**Equality Objectives and Plan 2018-2019**

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| Objectives | Person(s) Responsible | Actions Required | Timescale | Outcomes | Monitoring |
| Narrow the gap between boys and girls by the end of Foundation Stage | EY Lead  SLT  EY Practitioners | * Key marginal boys identified and targeted in provision * Provision is ‘dressed’ to engage boys in purposeful learning * Interventions are put in place to accelerate progress e.g. WellComm (Speech and Language toolkit), extra reading and phonics sessions * Termly tracking and analysis of data | End of each term | Attainment gap between boys and girls will have reduced from the starting point | EY lead  SLT |
| Narrow the gap between boys and girls in all areas | SLT  Class teachers | * Termly tracking and analysis of data * Key marginal children identified * Commando Joe’s used as topic ‘hooks’ and enhancement to lessons * Active learning and use of outdoors Appropriate interventions are put in place e.g. pre and post teach, Accelerated reader 10 session intervention and star reader test to show progress and identify gaps * Reading books used for home reading and during English sessions are boy appropriate | End of each term  Half termly | Attainment gap between boys and girls will have reduced from the starting point | SLT |
| Narrow the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths | SLT  Class teachers | * Termly tracking and analysis of data * Key marginal children are identified and targeted * Appropriate interventions are put in place e.g. pre and post teach, Accelerated reader 10 session intervention and star reader test to show progress and identify gaps * TA support enables focussed teaching for disadvantaged groups who need to accelerate progress | Each term | Attainment gap between disadvantaged and non-disadvantaged pupils will have reduced | PP Champion  SLT |
| Promote spiritual, moral social and cultural development through all appropriate curricular opportunities with particular reference to issues of equality and diversity. | Diversity Champion  SLT  Class teachers | * Ensure Jigsaw is embedded across the school * Develop a wide range of opportunities during and after school eg trips, clubs, visitors * Investigate the want for peripatetic music tution in school to enhance the specialist music teacher * Analyse data to ensure children whose first language is not English are making good progress * Look into the scheme ‘No outsiders in our school’ by Andrew Moffat to see if it can enhance the PSCHE work already taking place * Character Development through Broadoak Behaviours, Oasis 9 Habits and BLP are planned for when developing the new curriculum * Opportunities to undertake charity work take place throughout the year | March 2019  Each term  July 2019  Termly  March 2019  July 2019  Various times throughout the year | Whole school curriculum map highlights Character development and a wide range of extra-curricular opportunities or enhancements  Range of after school clubs  Wide range of children attending clubs  At least 3 global partnership events/charity events to take place per year  EAL children making good progress in comparison with other groups | SLT |