

Equality Objectives Review 2021-2022

| Objectives | Tasks | Timescale / Responsibility | Outcomes |
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| See links with school improvement plan 2022 - 2023 | | | |
| TO IMPROVE STANDARDS OF ACHIEVEMENTS AND PROGRESS FOR ALL LEARNERS AND ENSURE PUPILS WITH SEND ACHIEVE THE BEST POSSIBLE OUTCOMES. | <p>Making effect use of research based intervention and support programmes(EEF), such as - art therapy, play therapy, Nessy, Beat Dyslexia, nurture groups, Socially Speaking, gym trail and lego therapy to support vulnerable learners.</p> <p>A programme of interventions will be embedded to support closing the gaps in learning for pupils with identified needs. SENCO working closely with teachers to ensure differentiated support is in place and impact of interventions will be monitored carefully.</p> <p>Outcomes will improve for SEND pupils, from their different starting points, the proportions of pupils with SEND will make at least expected progress as a whole school response to SEND will be embedded across the school.</p> | <p>SENCO and Headteacher allocated time to carry out book scrutiny – Autumn and Spring Terms observations of provision (SENCO Time)</p> <p>SLT monitoring planning and provision for SEND pupils (SLT time termly)</p> | <p>A whole school response to SEND has been embedded across the school. CPD has been accessed by teachers and teaching assistants to enhance the support provided in classes.</p> <p>The individual needs of pupils are communicated effectively to all staff, assessment information is used to inform planning and differentiate lesson effectively. 1:1 precision teaching, 1:1 responding to marking and whole class feedback approaches has supported progress.</p> <p>Additional Teams groups created during school closures to support SEND pupils, pupil perceptions for SEND pupils gathered prior to return in March to enable support to be put in place.</p> |
| TO EMBED HIGH QUALITY READING STRATEGIES TO SUPPORT PROGRESS AND ATTAINMENT ACROSS THE SCHOOL. | <p>Identifying gaps in learning as a result of partial school closures using Neales Analysis to give reading comprehension age, reading accuracy age and reading speed.</p> <p>Plan and deliver appropriate reading curriculum, focusing on key elements of the school Reading Spine and Bespoke English Curriculum to meet the needs of learners.</p> <p>Plan and deliver a catch up programmes for specific groups of children identified through teacher assessment, liaising with English leader.</p> | <p>Termly monitoring by SLT , triangulating learning walks, drop ins, planning and book scrutiny and phase monitoring mornings will identify further CPD needs.</p> | <p>Parents have responded well to remote learning provision and engaged with virtual libraries and books available to take home.</p> <p>Parents have supported the library replenishment, donating books to support the school.</p> |

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| | <p>Utilising high quality staff CPD in the teaching of reading, to include Whole Class Reading, Demonstration Readers, focused sentence reading for meaning and VIPER question techniques. These will be embedded across the school.</p> <p>Teaching of reading will be supported by carefully selected texts from the school reading spine, which will provide a broad and balanced range of reading materials.</p> <p>All lessons will be planned with a range of communication opportunities, technical and ambitious vocabulary is a focus in lessons to support gaps in vocabulary and raise the profile of language.</p> <p>Parents supported to continue this at home, using the school bedtime reading library and supporting guidance sent home by English lead.</p> <p>Reading workshops encouraging reading to children, staff demonstrating how to read for meaning, monthly reading newsletters support parents understanding of how to best support their children. Reading Café shared virtually through Teams during partial school closures.</p> <p>School library has been replenished and updated, including a focus on cultural diversity, they have been organised to maximise accessibility and overall appeal.</p> <p>Reading opportunities extended to encompass an outdoor reading shed and bespoke reading areas, this can be accessed during lunch and break times.</p> <p>Formative guided reading assessments and whole class reading assessments will be used as evidence to secure staff reading judgements, and ensure consistency across the school. Gaps in learning will be identified and intervention planned and delivered.</p> | <p>English leader book audit Autumn Term 2022</p> <p>English leader curriculum bid Autumn 2021/22</p> <p>SLT monitoring termly of pupil premium provision identifies support needed.</p> <p>Class teachers pupil premium provision maps identify intervention and resources to support development and progress.</p> | <p>High quality CPD has been positively received, the English leader has supported staff with whole class reading and the reading spine / English pathways has been embedded across the school.</p> |
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| <p>TO PROMOTE EMOTIONAL AND SOCIAL WELL-BEING FOR ALL PUPILS, INCLUDING THE MANAGEMENT OF THEIR OWN FEELINGS AND HOW THEY RELATE TO OTHERS.</p> | <p>Identifying pupils who need social support through well-being transition project, dialogues with staff and monitoring of behaviour / welfare logs.</p> <p>Planned access to nurture groups and social skills groups as well as support offered as part of the peer supporter programme, developing social interaction</p> <p>To introduce additional pastoral support and interventions, including nurture groups, social skills groups and art therapy to support identified children.</p> <p>To measure the impact of the interventions, adjusting where necessary.</p> <p>Utilising research into most effective intervention programmes (EEF) provide opportunities for play therapy and lego therapy to support co-operation, turn taking and effective communication</p> | <p>Peer supporter training completed Autumn 2022 by HT</p> <p>Weekly nurture groups running beginning autumn term 2022. 3 members of staff allocated phase each.</p> <p>Read2Dogs programme re start September 2022</p> <p>Staff training to deliver Drawing and Talking completed Autumn 2021 and programmes running through the school year.</p> <p>Mental Health and Wellbeing leader nominated to co-coordinate provision - Summer 2021 training completed.</p> | <p>Pupils are becoming better equipped to deal with their emotional and social interactions, they appear more confident in their relationships.</p> <p>Incidents recorded in behaviour logs have decrease as pupils manage their own behaviour.</p> <p>Children will take pride in their achievement and commitment to learning and behaving, supported by a positive culture across the school</p> <p>Proactive positive support in place through nurture groups, lego therapy, drawing and talking therapy and ELSa support to ensure all children have equal opportunities to access learning and be the best they can be.</p> |