



Equality Objectives Action Plan 2022/24

Target	Actions	Lead	Timeframe	Success Criteria
<p>To narrow the attainment gap between pupil premium and non-pupil premium children.</p>	<p>Identify all PP pupils who have not made expected progress. Identify provision that will enable PP children to make accelerated progress. Closely monitor during pupil progress meetings.</p>	<p>PP Lead SLT All</p>	<p>Termly</p>	<p>The attainment gap will be narrowed between PP children and Non PP children</p> <p><u>Review 2022/23</u></p> <p>Progress</p> <p><i>Pupil Premium:</i></p> <p>Reading – 83% children have made at least expected progress with 46% of them making more than expected progress</p> <p>Writing - 78% children have made at least expected progress with 49% of them making more than expected progress</p> <p>Maths -79% children have made at least expected progress with 49% of them making more than expected progress</p> <p><i>Non Premium:</i></p> <p>Reading – 87% children have made at least expected progress with 46% of them making more than expected progress</p> <p>Writing - 86% children have made at least expected progress with 48% of them making more than expected progress</p> <p>Maths -84% children have made at least expected progress with 48% of them making more than expected progress</p> <p>Attainment:</p> <p><i>Pupil Premium</i> children (136 chn):</p> <p>Reading – 60% working at least at ARE</p> <p>Writing - 54% working at least at ARE</p>

				<p>Maths -55% working at least at ARE</p> <p><i>Non-Pupil Premium</i> children (70 chn):</p> <p>Reading – 67% working at least at ARE</p> <p>Writing - 62% working at least at ARE</p> <p>Maths -67% working at least at ARE</p>
To improve the attendance of pupil premium children so they are at least in line with national attendance figures for pupil premium children.	Working in conjunction with LA attendance officer (MS) to identify families who require support with their child’s school attendance. Regular meetings with targeted low attendance families. During these meetings a support plan and target is set which are reviewed half termly. Signposting to supportive services to improve attendance.	Welfare Mentor LA attendance officer. SLT PP Lead	Termly	<p>The attendance of pupil premium children will have increased to in line or above national figures.</p> <p>Review 2022/23 Meetings continue to be arranged to pupil premium children. Signposting to external agencies is offered to families.</p>
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the CLT, school clubs and all aspects of school life.	CLT representation monitored by race, gender, disability. All selections of children monitored for diversity e.g. school clubs, sports teams.	All	Termly	<p>Diversity in all aspects of school life.</p> <p>Review 2022/23 There has been a wide range of representation by race, gender and disability on the CLT. This continues in to 2023/24 Clubs continue to include children of all races, gender and disabilities. Our sports teams always reflect the school community.</p>
Monitor and analyse pupil achievement by ethnic groups, gender, EAL and disability.	Achievement data analysed by ethnic groups, gender, EAL and disability. This is closely monitored and discussed during pupil progress meeting.	SLT All	Termly	<p>Achievement data is analysed by ethnic groups, gender, EAL and disability.</p> <p>Provision implemented for identified children.</p>

Put in place any support for groups of pupils as required.	Identify pupils who require additional provision and implement.			<p style="text-align: center;">Review 2022/23</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2"></th> <th colspan="3" style="text-align: center;">At least expected progress</th> </tr> <tr> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> <th style="text-align: center;">Maths</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Boys</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td style="text-align: center;">Girls</td> <td style="text-align: center;">80%</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td style="text-align: center;">EAL</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td style="text-align: center;">White British</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">73%</td> <td style="text-align: center;">78%</td> </tr> <tr> <td style="text-align: center;">Black African</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">92%</td> </tr> <tr> <td style="text-align: center;">White & Black Caribbean</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td style="text-align: center;">Black Caribbean</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">86%</td> </tr> </tbody> </table> <p>Key groups will be discussed during pupil progress meetings and support given.</p>		At least expected progress			Reading	Writing	Maths	Boys	82%	77%	84%	Girls	80%	78%	72%	EAL	84%	70%	81%	White British	78%	73%	78%	Black African	85%	85%	92%	White & Black Caribbean	74%	84%	68%	Black Caribbean	81%	81%	86%
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Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	<p>Curriculum leads to monitor progression maps.</p> <p>Curriculum leads and class teachers to ensure diversity across the curriculum e.g. resources & visitors.</p>	Curriculum Leads All	Termly	<p>Curriculum plans include relevant role models that reflect the diverse community within the school.</p> <p>Review 2022/23 The Kapow schemes of work were introduced in September 2022. These share resources to ensure diversity and equality of access for all pupils. Recent enrichment activities delivered by outside agencies have reflected a diverse range of communities.</p>																																			
To improve the attainment of pupils with SEN / Disabilities so that the attainment gap is narrowed between those with and without SEN and disabilities.	<p>Identify pupils during pupil progress meetings and plan provision.</p> <p>Implement effective provision using Assess Plan Do Review cycle.</p> <p>Impact reports created for each intervention.</p>	All	Termly	<p>Pupils identified with SEND have made accelerated progress.</p> <p>Review 2022/23 Many SEN pupils continue to make accelerated or in line progress.</p> <p>Reading – 78% of children with SEND have made at least expected progress with 52% of them making more than expected progress</p> <p>Writing - 67% of children with SEND have made at least expected progress with 48% of them making more than expected progress</p> <p>Mathematics – 76% of children with SEND have made at least expected progress with 53% of them making more than expected progress</p>																																			

Current school profile

Characteristic	School %	In comparison to national %
Number of pupils on roll	243	Close to average
% of pupils FSM	59%	Well above average 25.5
% of pupils EAL	36%	Well above average
<ul style="list-style-type: none"> • White British 	26%	63%
<ul style="list-style-type: none"> • Any other ethnic group 	13%	2%
<ul style="list-style-type: none"> • Black or Black British African 	12%	4%
<ul style="list-style-type: none"> • Mixed white and black Caribbean 	10%	2%
<ul style="list-style-type: none"> • Black or Black British – Caribbean 	9%	1%
<ul style="list-style-type: none"> • Mixed any other mixed background 	7%	3%
Percentage of pupils on EHC plan	2.9%	Above average
School SEND support	19%	Well above average
Pupil base deprivation		Well above average
School location deprivation		Above average



Equality Objectives Annual Report 2021-2022

Target	Actions	Lead	Timeframe	Impact
<p>To continue to narrow the gap in all year groups between Pupil premium and non-pupil premium pupils.</p>	<p>Funding used to provide targeted interventions and training (COVID permitted)</p> <p>Progress and attainment tracked closely through pupil progress meetings and key pupils identified during pupil progress meetings</p> <p>All teachers fully aware of who their pupil premium pupils are</p> <p>Data analysed for PP group and compared to that of non PP pupils</p>	<p>SLT</p>	<p>Termly</p>	<p>Pupil Premium funding is used for targeted support.</p> <p>Gaps in PP and non-PP have narrowed across the school.</p> <p>PP pupils are making expected or better than expected progress in line with school expectations.</p> <p><i>Review 2021/22</i></p> <p><i>Pupil Premium</i> children (133 chn):</p> <p>Reading – 46% working at least at ARE</p> <p>Writing - 33% working at least at ARE</p> <p>Maths -39% working at least at ARE</p> <p><i>Non-Pupil Premium</i> children (67 chn):</p> <p>Reading – 61% working at least at ARE</p> <p>Writing - 57% working at least at ARE</p> <p>Maths - 61% working at least at ARE</p>

<p>To raise the attainment and progress of identified under achieving groups across the school.</p>	<p>To closely monitor key groups of pupils and identify during pupil progress meetings. To analyse and compare identified groups. Provision and interventions set up to support key groups and identified Children.</p>	<p>SLT</p>	<p>Termly</p>	<p>Identified pupils receive interventions and provision to support progress. Gaps between identified groups have narrowed.</p>
<p>COVID gaps in learning: To narrow the gap between those who did access home-school learning (google classroom) and those who did not.</p>	<p>Interventions to provide targeted interventions and support (COVID Gaps in learning to be identified and addressed). NTP programme implemented.</p>			<p>Identified pupils receive interventions and provision to support progress and gaps in learning. Curriculum adapted to fill gaps in missed learning.</p>