

EQUALITY ACTION PLAN 2017-18

Focus	Desired outcome	Chosen action/approach	Evaluating impact	Impact assessment	Lessons learned
<p>Diminishing gaps for the current data: between pupil premium and non PP.</p> <p>See data summary.</p>	<p>To improve the achievement of children from low income and disadvantaged families.</p>	<p>Track children carefully to plan effectively with quality first teaching.</p> <p>Intervention strategies include pre and post teaching activities as well as catch up literacy, numeracy programmes as well as systematic phonics/spelling.</p> <p>Enrichment of the curriculum through visits and experiences.</p>	<p>Pupil premium meetings.</p> <p>Vulnerable/PP pupil profiles.</p> <p>Pupil progress meetings.</p> <p>Work scrutiny.</p> <p>PP case studies and monitoring.</p> <p>Class tracker.</p> <p>Governor monitoring.</p>		
<p>Diminishing gaps for the current data: KS1 exit data difference between boys v girls (cohort context, see current data</p>	<p>To continue to target cohort difference between boys and girls, diminish gaps through accurate target setting from starting points, FFT, intervention and feedback/marking/curriculum</p>	<p>Review of teaching and learning policy appendix so that teachers are more aware of showing boys / girls the end product to hook them into the learning, showing what the learning</p>	<p>Pupil Premium meetings.</p> <p>Whole staff meetings.</p> <p>Performance Management Review and pupil progress meetings.</p>		

<p>gaps).</p> <p>See data summary.</p>	<p>planning</p>	<p>can look like ('flow' in planning and lesson delivery and MARK, PLAN, TEACH).</p> <p>Pupil tracking and pupil progress discussions helps teachers to plan effectively quality first teaching.</p> <p>Intervention includes pre and post teaching activities.</p> <p>Guided by good practice / research nationally, curriculum topics which hook children into their learning.</p> <p>Enrichment of the curriculum through visits and experiences.</p>	<p>Learning and Teaching Policy updates for 2017-18.</p> <p>Vulnerable tracking grids to record progress and identify next steps.</p> <p>Scrutiny of work and scrutiny of curriculum has a focus on boys / girls and different groups.</p>		
<p>To continue to target SEND pupils to diminish the gaps for SEN compared with non-SEN nationally.</p> <p>See SEN data.</p>	<p>To improve the achievement of children with SEN through targeted intervention as well as pastoral support/emotional wellbeing.</p>	<p>Curriculum and intervention targets SEN children effectively.</p> <p>CPD training for support staff and teachers.</p> <p>Plan effective support and intervention drawing on experience and guidance from SEND collaboratives.</p>	<p>Pupil progress meetings.</p> <p>SEND pupil profiles.</p> <p>Data from Class tracker and SEN monitoring.</p>		

		Additional resources.			
Inclusive aspirational ‘No Outsiders’ curriculum and PSHE programme to ensure that pupils understand the benefits in a society where diversity and difference are celebrated.	School curriculum, PSHE programme and assemblies linked to the Equality Act (2010) protecting individuals from discrimination.	Through the use of specific picture books, pupils given opportunity to discuss differences , teaching pupils to respect and accept difference. Taking a proactive approach to bullying or discrimination. Curriculum prepares pupils for life in Modern Britain through teaching British Values.	Staff feedback. Pupil voice. Behaviour monitoring / CPOMs. Pastoral support feedback. Pupil and parent questionnaires. Governor pupil interviews.		
Continuing to raise awareness in assemblies, PSHE lessons and across the curriculum of British Values and values education.	To promote understanding of and respect for differences which enable pupils to respect and support each other’s differences and to be the best citizens they can be.	Rights Respecting School Award and activities. Agreed Cambridgeshire PSHE curriculum which ensures coverage of these issues within lessons and circle time. Update Healthy schools award and awareness of disabilities in school and society.	Evidence within OTrack and CPOMs behaviour logs /incidents. Additional clubs to support children working together.		
EAL targets for 2017-18 priorities	To improve the provision for whom English is an additional	Identify barriers to learning through assessment and	Ongoing data progress meetings.		

<p>based on pupil data and targets.</p> <p>See data summary.</p>	<p>language ensure at least good progress from starting points.</p>	<p>discussion with teachers.</p> <p>Identify good practice from research/EEF/ Teaching School and from education/social media. Provide additional support and intervention.</p>			
<p>See data summary for exit EYFS, Phonics, KS1/2 and for current data priorities.</p>	<p>Targeted improvement the attainment of boys / girls to diminish the gaps in reading and writing and maths etc.</p>	<p>Pupil progress meetings and intervention.</p> <p>Pre and post teaching activities.</p> <p>Targeted intervention – catch up literacy and numeracy</p>	<p>Class tracker and class intervention outcomes to be discussed at pupil progress meetings (PMR).</p> <p>Spelling and reading age assessments for targeted groups</p>		
<p>Narrowing the gap between boys and girls.</p>	<p>Data is continually interrogated to look at gaps / equality so that attainment ensures that gaps close</p>	<p>Pupil progress each half term identifies targeted intervention/ developmental marking.</p> <p>Targeted improvement through focussed quality teaching and identifying strategies which work / do not have impact</p>	<p>Class tracker.</p> <p>Pupil progress meetings.</p> <p>Lesson observations.</p> <p>Data analysis shows that gaps are diminishing.</p>		
<p>Continue to monitor attendance so that gaps between school</p>	<p>To improve the attendance of pupils from particular groups.</p>	<p>Fortnightly meetings with Attendance Improvement Officer.</p>	<p>Ongoing attendance monitoring, termly governor monitoring.</p> <p>Involvement of external</p>		

target (97%) are closing (focus on vulnerable groups).			support agencies as required.		
Curriculum and teaching and learning focus to improve knowledge, skills and attitudes to enable pupils to appreciate and value difference.	<p>The curriculum initiatives continue to reduce prejudice-related bullying and the use of derogatory language.</p> <p>Increasing understanding of diversity between pupils from different faith communities.</p>	<p>Values education and Rights Respecting School assemblies.</p> <p>‘No outsiders’ education for all pupils</p> <p>Ongoing curriculum initiatives including e safety and whole school initiatives.</p>	<p>Behaviour logs.</p> <p>Parent and pupil questionnaires.</p>		
To seek ways of engaging parents /carers in their child’s education and the life of the school.	<p>Improving the participation and engagement of different groups of parents and communities. Linked to data and understanding of cohorts.</p>	<p>School funded family and pastoral support.</p> <p>Working with school and external agencies.</p> <p>Additional information and guidance on the school website.</p>	<p>Case studies.</p> <p>School tracking as required.</p> <p>School liaison with parents and targeted support for vulnerable /hard to reach families.</p>		
Ongoing review of school procedures as well as provision to meet the needs of pupils and families.	<p>Consult with pupils, staff and parents. What issues and concerns are being raised? How are we addressing these?</p>	<p>Parents evenings.</p> <p>Curriculum consultation events.</p> <p>Social media.</p> <p>Questionnaires.</p> <p>Governors involved in</p>	<p>Parent and pupil questionnaires reviewed annually by leadership and governors.</p> <p>Feedback from behaviour monitoring.</p>		

		deciding priorities.			
To complete Values education /Rights Respecting School Award.	The school develops a list of issues that should be discussed to support equality.	As a result of review of the PSHE curriculum, analysis of questionnaires, the school identifies priorities. School to collect evidence for Rights Respecting School.	Ongoing improvements in behaviour logs/incidents and feedback from questionnaires. 2017-18 portfolio of evidence collected to submit with application (Bronze).		
To continue to provide training for staff on how to respond effectively to prejudice-related bullying.	All staff continue with online training and are updated regularly by leadership. 100% of staff to feel confident in responding effectively to any prejudice-related bullying. Inclusion training and No Outsiders in Our School training	Termly reviews as required based on changing needs of the children. Training impacts on curriculum provision, improved outcomes for pupils and staff confidence in supporting equal opportunities.			