

## Equalities objectives 2022 - 2023 & 2024

First draft: June 2022.

### Targets:

1. Continue to further diminish/ reduce the gap between groups of pupils [boys and girls] and their peers in writing and Mathematics and SEND.
2. Continue to further reduce/ diminish the gap between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP ["CHALLENGE THE GAP"].
3. To further develop their knowledge and understanding of British Values and ensure pupils have a wealth of experiences and are confident to articulate.
4. Continue to develop pupil's knowledge and understanding of safe and respectful relationships.
5. Minimise differences between pupil's knowledge and understanding as a result of COVID isolation and variation in engagement with online learning/ school closure learning/ tasks/ work.

### 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, O20 reading, O20 Maths, booster English, challenge English, booster Maths, challenge Maths, nurture group - delivered by teachers or highly skilled LSA's
- Phonics/ spelling every morning for targeted pupils [Y1 to Y4] - small groups or O20
- 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 and Reception - high adult.
- 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
- Additional O2O given to highly vulnerable pupils to support rapid and sustained progress.
- PSHE&C, SMSC, RSE and assemblies support and broaden pupils' experiences of FBV.
- PSHE&C and RSE curriculum focussed on supporting all pupils to further develop and consolidate their knowledge, understanding and vocabulary to communicate about relationships.
- Adjust the curriculum to prioritise reading, phonics, maths, writing and language then ensure opportunities are planned to practise and develop these across the wider curriculum while developing knowledge and vocabulary.
- While ensuring a priority based initial focus but ensure all pupils have access to a full and broad curriculum.
- Initially adjust structure of interventions to maintain 'bubble' structure and catch up then keep up [TBC].
- Assessment of learning to baseline all pupils in September 2021 to identify a clear starting point for teaching and learning.
- Focus on pupil [and staff] wellbeing and mental health through PSHE&C and RSE.

### Impact:

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

Targeted pupils will continue to make rapid and sustained progress.