

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"> <li>• Key marginal boys identified and targeted in provision</li> <li>• Provision is ‘dressed’ to engage boys in purposeful learning</li> <li>• Interventions are put in place to accelerate progress e.g. WellComm (Speech and Language toolkit), extra reading and phonics sessions</li> <li>• Termly tracking and analysis of data</li> </ul>	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"> <li>• Termly tracking and analysis of data</li> <li>• Key marginal children identified</li> <li>• 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</li> <li>• Reading books used for home reading and</li> </ul>	End of each term  Half termly	Attainment gap between boys and girls will have reduced from the starting point	SLT

		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"> <li>• Termly tracking and analysis of data</li> <li>• Key marginal children are identified and targeted</li> <li>• Appropriate interventions are put in place e.g. pre and post teach, Accelerated reader 10 session intervention, star reader test to show progress and identify gaps, LEXIA</li> <li>• TA support enables focussed teaching for disadvantaged groups who need to accelerate progress</li> <li>• PIXL therapies to be used in maths</li> </ul>	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"> <li>• Ensure Jigsaw is embedded across the school and enhanced with mental health assemblies/lessons from lockdown return</li> <li>• Develop a wide range of opportunities during and after school eg trips, clubs, visitors (when covid secure)</li> </ul>	September 2020  Each term	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	SLT

		<ul style="list-style-type: none"> <li>• Begin peripatetic music tuition in school to enhance the specialist music teacher</li> <li>• Analyse data to ensure children whose first language is not English are making good progress</li> <li>• Introduce 'Little People, Big Dreams' books into assembly to promote aspirations and to help reduce gender stereotypes</li> <li>• Opportunities to undertake charity work take place throughout the year</li> </ul>	<p>Jan 2021</p> <p>Termly</p> <p>Autumn 2 2020</p> <p>Various times throughout the year</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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