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| **ACTIVITY AREA INCLUSION** |
| **Aim/Priority/Issue:**

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| **Resources will be targeted and utilised effectively and efficiently to ensure that pupils from protected groups according to Equality Act 2012 make appropriate progress.**  |

**Lead responsibility: O. Flitcroft****Monitored by: O. Flitcroft and named Governor. Date for review - Spring 2025 (questionnaire to users each Spring term )** |
| **Action** | **Meets duties** | **How** | **Time-****scale**  |
| **Race** | **Disability** | **Gender** | **Community Cohesion** |
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| Track progress of children on SEN register at school action, school action plus and with statements to narrow the gap and make progress in line with national averages for similar children.  |

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| SLT to target vulnerable groups of learners and deploy classroom support for targeted intervention and resources (ICT etc) Analysis carried out each ½ term and diverted to groups of learners in most need. See SDP Develop ‘hub’ model of providing and receiving support from other schools and professionals: developing school –centred training to partnership schools Following staff skills and confidence audit, Provide CPD for teaching and support staff to remove barriers to learning - training: * Speech and Language: Speech difficulties and implications in the classroom & Phonological awareness and development of early literacy skills
* Behaviour: – understanding behaviour
* Social & Emotional: – the impact of early relationships, supporting emotionally vulnerable children at school.
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**Success Criteria:** **Gap of achievement for children with a statement continue to make better than expected progress and children’ attainment at school support ‘narrows’ in line with national averages taking account of the numbers of children in the group.**  | ½ termly½ termlyReview and tweak 2024-2025 |
| **ACTIVITY AREA INCLUSION** |
| **Aim/Priority/Issue:**

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| **Resources will be targeted and utilised effectively and efficiently to ensure that pupils from protected groups according to Equality Act 2012 make appropriate progress.**  |

**Lead responsibility: O. Flitcroft****Monitored by: O. Flitcroft and named Governor. Date for review - Spring 2025 (questionnaire to users each Spring term )** |
| **Action** | **Meets duties** | **How** | **Time-****scale**  |
| **Race** | **Disability** | **Gender** | **Community Cohesion** |
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| Data analysis to include vulnerable groups of learners (free school meals/gender/ CLA/ SEN/ Traveller/ disability/ BME). Analysis will drive provision leading to gap closing between these groups and all pupils nationally.  |

 | √ | √ | √ | √ | SLT to target vulnerable groups of learners and deploy classroom support for targeted intervention and resources (ICT etc) Analysis carried out each ½ term and diverted to groups of learners in most need. See School Development PlanPupils in receipt of Pupil Premium will receive additional provision (see Pupil Premium Policy and ½ termly provision map) LAC pupils in receipt of pupil premium offered intervention, subsidised extra-curricular clubs, etc. (see pupil premium policy and ½ termly provision map) Lunchtimes supervisors training to make playtimes more positive Sport Premium funds to provide training for pupils in leadership of playground games (Hula Hooping) and Playground Squad**Success Criteria:** **Data analysis shows narrowed ‘gap’ in achievement of children who attract pupil premium funding and that the good progress of other groups is maintained**  | ½ termly½ termly½ termly½ termlyas requiredautumn and summer termsReview and tweak 2024-2025 |

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| **ACTIVITY AREA COMMUNITY**  |
| **Aim/Priority/Issue:**

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| The school will provide opportunities and curriculum activities that help children and young people in a predominately white mono-cultural community: to learn to understand others; to value diversity whilst also promoting shared values; to promote awareness of human rights and to apply and defend them; to develop the skills of participation and responsible action.  |

**Lead responsibility: O. Flitcroft****Monitored by: O. Flitcroft and named Governor. Date for review - Spring/ Summer 2025** |
| **Action** | **Meets duties** | **How** | **Time-****scale**  |
| **Race** | **Disability** | **Gender** | **Community Cohesion** |
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| Develop the curriculum to match the needs of all groups of learners and the wider community Creative curriculum foci to include another culture, the local community and a contrasting community on a two year cycle  |

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| Develop and promote British values and togetherness, understand diverse ethnic and religious groups in UK  | √ | √ | √ | √ | Ensure all staff are ‘Prevent’ trained to ensure signs of radicalisation and extremism can be identified and referred as necessaryMonitor LA agreed syllabus ensure 6 major religions are promoted through the curriculum (monitor creative curriculum each term) see RE mapPromote democracy and its impact through voting for and the work of the School Council**Success Criteria:** **Analysis of pre and post topic knowledge, understanding, skills and attitudes shows increased awareness of similarities and differences between local, national and global and Seaton Delaval [communities, cultures, traditions, religious practice, etc.]** | Review and tweak 2024-2025termlyyearly |
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| Develop and promote participation  |  |

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 | Strengthen the influence of the school council – advertise issues and resolutions decided upon by the school council. Develop the element of pupil responsibility through various monitoring roles for children in Key Stage 2: Hula hoop leaders Librarians ‘Big Assembly Buddies’ for EY Reception Play Leaders Job monitors Develop pupils’ social responsibility skills through an curriculum and topic work**Success Criteria:** Annual pupil survey indicates high % of children who feel ‘listened to’  | Review and tweak 2024-2025 |
| Develop economic awareness  |  |  |  | √ | Ensure the creative curriculum includes one economic activity per year e.g. mini-enterprise [events with P&G money, economic well-being, world of work, etc.]School Council decide what to purchase with funds raised **Success Criteria:** Pupils continue to achieve well compared to national averages in reading, writing and maths. Improved economic understanding demonstrated in maths: money)/PSHE/ IT Charity fundraising [internal and external groups] plus topic work –each academic year.  | Ongoing  |
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| Promote positive imagery |

 | √ | √ | √ | √ | When new resources are purchased they will be selected for the range of groups of society they portray as well as the quality of the content.  | Ongoing |
| Challenge gender stereotypes |  |  | √ | √ | No activity is gender restricted (other than targeted work with School Sport (targeted club to improve Girls’ competitive spirit and Competition Coordinator) Literature purchased to support gender image | Ongoing Registers audited as part of School Games Award (each term)  |
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| Indicators Of Impact / evaluation  |
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| **Indicators - Develop the curriculum** |
| Pupils knowledge, skills and attitudes show an understanding of the similarities and differences on a local, national and inter-national scale through mind maps **Evaluation****Develop and promote shared values**Children at middle and high school continue to make good progress. Pupils’ knowledge, skills and attitudes show an understanding of the similarities and differences on a local, national and inter-national scale through mind maps. **Evaluation**

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| **Develop and promote participation**Pupil survey shows increase in % of children who feel ‘listened to’. School Council report increased impact upon school wide decisions.  |

**Evaluation**

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| **Develop economic awareness**Pupils continue to achieve well compared to national averages in Reading, writing and maths. Improved economic understanding demonstrated in maths / PSHE/ IT **Evaluation** |

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| **ACTIVITY AREA Working with employees and School Users** |
| **Aim/Priority/Issue: Accessible school environment****Lead responsibility: O. Flitcroft****Monitored by: O. Flitcroft and named Governor Date for review Spring/ Summer 2025 (questionnaire to users each Spring term)** |
| **Action** | **Meets duties** | **How** | **Time-****scale**  |
| **Race** | **Disability** | **Gender** | **Community Cohesion** |
| Ensure site and information is accessible to all employees and users | √ | √ | √ | √ | Provide parking in school grounds for parents/carers with children with physical disabilitiesProvide parking in school grounds for parents/carers with physical disabilitiesSurvey users’ needs (communications, website, language needs, Braille etc) annually and consider viability of actions resulting from survey. e.g. hearing loop, British Sign Language signsInsert hyperlink on website for translationDocuments, policies etc to be available in varied formats e.g. large print, Braille, different languages etc.Provide allocated seating for parents/carers with hearing impairments for assemblies etc**Success Criteria:****Annual survey of users’ needs indicates users are able to easily access the school and required information**  | ONGOINGONGOINGAnnuallyOn request.From February 2018 Review and tweak 2024-2025From June 2018Review and tweak 2024-2025 |

Please refer to Equality Targets and other policies.