



## Approved Equality Objectives 2020-2024

Objective	Actions	Review of Impact
<p>By 2022, the gap between boys' and girls' attainment and progress in reading at the end of KS2 will decrease from 31% to 15% and 7 points to 3.5 points; By 2024, boys' attainment and progress in reading will be broadly in line with that of girls</p>	<ul style="list-style-type: none"> <li>• Summer 2020 - review of English curriculum to ensure engaging texts are used across the school as a basis for English teaching – to be introduced Autumn 2020</li> <li>• purchase guided reading texts to support guided reading sessions and home reading</li> <li>• reinforce the expectation that all children will read regularly at home</li> <li>• parents to be invited to phonics family learning sessions</li> <li>• termly pupil progress meetings to identify boys who are under-performing; identified pupils targeted for intervention</li> <li>• 2023-2024 – focus on reading for pleasure to engage readers and promote independent reading</li> <li>• 2023-2024 – update library resources to include wider range of high quality texts</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of new English texts (autumn 2020) has resulted in higher levels of engagement as evidenced in pupil voice and feedback from staff. Sharing quality texts at a whole class level has enabled SEND pupils to access vocabulary that they would not be able to do independently.</li> <li>• New guided reading books have increased pupil engagement in reading at home as home/school reading more closely linked and monitored.</li> <li>• <b>2022 KS2 data indicated that the gap between boys' and girls' attainment in reading has closed to 3.3% and the gap in progress has closed to 2.6 points</b></li> <li>• <b>2023 KS2 data showed that attainment for girls was higher than boys (16%) gap; however, boys made greater progress from KS1 (+2.76 points)</b></li> </ul>
<p>By 2022, the gap between boys' and girls' attainment and progress in writing at the end of KS2 will decrease from 36% to 20% and 4 points to 2 points; By 2024, boys' attainment and</p>	<ul style="list-style-type: none"> <li>• Summer 2020 - review of English curriculum to ensure engaging texts are used across the school as stimulus for writing – to be introduced Autumn 2020</li> <li>• Summer 2020 – review of phonics provision to facilitate more time for writing in KS1</li> </ul>	<ul style="list-style-type: none"> <li>• Better quality writing outcomes and pupils, especially boys, more motivated to write as evidenced in book trawls, pupil voice and feedback from teachers. Writing in Year 1 has improved.</li> </ul>

<p>progress in writing will be broadly in line with that of girls</p>	<ul style="list-style-type: none"> <li>• termly pupil progress meetings to identify boys who are under-performing; identified pupils targeted for intervention</li> <li>• 2023-2024 – focus on increasing opportunities for sustained writing across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted writing intervention has started to reduce gaps in learning resulting from Covid 19</li> <li>• <b>2022 KS2 data indicated that boys and girls attained in line, with boys marginally out performing girls by 0.4%. The gap in progress between boys and girls has decreased to 1.1 point.</b></li> <li>• <b>2023 KS2 data indicated that girls attained higher than boys (9% gap); however boys made only slightly less progress from KS1 (- 0.17 points)</b></li> </ul>
<p>By 2024, all pupils and parents will be confident that incidents of prejudice-related behaviours will be dealt with effectively as evidenced by a parent survey</p>	<ul style="list-style-type: none"> <li>• staff to receive training</li> <li>• children to explore issues of prejudice-related bullying as part of PSHE lessons</li> <li>• review of behaviour policy (Summer 2020)</li> <li>• English texts to explore range of cultural issues</li> <li>• celebration of diversity within the school (e.g. International Week)</li> <li>• staff to respond promptly to all incidents of prejudice-related behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• incidents of prejudice-related behaviour have decreased: children and staff know to report incidents promptly so SLT are able to investigate</li> <li>• New behaviour policy emphasises unpicking behaviour with children so they have a clearer understanding of why certain behaviour is not acceptable – children a able to take more responsibility for their behaviour</li> <li>• Children have learned more about different cultures as a result of a whole week dedicated to celebrating diversity</li> <li>• Parent survey (March 2023) indicated that 94% of parents felt that if they raised and issue it would be dealt with properly and 64% felt that school dealt effectively with bullying (31% did not know)</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils stated that when there were incidents of bullying, staff dealt with it effectively (Safeguarding Review, 2023)</li> </ul>
<p><b>By 2024, absence rates for white British pupils to be in line or below National</b></p>	<ul style="list-style-type: none"> <li>• Weekly attendance awards for most improved class attendance</li> <li>• Attendance and punctuality to be monitored by Pastoral Manager</li> <li>• school to intervene at an early stage if patterns in absence are apparent</li> <li>• school to discourage holidays in term time – fines to be issued for holidays over 5 consecutive days</li> <li>• letters to be sent home if attendance falls below 95%</li> <li>• school to work closely with families to support attendance (e.g. home visits if child refusing; support from attendance officer)</li> <li>• fines to be issued for unauthorised absence</li> <li>• school to work closely with LA and social care in line with new guidance to ensure best attendance (2023)</li> </ul>	<ul style="list-style-type: none"> <li>• There are a number of families who remove children during term time for holidays, despite fines being imposed, which has a significant impact on attendance; these are mainly white British families; however there was a reduction in unauthorized holiday (2022-2023)</li> <li>• School continues to intervene where absence is low, working with the LA attendance officer and early help. This has resulted in improved attendance for some pupils.</li> <li>• Punctuality has improved following intervention by the Pastoral manager to highlight poor punctuality</li> </ul>