



Daisyfield Primary School Equality Objectives 2025/26

The Public-Sector Equality Duty (PSED) requires all schools to publish specific and measurable equality objectives. Our equality objectives are based on the most up to date data analysis and other information.

Current School Profile (Based on January 2025 Census)	
Number on roll	295 (R to Y6) + Little Daisies Pre School
Boys	143
Girls	122
Ethnicity (White British)	0
Ethnicity (Indian)	140
Ethnicity (Pakistani)	90
Ethnicity (any other)	35
English as an Additional Language (EAL)	257
FSM eligibility	47
Pupil Premium	42
Looked After Children	0
SEN Support	36
EHCP	10

Equality Objective 1: Attendance

To embed the importance of good attendance within the culture of the whole school community to secure quality of opportunity for pupil engagement, attainment and progress. We aim for our whole school attendance to be at least 96%.

Why we have chosen this objective:

Pre Covid, whole school attendance was 96%. It is currently 94.9% and persistent absence continues to fluctuate. Last year there was a significant increase in requests for extended leave which impacts on pupil's ability to make good progress.

To achieve this objective, we plan to:

- Ensure this target is an ongoing priority.
- Update policies and procedures based on current legislation. Work closely with the school's attendance officer to ensure policies and procedures are in place and effective.
- Home visits
- Home School Agreements
- Strategies put in place to support good attendance with target families (CAF/ EHA where necessary)
- Regular letters, meetings and if necessary fines.
- Promote positive relationships with parents and carers and share the importance of good attendance.
- Weekly attendance monitoring and rewards and recognition for those pupils with good attendance.

End of Year Review: (updated September 2025 based on academic year 2024/25)

Attendance 2023/24	Attendance 2024/25	Changes
95.8%	94.9%	Decreased by 0.9%
Persistent Absence 2023/24	Persistent Absence 2024/25	Changes
8.5%	14%	Increased by 5.5%

A number of initiatives have continued to support improving attendance with more robust procedures actioned by the School Business Safeguarding Manager and 100% attendance days. 100% days were targeted for days where absence is lower e.g. first day back after a holiday. Analysis from these days shows that the absences were either extended holidays or genuine illness.

Equality Objective 2:

To increase understanding of equality, diversity and inclusion by the whole school community including the leadership team, governors, staff, pupils and parents.

Why we have chosen this objective:

As a school, we have a statutory duty to promote Fundamental British Values and protected Characteristics as part of our curriculum and ethos.

To achieve this objective, we plan to:

- We will continue to deliver a PSHE, HRE and RE curriculum which explore and values cultural differences and teaches them to value these. This alongside our RE curriculum will develop and deepen understanding of other cultures.
- Our curriculum teaches pupils about British Values which extend beyond their own personal experiences.
- Plans make explicit reference to the values taught
- We actively aim to provide and expose our pupils to a wide range of cultural experiences including visits, visitors and wider learning experiences.
- Parents are kept informed about the children's learning so they can support this at home. This is through displays in school, our website, newsletters and parents' evening.
- Staff, governor and parents workshops to be delivered.

End of Year Review: (updated September 2025 based on academic year 2024/25)

Over the year children have had opportunities to experience a range of activities such as visits to museums, libraries, theatres, and forming links with other schools as this plays a vital role in supporting the development of British Values. These experiences exposed children to diverse cultures, histories and viewpoints, helping them understand and respect individual liberty, tolerance of those with different faiths and beliefs and the importance of democracy and the rule of law. Engaging with a rich and varied curriculum encourages curiosity, critical thinking, and mutual respect, enabling children to appreciate the diverse society in which they live. By connecting learning to real-world experiences, school is helping children become informed, respectful and active citizens within modern Britain. This is an ongoing area of development.

Equality Objective 3:

To continue to close the gap between disadvantaged pupils and non-disadvantaged pupils.

Why we have chosen this objective:

Reported pupil premium data at the end of 2024/25:

	Non PP	PP	LA PP
GLD in EYFS	66.7%	33%	49.5%
PSC in Y1	94.4%	75%	69.9%
MTC in Y4	23.8	21.6	19.9
KS2 data	Non PP	PP	LA PP
Reading	93.8%	100%	66%
Writing	90.6%	66.7%	61.2%
Maths	84.4%	88.9%	66.1%
RWM	81.3%	66.7%	50.5%
SPAG	93.8%	88.9%	66.8%

To achieve this objective, we plan to:

Clear identification of PP children across school shared with all staff. All staff to play a key role in communicating with these pupils around school.

Continue to develop EYFS practice to support language acquisition and promote spoken language and quality interactions.

Continue to embed a love for reading and reading across the curriculum.

Children have access to high quality texts.

In key stage 1 and EYFS, home readers and guided reading books are carefully matched to phonics.

Parent workshops are planned at the start of the academic year to support parents reading with their children at home.

Rigorous data analysis identifies trends in classes and key lines of enquiry form part of teacher appraisal to support classes to improve.

Continual staff CPD will take place for teachers and teaching assistants so they are skilled in supporting the children's fluency and comprehension through effective questioning.

Practices to support the disadvantage developed as part of high quality teaching.

Targeted intervention with the class teacher supports pupils to keep up and catch up to their peers.

End of Year Review: (updated September 2025 based on academic year 2024/25)

End of year analysis shows that by the time Pupil Premium children finish KS2 they have caught up to their peers in Reading and Maths but there is variability across school. In comparison to the LA, PP children at Daisyfield outperform other PP children in the borough in all areas. More rigorous tracking and diagnostic intervention is needed to boost writing and combined RWM.