

# **St George's C of E Primary School: Equality Action Plan**

**2025-2026**



*STGPS, Camberwell*

# 1. Attainment: Socio-Economic Disadvantage EYFS

Area of Concern	Objective (By 2026 Provisional Data)	Key Actions/Strategies	Success Criteria
<p><b>Large gap in Early Years (EYFS GLD):</b> Only <b>40%</b> of <b>Disadvantaged</b> pupils achieved a Good Level of Development (GLD), compared to <b>89%</b> of 'Other' pupils, creating a <b>49 percentage point (pp)</b> gap.</p>	<p><b>Reduce the GLD gap</b> between Disadvantaged and Other pupils by at least <b>15 percentage points (pp)</b>.</p>	<p><b>1. Targeted Small-Group Intervention:</b> Implement a specific, evidence-based intervention programme 'Talk Boost' or targeted literacy/numeracy support) for identified Disadvantaged pupils in Reception.</p> <p><b>2. Home-School Support:</b> Introduce a focused parental engagement strategy to support early language and literacy development at home for all Disadvantaged families.</p>	<p>EYFSP GLD for Disadvantaged pupils increases from 40% to <b>at least 55%</b>.</p> <p>The attainment gap for GLD between Disadvantaged and Other pupils is <b>below 35pp</b>.</p>

# 2. Attainment: Disability (SEN)

Area of Concern	Objective By 2026	Key Actions/Strategies	Success Criteria
<p><b>Attainment Gap in Key Stage 2:</b> <b>0%</b> of pupils identified as needing <b>SEN Support</b> achieved the expected standard in Reading, Writing, and Maths (RWM Expected+).</p>	<p><b>Raise attainment for SEN Support</b> pupils in KS2 and establish a baseline for future progress.</p>	<p><b>1. Review and Resourcing:</b> Conduct an immediate review of KS2 SEN Support provision, focusing on the quality and fidelity of interventions in reading and writing.</p> <p><b>2. Teacher CPD:</b> Provide bespoke training for KS2 staff on high-quality differentiation and effective scaffolding for pupils with specific learning difficulties.</p>	<p>KS2 RWM Expected+ attainment for SEN Support pupils increases from 0% to a measurable percentage (<b>at least 25%</b>).</p> <p>100% of SEN Support pupils on the register have a current, relevant, and measurable attainment target.</p>

### 3. Attainment: Gender (Year 1 Phonics)

Area of Concern	Objective By 2026	Key Actions/Strategies	Success Criteria
<p><b>Significant Gender Gap in Year 1 Phonics: Male</b> pupils achieved only <b>47%</b> in the Year 1 Phonics screening check, compared to <b>86%</b> for Female pupils, representing a <b>39pp gap</b>.</p>	<p><b>Significantly narrow the gender gap</b> in Year 1 Phonics achievement.</p>	<p><b>1. Targeted Phonics Boost:</b> Implement daily 'booster' sessions for identified Male pupils who did not meet the expected standard in the previous year.</p> <p><b>2. Curriculum Re-engagement:</b> Audit and adjust reading material and themes in Year 1 to ensure high engagement and relevance for male pupils.</p>	<p>Year 1 Phonics achievement for Male pupils increases from 47% to <b>at least 70%</b>.</p> <p>The Phonics gender gap is <b>reduced by half</b> (to a maximum of 19pp).</p>

### 4. Attendance and Behaviour: Race/Disability/Disadvantage

Area of Concern	Objective By 2026	Key Actions/Strategies	Success Criteria
<p><b>Disparity in Persistent Absence (PA):</b> PA for <b>Black</b> pupils is <b>8.1%</b> vs. <b>4.3%</b> for White pupils. PA for <b>SEN Support</b> pupils is <b>10.5%</b> and <b>16.0%</b> for EHCP pupils.</p>	<p><b>Reduce racial and SEN disparity in PA</b> and ensure PA rates for all groups are below the 'All Pupils' average of <b>6.8%</b>.</p>	<p><b>1. Proactive Intervention:</b> Establish a clear system for daily/weekly attendance monitoring and intervention for all pupils with a PA rate of 10% or more, prioritizing Black, Disadvantaged, and SEN pupils.</p>	<p>PA rate for Black pupils falls to be within <b>1pp</b> of the school's 'All Pupils' rate. PA for SEN pupils is <b>reduced by at least 5pp</b>.</p>
<p><b>High Suspension Rate and Physical Assaults:</b> The school's pupil suspension rate is <b>1.28%</b>, which is <b>above</b> the LA and England averages. The majority of suspensions relate to Physical Assault (53.8% of instances) and Persistent Disruptive Behaviour (28.8%).</p>	<p><b>Reduce the overall suspension rate</b> by 0.5pp and reduce instances of physical assault.</p>	<p><b>2. Behaviour Management Review:</b> Implement a whole-school strategy, such as a trauma-informed or restorative practice approach, to explicitly teach conflict resolution and emotional regulation.</p>	<p>Overall pupil suspension rate decreases from 1.28% to <b>below 0.78%</b>. Incidents of Physical Assault decrease by <b>25%</b>.</p>