

Equality Objectives and Plan 2018-2019

To be reviewed Sept 2022



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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	End of each term Half termly	Attainment gap between boys and girls will have reduced from the starting point	SLT

		<p>to show progress and identify gaps</p> <ul style="list-style-type: none"> • Reading books used for home reading and during English sessions are boy appropriate 			
Narrow the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths	SLT Class teachers	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<p>March 2019</p> <p>Each term</p> <p>July 2019</p>	<p>Whole school curriculum map highlights Character development and a wide range of extra-curricular opportunities or enhancements</p> <p>Range of after school clubs</p>	SLT

		<p>tution in school to enhance the specialist music teacher</p> <ul style="list-style-type: none"> • 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 	<p>Termly</p> <p>March 2019</p> <p>July 2019</p> <p>Various times throughout the year</p>	<p>Wide range of children attending clubs</p> <p>At least 3 global partnership events/charity events to take place per year</p> <p>EAL children making good progress in comparison with other groups</p>	
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