



## 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>• Key stage 2 children to regularly access reading comprehension activities on Century Tech</li> <li>• termly pupil progress meetings to identify boys who are under-performing; identified pupils targeted for intervention</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 progress in Writing 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 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> <li>• termly pupil progress meetings to identify boys who are under-performing; identified pupils targeted for intervention</li> </ul>	

<p><b>By 2022, all pupils and parents will be confident that incidents of prejudice-related behaviours will be dealt with effectively as evidenced by a parent survey</b></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> </ul>	
<p><b>By 2022, absence rates for white British pupils to be in line or below National</b></p>	<ul style="list-style-type: none"> <li>• weekly/termly attendance awards</li> <li>• attendance 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 92%</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> </ul>	
<p><b>Increase the number of children who attend Sunday mass</b></p>	<ul style="list-style-type: none"> <li>• half-termly mass led by OLA pupils</li> <li>• encourage pupils to become altar servers</li> <li>• passport to faith for pupils preparing for the Sacraments of First Holy Communion and Confirmation</li> </ul>	