

Thistly Meadow



EQUALITY ACTION PLAN 2017-18

Focus	Desired outcome	Chosen action/approach	Evaluating impact	Impact assessment	Lessons learned
<p>Diminishing gaps for the current data: between pupil premium and non PP.</p> <p>See data summary.</p>	<p>To improve the achievement of children from low income and disadvantaged families</p>	<p>Track children carefully to plan effectively with quality first teaching.</p> <p>Intervention includes pre and post teaching activities.</p> <p>Enrichment of the curriculum through visits and experiences.</p>	<p>Pupil premium meetings</p> <p>Work scrutiny</p> <p>PP case studies and monitoring</p> <p>Class tracker</p>		
<p>Diminishing gaps for the current data: KS1 exit data difference between boys v girls (cohort context, see current data gaps).</p> <p>See data summary.</p>	<p>To continue to target cohort difference between boys and girls</p>	<p>Review of teaching and learning policy so that teachers are more aware of showing boys / girls the end product to hook them into the learning, showing what the learning can look like ('flow' in planning and lesson delivery and MARK, PLAN, TEACH)</p> <p>Track children carefully to plan effectively quality first teaching.</p>	<p>Pupil Premium meetings</p> <p>Performance Management Review</p> <p>Learning and Teaching Policy updates for 2017-18</p>		

		<p>Intervention includes pre and post teaching activities.</p> <p>Guided by good practice / research nationally, curriculum topics which hook children into their learning.</p> <p>Enrichment of the curriculum through visits and experiences.</p>			
<p>To continue to target SEN pupils to diminish the gaps for SEN compared with non-SEN nationally.</p> <p>See SEN data.</p>	<p>To improve the achievement of children with SEN.</p>	<p>Curriculum and intervention targets SEN children effectively.</p> <p>Plan effective support and intervention drawing on experience and guidance from SEN collaboratives.</p> <p>Additional resources.</p>	<p>Pupil progress meetings.</p> <p>Data from Class tracker and SEN monitoring.</p>		
<p>Continuing to raise awareness in assemblies, PSHE lessons and across the curriculum of British Values and values education.</p>	<p>To promote understanding of and respect for differences which enable pupils to respect and support each other's differences and to be the best citizens they can be.</p>	<p>Rights Respecting School Award and activities.</p> <p>Agreed Cambridgeshire PSHE curriculum which ensures coverage of these issues within lessons and circle time.</p>	<p>Evidence within OTrack and CPOMs behaviour logs /incidents.</p> <p>Additional clubs to support children working together.</p>		

		Update Healthy schools award and awareness of disabilities in school and society.			
EAL targets for 2017-18 priorities. See data summary.	To improve the provision for whom English is an additional language	Identify barriers to learning. Identify good practice from Teaching School and from education / social media. Provide additional support and intervention.	Ongoing data progress meetings.		
See data summary for exit EYFS, Phonics, KS1/2 and for current data priorities.	Targeted improvement the attainment of boys / girls to diminish the gaps in reading and writing and maths etc.	Pupil progress meetings and intervention. Pre and post teaching activities.	Class tracker and class intervention outcomes to be discussed at pupil progress meetings (PMR).		
Narrowing the gap between boys and girls.	Data is continually interrogated to look at gaps / equality so that attainment ensures that gaps close.	Pupil progress each half term identify targeted intervention.	Class tracker. Pupil progress meetings. Lesson observations. Data analysis shows that gaps are diminishing.		
Continue to monitor attendance so that gaps between school	To improve the attendance of pupils from particular groups.	Fortnightly meetings with Attendance Improvement Officer.	Ongoing attendance monitoring, termly governor monitoring. Involvement of external		

target (97%) are closing (focus on vulnerable groups).			support agencies as required.		
Curriculum and teaching and learning focus to improve knowledge, skills and attitudes to enable pupils to appreciate and value difference.	The curriculum initiatives continue to reduce prejudice-related bullying and the use of derogatory language. Increasing understanding of diversity between pupils from different faith communities.	Values education and Rights Respecting School assemblies. Ongoing curriculum initiatives.	Behaviour logs. Parent and pupil questionnaires.		
To seek ways of engaging parents / carers in their child's education and the life of the school.	Improving the participation and engagement of different groups of parents and communities. Linked to data and understanding of cohorts.	School funded family and pastoral support. Working with school and external agencies.	Case studies. School tracking as required.		
Ongoing review of school procedures as well as provision to meet the needs of pupils and families.	Consult with pupils, staff and parents. What issues and concerns are being raised? How are we addressing these?	Parents evenings. Curriculum consultation events. Social media. Questionnaires. Governors involved in deciding priorities,	Parent and pupil questionnaires reviewed annually by leadership and governors.		

<p>To complete Values education / Rights Respecting School Award.</p>	<p>The school develops a list of issues that should be discussed to support equality.</p>	<p>As a result of review of the PSHE curriculum, analysis of questionnaires, the school identifies priorities.</p> <p>School to collect evidence for Rights Respecting School.</p>	<p>Ongoing improvements in behaviour logs / incidents and feedback from questionnaires.</p> <p>2017-18 portfolio of evidence collected to submit with application.</p>		
<p>To continue to provide training for staff on how to respond effectively to prejudice-related bullying.</p>	<p>All staff continue with online training and are updated regularly by leadership.</p> <p>100% of staff to feel confident in responding effectively to any prejudice-related bullying.</p>	<p>Termly reviews as required based on changing needs of the children.</p>			