



## Equality objectives 2022

The below objectives were carried over from the previous year, due to the impact on a typical school year caused by the pandemic. This limited many of our cultural capital opportunities, even when the school was open based on Government guidelines. We would like to focus on these objectives for at least another year so that they are fully achieved.

Objective:	Why we have chosen this objective:	To achieve this objective we plan to:	Progress:
To raise PPG progress and attainment outcomes	To ensure that our most disadvantaged children make maximum gains and remain high profile in all pupil progress meetings	<ul style="list-style-type: none"> <li>Start of year trackers to identify PPG children for class teachers and phase leaders and their current attainment</li> </ul>	Complete
		<ul style="list-style-type: none"> <li>End of term data to generate reports that identify the progress of PPG children in comparison to non-PPG children for each class and year group. These to be shared with class teachers and phase leaders prior to PPG meetings</li> </ul>	Complete
		<ul style="list-style-type: none"> <li>Pupil progress meetings to plan for any intervention necessary and to staff accordingly</li> </ul>	Complete
		<ul style="list-style-type: none"> <li>English and Maths Teams to be used for PPG children as and when necessary</li> <li>A weekly homework club for Upper Key Stage Two</li> </ul>	Complete
		We now need to evaluate the impact of the above.	
To increase attendance of all SEND children to 97%	We want all children to derive the maximum benefit from the educational provision we offer. We are committed to ensuring that every child receives their entitlement to schooling 5 days a week. We know, from	<ul style="list-style-type: none"> <li>Class teachers to discuss attendance daily with children when taking registers</li> <li>High attendance of classes to be celebrated in weekly assemblies, led by the Headteacher</li> <li>Attendance and punctuality monitored weekly by the administration teams.</li> </ul>	SEND attendance continues to be an area for focus. The majority of SEND children have good attendance, but some do not. One child has an EHCP linked to avoidance of school - their attendance is below 50%. Another child



	<p>our analysis of pupil performance data over a sustained period, that there is a consistent correlation between poor attendance and lower than average attainment</p>	<ul style="list-style-type: none"> <li>• The Headteacher to work closely with parents of identified children to improve attendance rates.</li> <li>• Parents to be given attendance figures at each termly parent consultation meeting</li> <li>• Every time a child is not in attendance contact with the parent to be made</li> <li>• All requests for leave to be made to the Headteacher</li> <li>• During remote learning, class teachers to monitor attendance. A whole school tracking system to be set up where the SLT make calls to families to support them to improve attendance</li> <li>• The school to support families with technology to ensure attendance rates in live lessons and on Teams is high</li> <li>• The SENDCo to track attendance with class teachers at termly meetings and to develop strong links with parents to encourage high attendance</li> </ul>	<p>has significant medical appointments, and another has regular transfusions.</p> <p>The number of EHCPs = 17</p> <p>The number of EHCP children with below 95% attendance is 9.</p> <p>The number of EHCP children with below 90% attendance is 7.</p> <p>This needs to continue to be a focus as we move back into a more normal, fully functioning school year.</p>
<p>To ensure that all children participate in one before/during or after school club and all KS2 children complete in at least one competitive sport opportunity</p>	<p>We want to ensure that we are offering an exceptional extended curriculum for all pupils</p>	<ul style="list-style-type: none"> <li>• To continue to offer a high number of extended school clubs to all pupils</li> <li>• To ensure that pupils who require financial support to do this will receive an assisted place</li> <li>• The senior leadership team to monitor club participation and the quality of clubs throughout the school year</li> </ul>	<p>The number of before/during/after school clubs has extended following lockdown:</p> <p>Autumn 2021 = 50</p> <p>Spring 2022 = 46 (4 activities have taken a break for the Winter)</p> <p>The SLT continues to monitor and evaluate the quality of our provision - the most recent observations took</p>



			place during the Autumn term 2021.
To ensure that all PPG children are given the opportunity to (or begin to) learn a music instrument or participate in a musical performance as part of the extended curriculum	Studies have shown that learning to play a musical instrument can make a difference to a child's academic performance	<ul style="list-style-type: none"> <li>The Deputy Headteacher and music teacher to meet at the start of each year to monitor this and decide upon children that will require financial support</li> </ul>	Spring 2022 - 7 PPG pupils across Years 3 & 4 are currently learning an instrument via the subsidy scheme
To ensure that reasonable adjustments are made for any staff member or pupil with a physical disability or mental health need to better meet their needs and ensure that any disadvantages they experience are addressed	We want all members of the school community to enjoy the same opportunities	<ul style="list-style-type: none"> <li>The Headteacher and Business Manager will meet at the end of each academic year with the relevant staff, to review adjustments currently in place and whether changes are required</li> <li>The Headteacher and SENDCo will review the outcome of all SEND review meetings termly to ensure that all required adjustments are made</li> </ul>	

- Last reviewed: July 2021 by Jade Huxley and updated Jan 2022 by Sue Jepson
- Next review: February 2023 by Full Governing Body