

Overarching trust aim:

To develop an inclusive trust culture, where our values; ambition, optimism and resilience underpin the organisation.

The Compass Partnership of Schools is committed to ensuring everyone within our organisation feels included and thrives. We uphold and seek to promote the equalities act 2010, ensuring no-one is disadvantaged because of age, disability, gender reassignment, pregnancy/maternity, race, religion, sex or sexual orientation.

Strand	Aim	Action	Lead individual/Time scales	Early Success Indicators Academic year 25-26
Economic Disadvantage	To ensure pupils who are under resourced achieve in line or above their peers	<p>Leaders have a deep understanding of reviewed 'Success for all' documentation</p> <p>Review of pupil premium strategy focuses on CPD for teachers, aligned with trust development plans that ensures consistent inclusive practice and excellent outcomes for all</p> <p>Revised pupil progress meetings and monitoring</p>	<p>JG/SLT Autumn 2025</p> <p>JG/VW/CA Autumn 2025</p> <p>JG/VW/CA – Ongoing</p>	<p>The attainment gap between pupils eligible for Pupil Premium and those who are not narrows by 5% in each year group</p> <p>Teaching is precise and targeted; attainment in all year groups raises by 5%</p> <p>Data system enables trust level data to track attainment gaps across</p>

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	<p>The attendance of under resourced pupils remains above national levels with persistent absence is lower than national</p>	<p>ensure effective data systems for tracking group data gaps as cohorts move through school</p> <p>An SDP focussing on oracy and adaptive teaching focusses on ensuring children, including those from a disadvantaged background, are consistently supported through precision of teaching, resource and language</p> <p>School continues work alongside Attendance Advisory Service in line with school attendance procedures</p> <p>Robust attendance tracking is part of action plans, identifying key groups and children for specific tailored</p> <p>Teachers and support staff continue to embed deliberate practice related to Emotional School Based Avoidance</p>	<p>All leaders – Aut/Spring 25/26</p> <p>JG/CA - Ongoing</p> <p>CA/JR/JW – Ongoing</p> <p>JG/JW Ongoing</p>	<p>year groups, leading to precise analysis of data</p> <p>Children are able to recall and make links between key knowledge and learning</p> <p>School attendance remains above national levels</p>

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Race	<p>All school stakeholders continue to understand the impact of bias</p> <p>Staff have an improved understanding of predominate racial groups who are marginalised within society</p> <p>All pupils continue to feel a sense of belonging and achieve well</p> <p>Asset based practice ensures all parents and carers feel respected and a sense of belonging within the school community</p>	<p>3 year CPD programme through Hemisphere moves into its second year, focusing on the psychology of bias, school experiences of Afro/Caribbean children</p> <p>Data from staff and pupils is used to support action planning and impact analysis</p>	JG - Ongoing	<p>Data from pupil voice indicates children have a greater sense of belonging</p> <p>Staff feel more confident and show a greater awareness of race and culture</p> <p>Data linked to attainment, behaviour and suspension indicates a lowering of the gap between key groups</p>
Disability	To ensure pupils with additional needs thrive and make good progress	<p>Development of curriculum support documents to support planning for pupils with complex needs, beginning with Science</p> <p>Links with Willow Dene, including early help and</p>	<p>MK - Ongoing</p> <p>MK - Ongoing</p>	<p>Science document is developed, understood and utilised by staff</p> <p>Feedback indicates pupils with additional needs are engaged purposefully in lessons</p>

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	<p>Ensure attendance gap between children with SEND and their peers continues to narrow</p>	<p>provision reviews, ensure access to expert advice and support</p> <p>SEMH provision continues to ensure a clear framework and pathway for children to experience excellence</p> <p>Relaunch the inclusion continuum, providing support for implementation as required</p> <p>Develop clear protocols for authorising attendance to ensure improved consistency across the trust</p>	<p>JG – Autumn 2025</p> <p>JG/CA - Ongoing</p>	<p>Provision for pupils is more personalised, meeting need leading to improved progress.</p> <p>Children with SEMH continue to access high quality support</p> <p>Gap between children with SEND and their peers closes</p>
<p>All Belonging</p>	<p>To build coherence, consistency, and connectedness into the systems surrounding our pupils and their families</p> <p>Develop a cradle-to-career mindset, building organisational capacity to design, develop, and deliver integrated pipelines of support,</p>	<p>Work closely with trust SEND lead on REACH – Cradle to Career three year programme</p> <p>Audit existing relationships, and identify opportunities to co-create a coherent educational offer for children and families.</p>	<p>JG – Autumn 2025</p>	<p>Audits of existing relationships have taken place and identified actions to develop improved connectedness between home and school</p> <p>Parental survey response improve by 5% at schools engaged with programme</p>

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