

GREAT TORRINGTON SCHOOL



**EQUALITY OBJECTIVES 2024 – 2028
& OBJECTIVES REVIEWED
JANUARY 2026**

Ratified by Governing Body: 12/02/26

Minute Reference: 2025/26/FGB/47

Date of next review: Spring 2027

This policy will be reviewed annually, and targets reset every 4 years.

EQUALITY OBJECTIVES 2024 – 2028

Objective	Strategy	Responsibility	Time Scale	Impact/Success Criteria
<p>Reduce the pupil premium (disadvantaged pupils) progress 8 gap ensuring that it stays below the National Average and as close to the whole school value.</p>	<ul style="list-style-type: none"> • Improve the use of SIMS& SISRA to identify and track pupils in receipt of the pupil premium. • To have in place pupil coaches with a specific remit to coach and mentor pupil premium pupils • To ensure all SLs are aware of who are the pupil premium pupils and ensure that they can meet the full needs of the curriculum • To evaluate the way Pupil premium funding is used in order to maximise its impact. • To have a bespoke, and trained governor for Pupil Premium • To have a member of SLT with responsibility for the deployment of the pupil premium allowance and attainment of pupil premium pupils. • To have regular Raising Standards Meetings at KS3 & 4 to track the progress of Pupil Premium pupils and place intervention strategies if required. • To improve the quality of Teaching and Learning through the use of TLAC strategies & coaching and Data Driven Instruction. 	<p>JSR</p>	<p>2024 – 2028</p>	<p><i>In 2024 the GTS Pupil Premium progress 8 gap was -0.67. P8 for Disadvantaged pupils was -0.66 (FFT reports P8 gap = -0.60, P8 PP=-0.59)</i></p> <p>To reduce the GTS Progress 8 gap to 0 by 2028.</p> <p>The Progress 8 for Pupil Premium Pupils at GTS to be no lower than -0.10 (2024 Whole school P8).</p>

<p>Improve boys' progress ensuring that the progress 8 gap is below national average, with boys' progress 8 being better than the national average and in line with that of the girls at GTS.</p>	<ul style="list-style-type: none"> • Improve the use of SIMS/SISRA to identify and track boys that are underachieving. • Ensure that boys with weak literacy and numeracy receive fast-track lessons to support them in KS3 • mentoring for boys that are identified as underachieving at KS4 • To ensure all SLs are ensuring that the curriculum and pedagogies meets the needs of boys • To have a member of SLT with responsibility for the tracking and intervention of boys at KS3 and KS4. • To have regular Raising Standards Meetings at KS3 & 4 to track the progress of boys and place intervention strategies if required. 	<p>JSR/ HVW</p>	<p>2024 – 2028</p>	<p><i>In 2024 the GTS Boys progress 8 gap was -0.23 GTS; P8 for boys was -0.22;</i></p> <p>To reduce the GTS progress 8 gap to 0 by 2028.</p> <p>To have boys Progress 8 significantly higher than the national average for boys.</p>
<p>Improve the progress of pupils receiving SEN support ensuring that the progress 8 gap is below national average, with their progress 8 being better than the national average and in line with that of other pupils at GTS.</p>	<ul style="list-style-type: none"> • Improve the use of SIMS to identify and track SEN support pupils that are underachieving. • Ensure that SEN support pupils with weak literacy and numeracy receive fast-track lessons to support them in KS3 • mentoring for SEN support pupils that are identified as underachieving at KS4 • To ensure all SLs are ensuring that the curriculum and pedagogies meets the needs of SEN support pupils 	<p>HVW</p>	<p>2024 – 2028</p>	<p><i>In 2024 the GTS SEN support pupils progress 8 gap was -0.44. GTS P8 for SEN support pupils was -0.42</i></p> <p><i>In 2024 the GTS EHCP pupils progress gap was -0.32. GTS P8 for EHCP was -0.30</i></p> <p>To reduce the GTS progress 8 gap to 0 by 2028.</p> <p>To have Progress 8 significantly higher than the national average for SEN-K and EHCP.</p>

	<ul style="list-style-type: none"> • The INCO to have responsibility for the tracking and intervention of SEN support pupils at KS3 and KS4. • To have regular Raising Standards Meetings at KS3 & 4 to track the progress of SEN support pupils and place intervention strategies if required. 			
<p>To ensure that all known LGBTQ+ pupils and staff feel fully integrated into GTS and experience no prejudice.</p>	<ul style="list-style-type: none"> • The PSHE/Citizenship & House/Tutor programme of study directly tackles issues relating to LGBT pupils, homo-bi- transphobia, stereotyping and discrimination. • Staff actively intervene and report pupils and staff to DSGO who are using language that is discriminatory to LGBT pupils and staff. To ensure that all displays in corridors and classrooms promote diversity. • To ensure that role models with whom teenagers identify reflect the school's diversity. • All pupils are actively encouraged to participate and valued for their own unique contribution. • Tracking, monitoring and intervention of LGBT pupils' academic performance. • Continue with the 'Day of Difference' or similar programme • Continue to provide counselling for pupils 	<p>NMM/CVF</p>	<p>2024 – 2028</p>	<p>In 2024 & 2025 Incidences of reported bullying relating to LGBTQ+ are zero.</p> <p>Known LGBTQ+ pupils do not underperform academically compared to other pupils.</p> <p>LGBTQ+ staff and pupils are feel safe to learn and work at GTS LGBTQ+ pupils participate in the clubs and societies at GTS and are represented in all aspects of school life</p> <p>LGBTQ+ pupils and staff feel confident being open about their sexuality without fear of reprisals.</p>

<p>To ensure that all ethnic minority pupils and staff feel fully integrated into GTS and experience no prejudice.</p>	<ul style="list-style-type: none"> • The PSHE/Citizenship/House programme of study directly tackles issues relating to Ethnic minority pupils, racism, stereotyping and discrimination. • To ensure that all displays in corridors and classrooms promote diversity. • To ensure that role models with whom teenagers identify reflect the school's diversity. • All pupils are actively encouraged to participate and valued for their own unique contribution. • Tracking, monitoring and intervention of ethnic minority pupils' academic performance. • Continue with the 'Day of Difference' or similar programme • Continue to provide counselling for pupils 	<p>NMM/CVF</p>	<p>2024 – 2028</p>	<p>In 2023-2024 there were 4 Incidences of reported racism.</p> <p>Ethnic Minority staff and pupils feel safe to learn and work at GTS. Incidences of racism are uncommon, treated seriously and dealt with swiftly.</p> <p>Ethnic Minority pupils participate in the clubs and societies at GTS and are represented in all aspects of school life</p> <p>Ethnic Minority pupils and staff feel confident being open about their sexuality without fear of reprisals.</p>
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EQUALITY OBJECTIVES REVIEW Jan 2025

Objective	Success Criteria	Progress against success criteria																																								
<p>Reduce the pupil premium (disadvantaged pupils) progress 8 gap ensuring that it stays below the National Average and as close to the whole school value.</p>	<p><i>In 2024 the GTS Pupil Premium progress 8 gap was -0.67. P8 for Disadvantaged pupils was -0.66</i></p> <p>To reduce the GTS Progress 8 gap to 0 by 2028.</p> <p>The Progress 8 for Pupil Premium Pupils at GTS to be no lower than -0.10 (2024 Whole school P8).</p>	<p>Pupil Premium Progress 8 Gap data.</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>GTS P8 (dis)</th> <th>NAT. P8 (Not Dis.)</th> <th>DIFF</th> <th>NAT. P8 (Dis)</th> </tr> </thead> <tbody> <tr> <td>2022/23</td> <td>-0.34</td> <td>0.11</td> <td>-0.29</td> <td>-0.67</td> </tr> <tr> <td>2023/24</td> <td>-0.66</td> <td>0.16</td> <td>-0.82</td> <td>-0.66</td> </tr> <tr> <td>2024/25*</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p><i>*no DFE published data</i></p> <p>Pupil Premium Progress 8 Gap data.</p> <table border="1"> <thead> <tr> <th>YEAR</th> <th>GTS P8 (dis)</th> <th>NAT. P8 (Not Dis.)</th> <th>DIFF</th> <th>NAT. P8 (Dis)</th> </tr> </thead> <tbody> <tr> <td>2022/23</td> <td>-0.34</td> <td>0.11</td> <td>-0.29</td> <td>-0.67</td> </tr> <tr> <td>2023/24</td> <td>-0.66</td> <td>0.16</td> <td>-0.82</td> <td>-0.66</td> </tr> <tr> <td>2024/25*</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	YEAR	GTS P8 (dis)	NAT. P8 (Not Dis.)	DIFF	NAT. P8 (Dis)	2022/23	-0.34	0.11	-0.29	-0.67	2023/24	-0.66	0.16	-0.82	-0.66	2024/25*	N/A	N/A	N/A	N/A	YEAR	GTS P8 (dis)	NAT. P8 (Not Dis.)	DIFF	NAT. P8 (Dis)	2022/23	-0.34	0.11	-0.29	-0.67	2023/24	-0.66	0.16	-0.82	-0.66	2024/25*	N/A	N/A	N/A	N/A
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<p>To ensure that all known LGBT pupils and staff feel fully integrated into GTS and experience no prejudice.</p>	<p>Incidences of reported bullying relating to LGBT are zero</p> <p>Known LGBTQ pupils do not underperform academically compared to other pupils.</p> <p>LGBTQ staff and pupils are feel safe to learn and work at GTS</p> <p>LGBTQ pupils participate in the clubs and societies at GTS and are represented in all aspects of school life</p> <p>LGBTQ pupils and staff feel confident being open about their sexuality without fear of reprisals.</p>	<p>Numbers of incidences of LGBTQ bullying by year:</p> <p>2022/2023 - 5</p> <p>2023/2024 - 3</p> <p>2024/2025 - 3</p> <p>We continue to have a number of pupils that openly identify themselves as LGBTQ+. Some of these identify as a different gender to their biological gender. We support all our LGBTQ+ pupils and their families.</p> <p>GTS has a number of staff working at the school, who identify as Lesbian, Gay or Transgender. No person applying for a job at GTS is discriminated against based on their sexuality or gender identity.</p>																										

<p>To ensure that all ethnic minority pupils and staff feel fully integrated into GTS and experience no prejudice.</p>	<p>Incidences of reported racism are zero.</p> <p>Ethnic Minority pupils do not underperform academically compared to other pupils.</p> <p>Ethnic Minority staff and pupils feel safe to learn and work at GTS</p> <p>Ethnic Minority pupils participate in the clubs and societies at GTS and are represented in all aspects of school life</p> <p>Ethnic Minority pupils and staff feel confident being open about their ethnicity without fear of reprisals.</p>	<p>The use of racial emotive language is rare at GTS and is directly challenged with pupils by their peers and staff.</p> <p>Number of racist bullying incidences by year: 2022/2023 - 13 2023/2024 - 6 2024/2025 - 3</p> <p>Ethnic Minority pupils performed academically better compared to other pupils at GTS in 2025. P8 = -0.37</p> <p>Ethnic minority pupils can represent the school at all levels and have integrated into clubs and residential opportunities within the school.</p> <p>GTS has a small number of staff that are classified as being from an ethnic minority. No person applying for a job at GTS is discriminated against based on their race.</p> <p>In 2022/23 we have 54 pupils that are identified as ethnic minorities on roll out of a school of 867. (6%) In 2023/24 we have 59 pupils that are identified as ethnic minorities on roll out of a school of 875. (6.5%) In 2024/25 we have 63 pupils that are identified as ethnic minorities on roll out of a school of 884. (7%) In 2025/26 we have 54 pupils that are identified as ethnic minorities on roll out of a school of 865. (6%)</p>
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