



ELMS FARM PRIMARY EQUALITY OBJECTIVES ACTION PLAN 2025-2029

To ensure that gaps in attainment between pupil groups (SEND/Non-SEND, Girls/Boys, PP/Non-PP, EAL/Non-EAL) are closed.

Actions	Lead Person (s)	Timescale	Intended outcomes	Monitoring Log
<ul style="list-style-type: none"> ➤ Ensure that leaders complete termly monitoring of progress data to implement interventions to close the gaps in attainment. 	T Ruddock	Termly review	<ul style="list-style-type: none"> ✓ Leaders report on attainment/progress of key pupil groups termly. ✓ Interventions are carefully planned and monitored leading to accelerated progress year on year. 	
<ul style="list-style-type: none"> ➤ To ensure that newly arrived pupils have baseline assessments to inform T&L including acquisition of English to support provision. 	T Ruddock	Ongoing	<ul style="list-style-type: none"> ✓ Baseline assessments inform teaching & learning. ✓ Interventions/provision support EAL pupils leading to accelerated progress. 	
<ul style="list-style-type: none"> ➤ To target interventions and monitor for impact key pupil groups from termly data analysis. 	T Ruddock/ D Johnson	Half termly	<ul style="list-style-type: none"> ✓ PPMs ensure that the correct provision is implemented to support all key groups. ✓ Half-termly analysis of interventions accelerates progress. ✓ Closing gap between key pupil groups. 	
<ul style="list-style-type: none"> ➤ To review the pupil premium strategy to ensure effectiveness of expenditure to impact on attainment. 	T Ruddock/E Baxter	Annual with reports to stakeholders	<ul style="list-style-type: none"> ✓ Accelerated progress of PP pupils through targeted support. ✓ Implemented support is highly effective in accelerating progress, reported termly. ✓ Annual reviews of PP strategy continues. ✓ Key governor reviews provision twice a year. 	



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➤ To ensure the effective assessment to track the progress of learners with SEND through small steps, ensuring that assessments inform T&L/interventions.	D Johnson	2025 with termly reviews and reporting	<ul style="list-style-type: none"> ✓ SEND progress is tracked and monitored. ✓ A clear graduated approach is embedded leading to highly effective provision which is inclusive to all. ✓ SEND pupils make better than expected levels of progress in line with their needs. 	
➤ To implement the use of Clicker to support key pupil groups to make accelerated progress in writing.	SLT	Summer 25 pilot. 2025-CPD/implementation Termly reviews of impact.	<ul style="list-style-type: none"> ✓ All pupils have improved access/support to learning in writing. ✓ Accelerated progress of key groups in writing. 	
➤ Ensure that subject leaders embed high expectations for all pupil groups and implement effective assessment in all subjects.	SLT	Autumn 25- CPD with subject leaders. Targeted action plans in place. Termly reporting-progress and attainment.	<ul style="list-style-type: none"> ✓ Subject leaders embed clear expectations and assessment for pupils in key groups. ✓ Monitoring highlights improved standards, particularly for SEND/PP pupils. 	



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2. To improve access to the environment and outdoor learning for pupils with SEND, specifically disabilities.

Actions	Lead Person (s)	Timescale	Intended outcomes	Monitoring Log
➤ Purchase suitable learning aids to improve access to learning in KS1.	D Johnson	Ongoing	<ul style="list-style-type: none"> ✓ All pupils have access to learning aids to support learning based on individual needs. ✓ Monitoring highlights good levels of progress. 	
➤ To improve disabled access and medical facilities in KS2.	E Baxter	Throughout 2025	<ul style="list-style-type: none"> ✓ Medical care facilities are in place in KS2 area. ✓ Resources improve facilities for disabled access in KS2. 	
➤ To improve access to outdoor learning and play for learners with physical needs.	SLT	End of 2026	<ul style="list-style-type: none"> ✓ Resources enable high standards of play. ✓ Access to outdoor learning for learners with physical needs ✓ High levels of engagement in outdoor learning and play areas. 	
➤ Continue to improve facilities in targeted interventions for pupils with SEND, including enhanced provision.	D Johnson	Ongoing	<ul style="list-style-type: none"> ✓ There is a wide range of targeted interventions which meets the needs of all pupils 	



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To continue to raise a sensitivity and understanding of cultural differences and barriers to learning & aspirations for key pupil groups.

Actions	Lead Person (s)	Timescale	Intended outcomes	Monitoring Log
➤ Embed visits to a range of religious places of worship throughout time at EFPS.	RE Leader	2025 with ongoing monitoring and review	<ul style="list-style-type: none"> ✓ Pupils experience a range of religious places of importance N to Y6. ✓ Pupil voice highlights learning and understanding of religions. 	
➤ To develop enrichment activities which involve the local community/parents & carers.	All leaders	Ongoing	<ul style="list-style-type: none"> ✓ Workshops are planned throughout the year to support community understanding of key religious events. ✓ Parents & carers attend a range of workshops to support community cohesion. 	
➤ To continue to educate pupils about cultural differences and the importance of respect and celebration.	All leaders	Annual reviews of planning	<ul style="list-style-type: none"> ✓ Pupil voice highlights a rich knowledge of religious events. ✓ Behaviour incidents reduce with a strong ethos of respect is strengthened. 	
➤ To raise staff understanding through CPD of cultural sensitivity and unconscious bias.	DHT	Ongoing implementation & review	<ul style="list-style-type: none"> ✓ All staff attend CPD which strengthens understanding leading to improved aspirations and attainment. 	
➤ To continue to track and respond appropriately to key themes in behaviour analysis, including the use of language.	Senior Learning Mentor	Weekly analysis followed by termly reviews	<ul style="list-style-type: none"> ✓ Behaviour incidents are tracked and effective intervention implemented leading to reduced incidents year on year. 	
➤ To develop careers education to ensure it is responsive to the context of the school to raise aspirations for all key groups.	SLT	Developed through 2025 and reviewed	<ul style="list-style-type: none"> ✓ Pupil voice highlights firm aspirations across key pupil groups. ✓ Strong representation of key groups through careers education. 	



Ambition - Community - Equality



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➤ To continue to track access to enrichment/after school clubs to appeal to key pupil groups.	DHT	Ongoing	✓ All pupils attend a wide range of after school and enrichment activities resulting in strong aspirations	
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