MAGNA ACADEMY POOLE

EQUALITY OBJECTIVES 2025-2028 (Year 2 of 3) Improvement Plan

Under the Magna Academy Single Equality policy, our goal is to fulfil our public duty by actively addressing unlawful discrimination, promoting equal opportunities, and cultivating positive relationships across all characteristics. This commitment is underscored by our annual review of three key objectives, directly linked to our identified priorities for improvement within the academy.

OBJECTIVE	RATIONALE	ACTIONS	PROGRESS			COMMENTS/UPDATES
			Y1	Y2	Y3	
To reduce the gap in attendance between females and males ensuring that females' wellbeing and sense of belonging is developed through a series of actions aimed at improving cultural capital.	Current Magna and national data would highlight that females are currently more likely to experience EBSA and their attendance is lower. A 2023 report by the UK Education Endowment Foundation (EEF) highlights that girls continue to under-participate in certain academic areas such as physics, computing, and leadership programs, often due to limited representation, low confidence, and stereotypical gender expectations and this impacts on attendance. A 2022 OECD study on equity in education found that girls are more likely than boys to report feeling anxious and less confident in their abilities. The Girls' Attitudes Survey 2023 by Girlguiding UK showed that nearly 40% of girls aged 11–18 feel that they are not treated equally to boys at school. Research published in the journal Educational Psychology (2022) shows that female students who do not feel represented or supported are significantly less likely to take on	Intensive data Monitoring and Analysis- Collect and analyse data on attendance, behaviour, academic performance and extracurricular participation to highlight the need for early intervention. Student Voice and Representation- Ensure that female students are represented and are able to give insights on school experiences and inclusion through initiatives such as the Quaglia Survey. Mentoring and Role Models- Introduce mentoring programs pairing female students with staff or external female professionals, particularly in male-dominated fields. Staff Training- Deliver gender equality and unconscious bias training for all staff. Celebrate Female Achievement Highlight and celebrate the achievements of female students in assemblies, newsletters, and displays. Targeted Enrichment Opportunities- Promote clubs, workshops and trips that engage girls in leadership, STEM and sports.				

	leadership roles or participate fully in school life. Creating a school culture where girls feel equally seen, heard, and valued is essential—not only for their success but for building a more inclusive and equitable community.					

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To reduce gaps in attainment and progress between students with SEND and non-SEND students, with English and Maths as a priority.	Reducing attainment gaps is crucial for improving the long-term educational and employment opportunities for students with SEND, ensuring they have equitable access to further education and career prospects. The UK government's commitment to inclusive education, as outlined in the Special Educational Needs and Disability Code of Practice, mandates that schools must strive to meet the needs of students with SEND , making the reduction of attainment gaps a key priority. Students with SEND currently make less progress than non-SEND students in Maths and English. Department for Education (DfE) 2023 statistics show that nationally only 24% of pupils with SEND achieved a grade 4 or above in both English and Maths GCSEs, compared to 72% of their peers without SEND. This gap has remained largely unchanged for several years. At Magna Academy in 2025/26 48.3% of pupils with SEND achieved a grade 4 or above in both English and Maths compared with 71% of their peers without SEN. The Ofsted 2023 annual report highlighted that many schools still struggle to provide high-quality, inclusive teaching for pupils with SEND. It reported that SEND pupils are disproportionately affected by poor behavior policies, exclusion, and lack of access to high expectations in the	Create personalised learning plans for each student with SEND, focusing on tailored goals and strategies to enhance their performance in English and Maths. Develop and implement targeted support programmes specifically designed to address the learning needs of students with SEND. This includes after-academy RA sessions, small group interventions, or literacy-focused workshops tailored to their specific challenges. Offer ongoing professional development for teachers on inclusive teaching methods, differentiation techniques, and effective use of modelling and scaffolding to support students with SEND in English and Maths. Evaluate educational software specifically designed to aid students with SEND in learning English (Sparx Reader) and Maths (Sparx), making these subjects more accessible and engaging. Establish a system for frequent assessments and progress monitoring to track the academic performance of students with SEND in English and Maths, allowing for timely adjustments to teaching strategies and interventions. Make use of early tuition and targeted intervention sessions focused on English and Maths for students with SEND. Make use of early tuition and targeted intervention sessions focused on English and Maths. Continuously evaluate the impact of DEAR sessions and on students' reading habits and	**Y1**	**Y2**	**Y3**	•

	classroom. Education Policy Institute (EPI) 2023 report found that children with SEND are more likely to experience school exclusion, lower attendance rates and limited progression into further education or employment. The report emphasizes the need for system-wide reform and school-level accountability in narrowing these disparities.	attainment in English. Review the impact of targeted tutoring through MPR and ensure that constant communication is occurring between internal and external staff.				

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To narrow the gap in attainment between year 11 PP students and non PP GCSE achievement and decrease the gap in 4+ and 5+ annually, with a focus on English and Maths.	Statistics consistently show a disparity between PP and non PP GCSE achievement, with non PP students often outperforming PP students in most subjects including English and Maths. Addressing this gap is crucial to ensure equitable educational outcomes for all students. Education Policy Institute (EPI) 2023 Report: Found that the disadvantage gap nationally in GCSE outcomes increased in 2022, with PP pupils on average 1.24 grades behind their peers across 8 subjects. Within all subjects at Magna Academy the non PP students outperform the PP students. DfE 2023 statistics: Showed that nationally only 45% of disadvantaged pupils achieved grade 4 or above in both English and Maths GCSEs, compared to 72% of their non-disadvantaged peers.At Magna Academy in 2025/26 41.5% of pupils with PP achieved a grade 4 or above in both English and Maths compared with 73% of their non PP peers. National Foundation for Educational Research (NFER, 2023): Identified that disadvantaged pupils are more likely to face barriers such as lower attendance, and less parental support due to economic pressures. EEF (Education Endowment Foundation, 2023): Emphasized the importance of evidence-based interventions, such as small group tutoring and metacognition strategies, which can help accelerate progress for disadvantaged learners when consistently and well implemented.	Develop and implement targeted support programmes specifically designed to address the learning needs of PP. This includes after-academy RA sessions, small group interventions, or literacy-focused workshops tailored to their specific challenges. Provide ongoing professional development opportunities for all teachers to enhance their knowledge and skills in understanding of PP strategies. Implement initiatives to promote a positive attitude towards reading and writing among PP students. This could involve literacy-themed events, book clubs, author visits, and initiatives that highlight the relevance and enjoyment of English subjects. Establish a robust system for monitoring and evaluating the progress of PP students in all subjects, using regular assessments and data analysis to track improvements and identify areas needing further intervention. Adjust teaching strategies based on data insights to ensure continual progress. Engage parents in supporting PP students' achievement in all subjects. Provide workshops and resources that empower parents to reinforce learning at home, encourage reading habits, and communicate effectively with teachers to monitor progress and address challenges. Ensure literacy aids such as Lexia, Lexonik and Sparks Reader are being utilized to improve reading skills. Use data from these and other assessments to monitor students' reading progress and identify areas for improvement. Provide regular feedback to students on their reading skills and encourage goal-setting to enhance their reading abilities.	Y1	Y2	Y3	

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	Ofsted's 2023 annual report stressed the importance of early intervention, family engagement and high-quality teaching in narrowing the PP gap, highlighting that many schools with sustained success in this area maintain a whole-school commitment to equity.					