

## Equality Objective 2018-2019

<i>Plan written by:</i> Hannah Appleton and SLT	<i>Initial date of report:</i> March 2018
<i>First review date:</i> September 2018	<i>Final review:</i> February 2019
<p><b>Context:</b></p> <ul style="list-style-type: none"> <li>• Current number on roll – 262</li> <li>• SEN learners: 15%</li> <li>• EAL learners: 3%</li> <li>• PPG: 19%</li> </ul>	<p><b>Key Issues:</b></p> <ul style="list-style-type: none"> <li>• Pupils receiving PPG funding have not always made expected progress and some of these children can find it difficult to work independently.</li> <li>• The attainment of these children as a group is lower than children who do not receive the funding.</li> <li>• Attendance is below the national average of 96% and lower than the non PPG group apart from in EYFS, EYFS: 96.62% (PPG), 95.75% (non PPG) Year 1: 92.2% (PPG), 95.96% (non PPG), Year 2: 93.86% (PPG), 96.54% (non PPG)</li> </ul>

Objective and Action	Time Scale	Led by	Resources	Success Criteria	Monitoring	Evaluation
<p><b>Advance Equality of Opportunity</b> To improve the attainment of and accelerate progress for pupils eligible for pupil premium grant (PPG) so that it is, at least, in line with national expectations.</p> <ul style="list-style-type: none"> <li>• Review ASP online data</li> <li>• Collate and analyse in school data related to attainment of pupil eligible for pupil premium grant (PPG Strategy to be published online)</li> <li>• SLT, intervention teacher and PPG governor to meet and review the children's attainment, progress and interventions termly</li> <li>• Additional part time teacher employed for interventions and enrichment</li> <li>• Review interventions to ensure high quality and effectiveness</li> <li>• Track interventions and progress and attainment through individual case studies</li> <li>• Monitor attendance for pupils eligible for</li> </ul>	Half termly Pupil Progress meetings	SENCo/ Deputy head	Data/ Budget	<p>Half termly class pupil progress meetings clearly identify the interventions in place to accelerate learning.</p> <p>There is open and clear communication between class teachers, the intervention teachers and the SENCo regarding planning, progress and assessment.</p> <p>Case studies are written for all PPG children so that their progress, attainment and attitudes to learning are closely monitored.</p> <p>Termly review meeting with SLT and interventions teachers to meet to review</p>	<ul style="list-style-type: none"> <li>• Half termly pupil progress meetings</li> <li>• Termly PPG Strategy review meetings</li> <li>• Specific tracking of the intervention group data</li> <li>• Observations of interventions and within classes</li> <li>• Regular discussions between class teachers and intervention</li> </ul>	

<p>PPG</p> <ul style="list-style-type: none"> <li>• Ensure these pupils access the wider curriculum including school clubs and trips</li> <li>• Promote parental engagement to support pupils to improve attendance through meetings with our Parent Support Advisor</li> <li>• Ensure all additional needs are met, e.g. Speech therapist, Educational Psychologist</li> <li>• Healthy Schools Project to support transition of PPG children into Year 2</li> <li>• Sports Coach encourages participation and enthusiasm during lunchtime club</li> <li>• All support staff are aware of the importance of supporting eligible children and have it as one of their targets.</li> </ul>				<p>progress, attainment and intervention timetables to ensure best practice. Robust systems are in place for attendance.</p>	<p>teacher</p> <ul style="list-style-type: none"> <li>• SLT to monitor impact on attainment and progress</li> <li>• Strategies used in assemblies to encourage high attendance, e.g. the golden cup for highest class attendance</li> </ul>	
--	--	--	--	--	---	--