**Equalities objectives 2024 – 2025 & 2026**

**First draft: June 2024.**

Targets:

1. Continue to further diminish/ reduce the gap between groups of pupils [boys and girls] and their peers in writing and Mathematics and SEND.
2. Continue to further reduce/ diminish the gap between Pupil Premium pupils and their peers in Mathematics, writing and SEND PP [“CHALLENGE THE GAP”].
3. To further develop their knowledge and understanding of British Values and ensure pupils have a wealth of experiences and are confident to articulate.
4. Continue to develop pupil’s knowledge and understanding of safe and respectful relationships.
5. Minimise differences between pupil’s knowledge and understanding as a result of COVID isolation and variation in engagement with online learning/ school closure learning/ tasks/ work.

Actions:

* Continuous and daily assessment to influence future teaching and learning
* LSA support carefully timetabled to meet the needs of LAP, vulnerable, PP & SEND pupils to reinforce and address gaps
* Assessment of Learning information used to influence teaching and targets cross referenced to Key Performance Indicators [expected standard]
* Assessment summaries analysed every half term by SLT and interventions organised to improve learning
* Impact of interventions analysed every half term by SLT
* SLT monitor progress and learning of all [especially boys who are SEND and PP plus girls Maths]
* Daily interventions for target pupils – speech therapy, 020 reading, 020 Maths, booster English, challenge English, booster Maths, challenge Maths, nurture group – delivered by teachers or highly skilled LSA’s
* Phonics/ spelling every morning for targeted pupils [Y1 to Y4] – small groups or 020
* All pupils read at least twice weekly to a staff member – target pupils read daily
* 2 teachers and 1.5 full time LSA’s in Nursery and Reception – high adult.
* Most EY staff have received ‘Talk Boost’ training which is embedded into main teaching and adult led tasks
* INSET and CPD focused on improving learning and outcomes for all pupils especially HAP, disadvantaged, Maths [girls] SEND and LAP [who need to catch up and keep up]
* Direct daily teaching of phonics, spelling and key words in fluid ability groups from Reception to Year 4 – groups reviewed every half term
* Topics carefully reviewed, tweaked and generated to engage the interest of the vast majority of pupils and to further develop their key skills
* All pupils have challenging personal targets to ensure nothing less than good progress – reviewed every half term with assessment information
* School funds additional 020 or small group support with LSA’s for SEND, LAP & PP pupils
* NCC Speech and Language specialist works in school one day every week [autumn and spring term] to monitor pupils, support pupils and advise staff
* Additional 020 given to highly vulnerable pupils to support rapid and sustained progress.
* PSHE&C, SMSC, RSE and assemblies support and broaden pupils’ experiences of FBV.
* PSHE&C and RSE curriculum focussed on supporting all pupils to further develop and consolidate their knowledge, understanding and vocabulary to communicate about relationships.
* Adjust the curriculum to prioritise reading, phonics, maths, writing and language then ensure opportunities are planned to practise and develop these across the wider curriculum while developing knowledge and vocabulary.
* While ensuring a priority based initial focus but ensure all pupils have access to a full and broad curriculum.
* Initially adjust structure of interventions to maintain ‘bubble’ structure and catch up then keep up [TBC].
* Assessment of learning to baseline all pupils in September 2021 to identify a clear starting point for teaching and learning.
* Focus on pupil [and staff] wellbeing and mental health through PSHE&C and RSE.

Impact:

No significant difference in progress or achievement between groups of pupils.

Targeted pupils will continue to make rapid and sustained progress.