



## 3 Year strategic Equalities, Diversity and Inclusion plan

Autumn 2025 – Summer 2028

### School Level Plan – Year 1 (2025-26)

Overarching trust aim:

To develop an inclusive culture, where our values; ambition, optimism and resilience underpin the organisation.

The Compass Partnership of Schools is committed to ensuring everyone within our organisation feels included and thrives. We uphold and seek to promote the equalities act 2010, ensuring no-one is disadvantaged because of age, disability, gender reassignment, pregnancy/maternity, race, religion, sex or sexual orientation.

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
<b>Economic Disadvantage</b>	<p>To ensure pupils who are under resourced achieve in line or above their peers</p> <p>The attendance of under resourced pupils is at or above national levels, persistent absence is lower than national</p>	<p>Focus on adaptive teaching in the SDP to link in with trust wide initiative</p> <p>DHT to compete a year long project on closing the vocabulary gap between disadvantaged children and their peers</p> <p>Ensure effective data systems for tracking group data gaps as cohorts move through school</p>	<p>JC – economic disadvantage lead</p> <p>Launch project in Autumn term</p>	<p>The attainment gap between pupils eligible for Pupil Premium and those who are not narrows by 5% in each year group</p> <p>Teaching is precise and targeted. Attainment in all year groups raises by 5%</p>

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
		<p>Robust attendance tracking</p> <p>Attendance action plans in place where gap is wide</p> <p>Continued work on emotional school based avoidance</p>	<p>ES and pastoral lead to focus on ESBA tailoring approaches to the individual</p>	<p>Data system enables trust level data to track attainment gaps across year groups, leading to precise analysis of data</p>
<b>Race</b>	<p>Staff understand the impact of bias</p> <p>Staff have an improved understanding of predominate racial groups who are marginalised within society</p> <p>All pupils feel a sense of belonging and achieve well</p> <p>All parents feel respected and a sense of belonging within the school community</p>	<p>3 year CPD programme through Hemisphere Focusing on:</p> <p>Psychology of bias Experience of Afro/Caribbean Pupils Experiences of South East Asian Pupils Year 3 to be confirmed</p> <p>Accurately pronounce all children and staff surnames instead of using abbreviations, starting with staff, then pupils</p> <p>Conversations around who the characters in the stories represent</p>	<p>Discuss in September non-pupil day ES</p>	<p>Data indicates pupils have a greater sense of belonging</p> <p>Staff feel more confident and show a greater awareness of race and culture</p> <p>No gaps between data -attainment -Suspension -Behaviour</p>

