

Highlands Primary School Equity Policy

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Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equity. This involves tackling the barriers which could lead to unequal outcomes so that there is equity of access and the diversity within the school community is celebrated and valued.

We believe that equity at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Highlands Primary School, equity is a key principle for creating a sense of belonging irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy has been drawn up as a result of discussion within a working party made up of representatives of teaching and support staff, pupils, parents, and governors and has been shared with the whole school community.

Monitoring and Review

The staff members responsible for co-ordinating the monitoring and evaluation are Sandeep Kaur: Associate Head Learning Leader and Lorraine Matsell: Inclusion Lead. They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area who is
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement

- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Policy Commitments

Promoting Equity: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equity;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equity;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equity: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equity of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning.

Promoting Equity: The ethos and culture of the school

- At Highlands Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and acceptance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equity and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Parliament, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equity: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equity policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equity policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equity: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equity: Partnerships with Parents/Carers and the Wider Community

Highlands Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equity policy is maintained and updated regularly; and that equity schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;

- The designated Equity Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equity;
- Overseeing the implementation of the equity policy and schemes;
- Co-ordinating the activities related to equity and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equity policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equity policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equity policy and all other relevant policies will be evaluated and monitored for their equity impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

Action Plan Template 2016-17

Equality Objectives

1. To raise achievement of Pakistani pupils at the end of Foundation Stage and Phonics at the end of Year 1.
2. To raise attainment of Boys in English at the end of Key Stage 1.
3. To raise attainment of boys in line with national expectations for SPAG at the national standard and above national standard (KS2).
4. To ensure a higher percentage of PP pupils achieve the higher standard in reading at the end of KS2.
5. To track middle attaining pupils from KS1 (level 2) to ensure they meet the National Standard at the end of Key Stage 2.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Pakistani achievement of GLOD and Year 1 phonics is in line with National. • The gap between boys and girls in Reading and Writing at the end of Key Stage 1 is significantly closed. • Boys attainment in SPAG at the end of Key Stage 2 is in line with national. • The percentage of PP children achieving the higher standard in Reading is above national. • To ensure every PP middle attaining child meets the national expectation at the end of KS2. 	<ul style="list-style-type: none"> • Analysis of on-going assessment over the course of the year and robust progress reviews.

Activity	Lead	Progress Milestones	Review
<p>To raise the percentage of Pakistani pupils achieving GLOD.</p> <ol style="list-style-type: none"> 1. The year group have identified and highlighted all Pakistani pupils on action plans and weekly planning. 2. Robust progress reviews will focus upon the specific progress of these pupils. 3. Families will be targeted for parent workshops. 	<p>Vanessa Patel Cigdem Duztepe</p>	<p>Termly Progress Reviews</p>	<p>78.9% of children achieved at GLOD in 2017. This reflects the year on year increase over the past 5 years. 80% of Pakistani children achieved GLOD, which is an increase of 13% from last year.</p>
<p>To raise attainment of Pakistani pupils achieving the Phonics Standard at the end of Year 1.</p> <ol style="list-style-type: none"> 1. All Pakistani pupils have been highlighted and discussed by the team. 2. Pupils will be monitored closely at progress review meetings. 3. Families will be targeted for phonics workshops. 	<p>Denise Taylor Walter Guerrero</p>	<p>Termly Progress Reviews</p>	<p>Year 1 achieved the highest percentage of children passing the phonics test this year with 93% pass rate. 86.4% of Pakistani children achieved the standard which is an increase of 17% from last academic year.</p>

<p>To raise the attainment of boys in Reading and Writing in comparison to girls at the end of Key Stage 1</p> <p>1. An initial analysis of the current year 2 data suggests that this particular cohort does not reflect a gender imbalance. 2. Current year 3 to link with the Creative Schools project to raise achievement of boys in English.</p>	<p>Jenny Owen Emel Kara Rachel Targett Adams</p>	<ul style="list-style-type: none"> • Autumn Term-baseline assessments to target focus pupils’ • Spring progress review and measure impact. Plan any additional interventions and adapt teaching. • Progress in writing book moderation May 2017. 	<p>This is a focus area that we will closely monitor this year as the gap was not closed between the boys and girls in English.</p>
<p>To raise the attainment of boys and SPAG at the end of Key Stage 2 in line with National</p> <p>1. To evaluate the quality of SPAG teaching and learning from 2015-16 and adapt practices. 2. To establish a lunch time spag club to really focus in on the boys at particular at risk of not achieving national standard. 3. To analyse assessments carefully and target personalised teaching for vulnerable pupils’.</p>	<p>Sandy Kaur Toby Hardy</p>	<ul style="list-style-type: none"> • Autumn Term-baseline assessments to target focus pupils’ • Spring progress review and measure impact. Plan any additional interventions and adapt teaching. • Progress in writing book moderation May 2017. 	<p>The attainment in SPAG and achievement gap between boys and girls was significantly reduced by the end of Key stage 2, with the highest attainment in the last 5 years.</p>

<ol style="list-style-type: none"> 4. Regular robust progress reviews. 5. Incorporate SPAG into writing sessions and focus of close the gap marking. 6. Success criteria in writing to be linked to grammar aspects using new stages of learning. 7. Work closely with new interim framework. 			
<p>To raise the percentage of PP children achieving the higher standard in Reading at the end of Key Stage 2</p> <ol style="list-style-type: none"> 1. To ensure every class teacher is aware of the PP pupils in the class and each teacher carries out a reading action plan for each PP child. 2. To ensure all PP children attend the additional reading boosters. 3. To ensure every PP child gets a detailed response mark in their guided reading journals and opportunity to respond. 4. PP children are included in 	<p>Sandy Kaur Toby Hardy</p>	<p>November progress review January Progress review Mock Sats tests additional discussions</p>	<p>Our progress score for reading for the disadvantaged pupils reflected +4.35. 32% of all children achieved the higher standard and 44% of pupil premium children the higher standard.</p>

<p>the reading visits to the library.</p> <p>5. Pupil Premium children are part of an additional reading book club, which includes a classic text. Led by one of the reciprocal reading champions.</p>			
<p>To ensure all middle attaining PP children at the end of Key Stage 1 achieve the national standard at the end of Key Stage 2.</p> <ol style="list-style-type: none"> 1. To track all pupils Key Stage 1 scores as a team 2. To stream who could possibly be vulnerable of being a border line child child not achieving the National Standard in any subject. 3. Each class teacher to individually action plan for these pupils and involve parents in the action plan. 4. Ensure these pupils are accessing all additional Reading and Maths clubs. 	<p>Sandy Kaur Toby Hardy</p>	<p>November progress review January Progress review Mock Sats tests additional discussions</p>	<p>100% of middle attaining children achieved the national standard, 98% achieved in writing and 91% in Reading.</p>

Action Plan Template 2017-18

Equality Objectives

1. To close the gap in attainment in English within KS1 Between boys and girls.
2. To reduce the inequality gap in Foundation Stage
3. To track the progress of pupil premium children in Years 4 and 5.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Boys achievement in English is in line with girls, and that barriers to achievement are understood. • The gap of achievement between the lowest 20% of children and the rest of the cohort is closed. • Pupil premium children are making at least expected progress in all areas in Year 4 and 5. 	<ul style="list-style-type: none"> • Attainment in Reading and Writing reflects equality between boys and girls at the end of Key Stage 1. • The lowest 20% of the cohort at entry reflect a higher percentage of children achieving GLOD by the end of the year. • Pupil premium children make at least expected progress in all areas

Objective	Evaluation
1. To close the gap in attainment in English within KS1 Between boys and girls.	Although the gap in attainment narrowed, it still exists at the end of KS1. There are a significant group of boys in this cohort with overlapping issues (Pakistani/PP/PA). This objective will continue to be a focus for this cohort as they move into Year 3.
2. To reduce the inequality gap in Foundation Stage	The inequality gap in the Foundation Stage was reduced from 40.8 to 38.8. This cohort has a higher than normal number of EHCPs

	which we will need to be mindful of.
3. To track the progress of pupil premium children in Years 4 and 5.	Compared with their non PP peers, pupil premium children in Year 4 are performing better in Reading, Writing and Maths. In Year 5 however pupil premium children are underperforming compared to their non PP peers and this is most significant in Maths. This group of children have been highlighted on the year group action plan for next year.

Action Plan Template 2018-19

Equality Objectives

1. To close the gap in attainment in English within Year 3 between boys and girls.
2. To raise attainment of Pakistani pupils at the end of KS1 and end of Year 3.
3. To close the gap in attainment in Writing at Greater Depth within KS2 between boys and girls.
4. To track the progress of pupil premium children in Years 3.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Boys achievement in English at end of Year 3 is in line with girls, and that barriers to achievement are understood. • Pakistani achievement at the end of KS1 and end of Year 3 is in line with National. • Boys achievement in Writing at Greater Depth at end of KS2 is in line with girls, and that barriers to achievement are understood. • Pupil premium children are making at least expected progress in all areas in Year 3. 	<ul style="list-style-type: none"> • Attainment in Reading and Writing reflects equality between boys and girls at the end of Year 3. • Attainment of Pakistani children reflects equality with other significant groups at the end of KS1 and end of Year 3. • Attainment in Writing at Greater Depth reflects equality between boys and girls at the end of Key Stage 2. • Pupil premium children in Year 3 make at least expected progress in all areas.

Objective	Evaluation
1. To close the gap in attainment in English within Year 3 between boys and girls.	At the end of Year 2, there was a gap in attainment between boys and girls in Writing of 9%. At the end of the Autumn term the gender gap in Reading in Y3 was also 9% (Boys outperforming girls) and in

	writing it was 7% (girls outperforming boys). By the end of the year the gap in reading had reduced to 2% and the gap in writing remained at 9%.
2. To raise attainment of Pakistani pupils at the end of KS1 and end of Year 3.	By the end of the year in Y2, 68% of Pakistani pupils had reached the expected standard in Reading, 56% in Writing and 64% in Maths in comparison to 81%, 84% and 85% as a year group. This is an area that will continue to be a focus for these children in Year 3 although it is worth noting that 4 of these children either have an EHCP or have attended nurture group. Of the Y3 Pakistani children, 81% achieved the expected standard or above in Reading, 62% in Writing and 85% in Maths. This compares to 82%, 72% and 86% as a year group. This shows there is still an achievement gap for Pakistani children in writing which will need to be addressed.
3. To close the gap in attainment in Writing at Greater Depth within KS2 between boys and girls.	At the end of the year a gender gap at greater depth writing still existed with 14.9% of boys achieving the higher standard for writing and 39.5% of girls achieving the same.
4. To track the progress of pupil premium children in Years 3.	In the Autumn term there were significant inequality gaps in Reading (41%), Writing (15%) and Maths (29%). By the end of the year these gaps had all been reduced to Reading – 12%, Writing – 14% and in Maths PP children were outperforming their non-PP peers. All the pupil premium children in Y3 made at least expected progress in Reading and 91% (10/11) made at least expected progress in Writing and Maths. Many of these children made accelerated progress which caused a reduction in the inequality gap.

Action Plan Template 2019-20

Equality Objectives

1. To close the gap in attainment in Writing at Greater Depth within KS2 between boys and girls.
2. To raise attainment of Pakistani pupils at the end of KS1 and end of Year 3.
3. To close the gap in achieving a Good Level of Development in EYFS between boys and girls.
4. To close the gap in attainment in English within Year 3 between boys and girls.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Boys achievement in Writing at Greater Depth at end of KS2 is in line with girls, and that barriers to achievement are understood. • Pakistani achievement at the end of KS1 and end of Year 3 is in line with National. • The percentage of boys achieving a GLOD in EYFS is in line with girls and barriers to achieving this are understood. • Girls achievement in English at end of Year 3 is in line with boys, and that barriers to achievement are understood. 	<ul style="list-style-type: none"> • Attainment in Writing at Greater Depth reflects equality between boys and girls at the end of Key Stage 2. • Attainment of Pakistani children reflects equality with other significant groups at the end of KS1 and end of Year 3. • There is equality between boys and girls achieving a GLOD at the end of EYFS. • Attainment in Reading and Writing reflects equality between boys and girls at the end of Year 3.

Objective	Evaluation
1. To close the gap in attainment in Writing at Greater Depth within KS2 between boys and girls.	
2. To raise attainment of Pakistani pupils at the end of KS1	This was being monitored closely in both Year 2 and Year 3. Key

and end of Year 3.	groups of Pakistani children had been identified on action plans and provision maps. These children were being targeted for additional booster groups within the year group before going into lockdown.
3. To close the gap in achieving a Good Level of Development in EYFS between boys and girls.	This was being monitored very closely and strategies were put in place to address any gaps identified for example girls were not making as much progress as boys in physical development. Class teachers were doing regular 5 minute classroom overview observations to enable them to notice any trends in areas of learning e.g. no girls in the construction area/boys in the writing area and address these by modifying resources and planning to challenge these trends.
4. To close the gap in attainment in English within Year 3 between boys and girls.	The gap between boys and girls was being closely tracked and monitored. Focus pupils had been identified on the action plan and provision map for Year 3 and interventions such as phonics groups, pre-teaching and small group reading opportunities were underway. The year group were supported by the LL and English Lead to choose texts that would motivate boys and girls and to plan meaningful writing opportunities.

Action Plan Template 2020-21

Equity Objectives

1. To close the gap in achieving a Good Level of Development in EYFS between boys and girls.
2. To support the EAL high level of need in Year 4.
3. To communicate with Black family members of our community and engage in listening to their experiences of belonging to the school community in relation to national events with Black Lives Matter.
4. To communicate with our White European families to listen to their experiences of belonging within the school community.
5. To identify an extreme poverty register due to Covid and track pupil development in a holistic way.
6. To review the curriculum for it's ability to serve our community with an expansive and critical lens on history, migration and contributions of Black and Ethnic Minority key figures in shaping society today.
7. To work towards an anti-racist whole school short, medium and long term strategy.

OUTCOMES	MEASURED BY	Evaluation
<ul style="list-style-type: none"> • GLOD reflects equity in achievement between boys and girls • Children from Year 4 who are beginners in English accelerate in progress following intensive catch up language support and move beyond basic interpersonal communicative language to Cognitive academic language use. • Parent voice from the Black Community reflects an enhanced sense of community belonging, acknowledging the progressive steps of the school to engage in actively 	<ul style="list-style-type: none"> • Key Performance Indicators at End of Key Stages • Stakeholder Feedback • Wellbeing Indicators • External audits including Associate Adviser Feedback • There is equality between boys and girls achieving a GLOD at the end of EYFS. • Attainment of children who are beginners in English in reflects equality with other significant groups at the end of Year 4. • Parent voice from the Black Community 	<p>At the end of Reception 69% of children achieved a Good Level of Development. If we compare by Gender 74% of Girls achieved GLOD and 64% of boys. This discrepancy is also explained by 13 boys known to SEN and 1 girl known to SEN.</p> <p>The interventions placed in Year 4 with a specialist language teacher supported the Year 4 beginners in English in making a good level of</p>

<p>listening to experiences. Pupil voice reflects enhanced sense of identity and belonging.</p> <ul style="list-style-type: none"> • Parent voice from the White European Community reflects an enhanced sense of community belonging, acknowledging the progressive steps of the school to engage in actively listening to experiences. Pupil voice reflects enhanced sense of identity and belonging. • Families that have fallen into extreme poverty due to Covid can feedback how support via food bank vouchers, counselling access, catch up funding support has reduced impact of poverty upon children. Children are on track with their learning and wellbeing. • Curriculum review reflects expansive subject knowledge of teachers and enhanced critical thinking skills and empathy by children. • Staff, child and parent voice reflects a clear understanding of the anti-racist ethos of the school and actions impact upon-recruitment, attainment, wellbeing indicators and stakeholder feedback. 	<p>reflects positive experiences at the school and a sense of belonging within the school community.</p> <ul style="list-style-type: none"> • Parent voice from the White European Community reflects positive experiences at the school and a sense of belonging within the school community. • School will have a register of families who have fallen into extreme poverty and a record of how these families have been supported across the year. • The curriculum will offer a more diverse field of knowledge for the children. The children will be able to view events from history with a critical lens and evaluate the reliability of sources of information. • The school will have developed a short, medium and long term strategy to detail how we are working towards becoming an anti-racist school. 	<p>progress and higher levels of access to the curriculum. As a result the expected standards achieved in year 4 were mostly on track.</p> <p>The continual engagement and sharing of the schools focus upon equity and diversity has empowered families that are within the minority in the school population including our Black African and Caribbean and White European families express they feel a greater level of confidence in engaging within the school community.</p> <p>The school established a hardship fund to ensure no member of the community was extremely adversely impacted by the pandemic and economic factors. All learning leaders were involved in applying for Winter Grants for our families and we carefully tracked our vulnerable families to ensure they received the additional funding through the pandemic and access to the foodbank.</p> <p>The curriculum newsletters reflect</p>
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		<p>the growing complexity and diversity of representation our curriculum now advocates. Staff voice reflects the strong correlation to high quality CPD. The levels of engagement with the learning is reflected in high quality outcomes despite the pandemic at the EOKS2.</p> <p>See Governing Body report on reflections from children, staff and governors on the direction of the anti-racist nature of the school curriculum to ensure every child has a strong sense of belonging.</p>
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Action Plan 2021-22

Equity Objectives

1. To plan interventions to close that gap for pupil premium children's outcomes in Years: 1, 2 and 4.
2. To explore the gender achievement gap the following areas: Boys and Writing Y3; Boys and Reading Year 4; Greater Depth and Girls in year 6.
3. To implement the Inclusive Curriculum Framework to ensure the curriculum is equitable for all learners.
4. To implement the Inclusion Support Plans System to ensure all pupils with SEND make excellent progress.

OUTCOMES	MEASURED BY	Evaluation
<ul style="list-style-type: none"> • To ensure PP children are: carefully tracked, additional catch up funding is utilised and enrichment clubs are sourced. Specific tracking during progress reviews. Examine the use of Inclusion Support Plans for these children. • To ensure gender and achievement is included in the action planning for Years 3, 4 and 6. • To ensure planning and in class learning walks reflect an inclusive and equitable curriculum that promotes critical thinking skills and enhanced sense of belonging for all learners. • To implement the new Inclusion Support Plans for SEND pupils to support 	<ul style="list-style-type: none"> • Data reflects that PP children have closed the gap with their non PP peers in Years 1, 2 and 4. Quality of action plans. • Achievement gap by Gender reflects differences in attainment have been successfully addressed. Quality of action plans. • Learning walk evaluations and book scrutiny reflect a highly inclusive curriculum. Pupil voice reflects enhanced sense of belonging. • Progress for SEND pupils reflects enhanced rates from previous published data and teacher subject knowledge of supporting SEND needs 	<p>Catch up funding and tuition funding were both utilised to support focus children in Year 1, 2 and 4. Reading Champions were employed to improve the reading outcomes for the bottom 20% of readers across all Year groups from Y1-6.</p> <p>The gender gap in Year 3 for Writing and Maths was reduced with girls making better progress than boys in Reading, bringing their attainment broadly inline. In Year 4 a gender gap still remained in attainment in Reading and Writing with girls outperforming boys. The gap in Maths however was significantly</p>

<p>excellent progress and tracking over the year for these pupils.</p>	<p>and reasonable adjustments is enhanced.</p>	<p>reduced. In Year 6 the gender gap was closed in all 3 areas.</p> <p>Curriculum learning walks and book scrutiny demonstrated a greater focus on inclusive practices across the school and a more diverse and inclusive curriculum offer. Pupil voice largely demonstrated that children feel that they belong within the school.</p> <p>Inclusion support plans for pupils known to SEN were implemented. This format was also adopted for AFA children to ensure that good progress was made by both groups of children. Parents were invited to attend longer parent consultation meetings to develop these support plans which detailed how the child would be supported in school and at home. However due to a new method of recording data for SEN children, progress data for this group has been effected and is not meaningful data for the Year 2021/22.</p>
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Action Plan Template 2022-23

Equity Objectives

1. To close the gap in achieving a Good Level of Development in EYFS between Bangladeshi pupils and their peers.
2. To ensure Bangladeshi pupils who did not achieve GLOD are supported to close the gap in Year 1 especially with regards to phonics.
3. To close the gap in attainment in reading, writing and maths between FSM/PP and non-FSM/non-PP children in Year 3
4. To ensure the children from Indian and Pakistani ethnicity groups in Year 3 are supported to address the decline in performance in Year 2
5. To address the gender inequality gap in reading, writing and maths in Year 3
6. To close the gap in achieving the expected standard at KS2 in Reading, Writing, GPS and Maths for children who are known to SEN Support and pupils who are PP/FSM

OUTCOMES	MEASURED BY	Evaluation
<ul style="list-style-type: none"> • GLOD reflects equity in achievement of Bangladeshi pupils and their peers • Attainment at the end of Year 1 reflects equity in the achievement of Bangladeshi pupils and their peers • The gap in attainment for FSM/PP children in Year 3 in Reading, Writing and Maths will be reduced • Attainment at the end of Year 3 for Indian 	<ul style="list-style-type: none"> • Key Performance Indicators at End of Key Stages • Stakeholder Feedback • External audits including Associate Adviser Feedback • There is equity between Bangladeshi pupils and their peers in achieving a GLOD at the end of EYFS. • Attainment of Bangladeshi children at 	<p>74% of Pakistani children and 73% of Bangladeshi children achieved GLOD compared with 95% of Indian children</p> <p>87.5% of Bangladeshi pupils passed the phonics screening check in Year 1.</p> <p>The gender gap in Year 3 was reduced however girls still outperformed boys in writing at the expected standard whereas boys outperformed girls at GD standard in Maths.</p>

<p>and Pakistani pupils will show the beginning of an upward trajectory</p> <ul style="list-style-type: none"> • The gap between boys and girls in Reading, Writing and Maths in Year 3 will be reduced • The number of pupils in Year 6 who are known to SEN and/or FSM/PP who achieve the expected standard for EOKS 2 will increase. • 	<p>the end of Year 1 will reflect equity with their peers.</p> <ul style="list-style-type: none"> • The gap in attainment between FSM/PP pupils in Year 2 and their peers will be reduced. • Monitoring progress of Indian and Pakistani children in Year 3 • Monitoring the progress of boys and girls in Year 3 • Monitoring the progress of children who are known to SEN and/or FSM/PP in Year 6. • Year group action plans for Year R, Year 1, Year 2, Year 3 and Year 6 	<p>The gap in attainment for FSM/PP children in Y3 remains and will need to continue to be addressed as this cohort progress through the school.</p> <p>The APS for children known to SEN in Y6 for reading, writing and maths was significantly above expected. 6.91 Reading, 7.64 Writing, 6.55 Maths</p> <p>The percentage of FSM/PP children who achieved the expected standard or above based on teachers assessments in R, W and M in Y6 increased. 89% of FSM/PP children achieved EXS or above in Reading (94% non PP), 84% in Writing (93 % non PP) and 84% in Maths (93% non PP)</p>
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Action Plan Template 2023-24

Equity Objectives

1. To close the gap in achieving a Good Level of Development in EYFS between Bangladeshi and Pakistani pupils and their peers.
2. To address the gender inequality gap in Reading, Writing and Maths in Year 2
3. To close the gap in attainment in Reading, Writing and Maths between FSM/PP and non-FSM/non-PP children in Year 4
4. To close the gap in achieving the expected standard at KS2 in Reading, Writing, GPS and Maths between Indian and Bangladeshi pupils and their peers
5. To address the gender inequality gap in Reading, Writing and Maths in Year 6

OUTCOMES	MEASURED BY	Evaluation
<ul style="list-style-type: none"> • GLOD reflects equity in achievement of Bangladeshi and Pakistani pupils and their peers • Attainment at the end of Year 2 reflects equity in the achievement of boys and girls • The gap in attainment for FSM/PP children in Year 4 in Reading, Writing and Maths will be reduced • EOKS2 outcomes will reflect equity in achievement of Indian and Bangladeshi pupils and their peers. • The gap between boys and girls in Reading, Writing and Maths in Year 6 will be reduced 	<ul style="list-style-type: none"> • Key Performance Indicators at End of Key Stages • Stakeholder Feedback • External audits including Associate Adviser Feedback • There is equity between Bangladeshi/Pakistani pupils and their peers in achieving a GLOD at the end of EYFS. • Attainment of girls at the end of Year 2 will reflect equity with their peers. • The gap in attainment between FSM/PP pupils in Year 4 and their peers will be reduced. • Monitoring progress of Indian and 	

	<p>Bangladeshi children in Year 6</p> <ul style="list-style-type: none">• Monitoring the progress of girls in Year 6• Year group action plans for Year R, Year 1, Year 2, Year 3 and Year 6	
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