good & Excellent</th></tr><tr><td>Reception</td><td></td><td></td><td></td><td>0</td><td>66.7%</td><td>33.3%</td></tr><tr><td>Year 1</td><td>57.1%</td><td>14.3%</td><td>28.6%</td><td>14.3%</td><td>28.6%</td><td>57.1%</td></tr></table>	<u>Pupil Premium Attendance Monitoring</u>	2022 - 2023			20223 - 2024			Persistence absence	At risk	Good & Excellent	Persistence absence	At risk	Good & Excellent	Reception				16.7%	66.7%	16.7%	Year 1	30%	40%	30%	18.2%	54.5%	27.3%	Year 2	37.5%	50%	12.5%	12.5%	37.5%	50%	Year 3	46.7%	26.7%	26.6%	18.8%	43.8%	31.3%	Year 4	16.7%	33.3%	50%	16.7%	33.3%	50%	Year 5	23.1%	46.2%	30.8%	15.4%	61.5%	23.1%	Year 6	9.1%	26.4%	54.6%	36.4%	27.3%	36.4%	<u>SEN Attendance Monitoring</u>	2022 - 2023			20223 - 2024			Persistence absence	At risk	Good & Excellent	Persistence absence	At risk	Good & Excellent	Reception				0	66.7%	33.3%	Year 1	57.1%	14.3%	28.6%	14.3%	28.6%	57.1%
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	Year 2	0	33.3%	66.7%	0	16.7%	83.3%
	Year 3	55.6%	22.2%	22.2%	22.2%	22.2%	44.4%
	Year 4	33.3%	50%	16.7%	16.7%	50%	33.3%
	Year 5	0	42.9%	57.1%	14.3%	14.3%	71.4%
	Year 6	14.3%	28.6%	57.2%	28.6%	28.6%	42.9%
Equality Objective for 2023-2024	Impact Measures		Actions		Milestones		By Whom
To raise the attendance of SEND and disadvantaged pupils to be in line with national.	100% of pupils on attendance contracts have improving attendance, linked to their own personal target		Liaise with Lace Hill to refocus attention and plan		December 2023		EK/ Elle B
	The attendance gap between the attendance of SEND and non-SEND pupils is closed		Contact parents of children who had attendance of less than 90% in 2022 – 2023 to set targets for this academic year		September 2023		Elle B
	The attendance gap between pupils eligible for free school meals and others is closed.		Monitor attendance regularly, in line with the attendance policy, and adapt strategies if required		Ongoing		Elle B
	The rate of persistent absenteeism reduces significantly by 10%.		Divide attendance focus children with inclusion/DSL team		Ongoing		Elle B/ Emma B/ EK
			Discuss attendance concerns in weekly pastoral meeting – set targets		Weekly		Pastoral Team
			Put in to place Parent attendance contracts when attendance does not improve		When required		Elle B/EK
			Implement attendance support as per EEF guidance, where needed – e.g. breakfast club/after school clubs		Ongoing		Elle B
			Target pupils who are late and set targets to ensure this improves		When required		Elle B

		Set up more consistent processes the office follows targeting persistent absentees	October 2023	Elle B/Office
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Our Equality Objective Action Plan and Review is shared with our School Governors by December annually. They have an important role in checking progress towards our Equality Objectives and longer term Equality Strategic Priorities.