Trinity CE Primary Equality Objectives

Objectives Set: September 2026
Reviewed: September 2026
Next Review: September 2030

- Objective 1: By July 2030, 100% of disadvantaged pupils will participate in at least one planned enrichment or wider-school opportunity each term, with participation monitored termly.

Rationale for objective:
Trinity has a very small, disadvantaged cohort and low overall deprivation, so cohort-level figures can mask individual barriers. Our SEF identifies an inclusive ethos and opportunities for enrichment, but equality objectives should focus on measurable outcomes for disadvantaged groups. Our FSM6 is at 6.25% in 2026, well below national, and FSM attendance is strong (96.8% in 2025/26 compared with 92.3% nationally). The priority is therefore equitable participation and access rather than attendance. These objective addresses disadvantage linked to social and economic factors.

Actions planned:
• Track enrichment participation by pupil group each term, including disadvantaged pupils. • Audit the enrichment offer to ensure activities are accessible to disadvantaged pupils and barriers to participation are identified early. • Provide targeted encouragement, practical support and funded access where needed so cost or other barriers do not prevent participation. • Review participation data termly and act promptly where a disadvantaged pupil is not accessing opportunities. • Provide one opportunity per year to disadvantage pupils for an active enrichment opportunity (Sports trip or outdoor activity.)

Progress to date:
Year 1: Establish the participation baseline and audit barriers. Ensure every disadvantaged pupil is offered and supported to access enrichment opportunities each term; report participation termly to leaders and forum.

Objective 2: By July 2030, reduce the attainment gap in writing for pupils with SEND by at least 10 percentage points from the September 2026 school baseline, while ensuring SEND pupils continue to make strong progress from their starting points.

Rationale for objective:
Actions planned:
• Set and record a clear September 2026 baseline for SEND writing attainment and progress, using the school's assessment information. • Strengthen inclusive scaffolding and adaptive teaching in writing, with a clear focus on increasing independence. • Use provision maps, pupil progress meetings and intervention reviews to identify pupils whose progress is slowing and respond promptly. • Moderate and evaluate writing assessment for SEND pupils so teacher judgements are accurate and leaders can evidence impact. • Review the gap termly and report progress annually through the school's equality and improvement monitoring.

Progress to date:
Year 1: Establish the baseline; embed consistent scaffolding and adaptive teaching approaches in writing; strengthen moderation and intervention evaluation; review SEND writing outcomes termly.

Objective 3: By July 2029, at least 90% of pupils will report that they understand, respect and value differences and feel confident to challenge prejudice and injustice, as measured through the annual pupil voice survey.

Rationale for objective:

Actions planned:
• Establish a pupil-voice baseline in Year 1 covering respect, diversity, prejudice and confidence in challenging injustice. • Build explicit opportunities into PSHE, RE, English, history, collective worship and enrichment for pupils to explore diversity, discrimination, fairness and injustice. • Develop age-appropriate opportunities for courageous advocacy and pupil leadership linked to local, national and global issues. • Monitor incidents of prejudice-related language or behaviour and use them as opportunities for education and reflection. • Repeat the pupil voice survey annually and use findings to refine provision.

Progress to date:
Year 1: Establish the pupil-voice baseline; map existing opportunities across the curriculum; introduce a planned programme of learning about diversity, fairness and injustice; monitor pupil voice and any prejudice-related incidents termly.