

Equalities objectives January 2020 – January 2022

Targets:

1. To further narrow/ diminish achievement gaps between boys and girls in English and Mathematics.
2. Continue to further diminish/ reduce the gap between groups of pupils and their peers in writing and Mathematics and SEND.
3. Continue to further reduce/ diminish the gap between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP ["CHALLENGE THE GAP"].

Actions:

- Continuous and daily assessment to influence future teaching and learning
- LSA support carefully timetabled to meet the needs of LAP, vulnerable, PP & SEND pupils to reinforce and address gaps
- Assessment of Learning information used to influence teaching and targets cross referenced to Key Performance Indicators [expected standard]
- Assessment summaries analysed every half term by SLT and interventions organised to improve learning
- Impact of interventions analysed every half term by SLT
- SLT monitor progress and learning of all [especially boys who are SEND and PP plus girls Maths]
- Daily interventions for target pupils – speech therapy, O2O reading, O2O Maths, booster English, challenge English, booster Maths, challenge Maths, nurture group – delivered by teachers or highly skilled LSA's
- RWI/ phonics/ spelling every morning for targeted pupils [Y1 to Y4] – small groups or O2O
- All pupils read at least twice weekly to a staff member – target pupils read daily
- 2 teachers and 1.5 full time LSA's in Nursery/ Reception and Reception/ Year 1 – high adult: child ratio for 58 full time children
- Most EY staff have received 'Talk Boost' training which is embedded into main teaching and adult led tasks
- INSET and CPD focused on improving learning and outcomes for all pupils especially HAP, disadvantaged, Maths [girls] SEND and LAP [who need to catch up and keep up]
- Direct daily teaching of phonics, spelling and key words in fluid ability groups from Reception to Year 4 – groups reviewed every half term
- Topics carefully reviewed, tweaked and generated to engage the interest of the vast majority of pupils and to further develop their key skills
- All pupils have challenging personal targets to ensure nothing less than good progress – reviewed every half term with assessment information
- School funds additional O2O or small group support with LSA's for SEND, LAP & PP pupils
- NCC Speech and Language specialist works in school one day every week [autumn and spring term] to monitor pupils, support pupils and advise staff

Impact:

No significant difference in progress or achievement between groups of pupils.

Targeted pupils will continue to make rapid and sustained progress.