



Mawsley C.P School

EQUALITY OBJECTIVES April 2024-April 2028



Objective 1. To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention.

Outcomes	Measured by	Actions	Lead Staff	Progress Milestones
Pupils to have made good or better progress from their starting points and make progress in line with national expectations. Pupil premium pupils are catered for in lessons through teacher focus and targeted lesson intervention.	Monitoring of GLD data for EYFS to identify any trends or barriers of disadvantage pupils. Monitoring of end of KS2 data to identify any trends or barriers of disadvantage pupils. Termly review of disadvantaged group data. Work scrutiny, pupil interviews CAP reviews	Identify the barriers for all disadvantaged pupils. Share disadvantaged pupil data with all staff that work with individuals. Appropriate provision is in place to address barriers in learning for every identified pupil. Effective work with external agencies including health to ensure that provision is centred around the child and families effectively to meet their needs. Ensure pupil premium funding is deployed effectively to raise pupil outcomes.	All classroom-based staff Pupil Premium Lead Leadership Team	Data to show disadvantaged pupils are making good or better progress from starting points and that they are closing the gap with national expectations. Provision adapted due to the advice of other professionals and the needs of the children. Lesson visits show effective provision and adaptations for these children <i>Progress to be reviewed: January 26(IDSR), July, 25, January 27 (IDSR) and July 2027, April 2028</i>

Progress – Data from school data July 2026(Mainstream)

Reading Disadvantaged(Expected +): 70.4%

Reading Non-Disadvantaged (Expected +): 78%

2 more disadvantaged child would need to achieve the expected standard to be inline with non-disadvantaged

Broadly inline at expected, difference more evident at greater depth standard (disadvantaged 18.5%, non-disadvantaged 24.2%)

Writing Disadvantaged(Expected +): 51,9%

Writing Non-Disadvantaged (Expected +): 76.3%

7 more disadvantaged children would need to achieve the expected standard to be inline with non-disadvantaged

Maths Disadvantaged(Expected +): 51.9%

Maths Non-Disadvantaged (Expected +): 77.4%

7 more disadvantaged children would need to achieve the expected standard to be inline with non-disadvantaged

Progress – Data form IDSR January 2026:

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	19	58%	62%	Close to average (non-sig)	80%	-22	Not applicable	Not applicable
2025	9	56%	63%	Close to average (non-sig)	81%	-25	Narrowing	-
2024	7	43%	62%	Below (non-sig)	80%	-37	Suppressed	-
2023	3	100%	60%	Small cohort	78%	22	Positive gap	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	56%	59%	Close to average (non-sig)	78%	-22	Not applicable	Not applicable
2025	8	63%	59%	Close to average (non-sig)	78%	-16	Narrowing	-
2024	7	43%	58%	Below (non-sig)	78%	-35	Suppressed	-
2023	3	67%	58%	Small cohort	77%	-11	Not available	-

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	19	37%	60%	Below (sig-)	80%	-43	Not applicable	Not applicable
2025	9	22%	61%	Below (sig-)	81%	-58	Widening	-
2024	7	57%	59%	Close to average (non-sig)	79%	-22	Suppressed	-
2023	3	33%	59%	Small cohort	79%	-46	Not available	-

Reading SEND(Expected +): 44.1%
Reading Non-SEND (Expected +): 83.2%
13 more SEN children would need to achieve the expected standard to be inline with Non-SEN

Writing SEND(Expected +): 44.1%
Writing Non-SEND (Expected +): 78.8%
12 more SEN children would need to achieve the expected standard to be inline with Non-SEN

Maths SEND(Expected +): 55.9%
Maths Non-SEND (Expected +): 77.7%
7 more SEN children would need to achieve the expected standard to be inline with Non-SEN