

Equality Objectives Review and Provision 2023-2024

Objectives	Tasks	Timescale / Responsibility	Outcomes
See links with school improvement plan 2023 - 2024			
<p>TO IMPROVE STANDARDS OF ACHIEVEMENTS AND PROGRESS FOR ALL LEARNERS AND ENSURE PUPILS WITH SEND ACHIEVE THE BEST POSSIBLE OUTCOMES.</p>	<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>HT and SENCo attending EEF SEND in mainstream training (SEE SIP 2023-2024) implementing recommendations starting spring 2024</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>
<p>TO EMBED HIGH QUALITY READING STRATEGIES TO SUPPORT PROGRESS AND ATTAINMENT ACROSS THE SCHOOL.</p>	<p>Identifying gaps in learning as a result of partial school closures using Neales Analysis to give reading comprehension age, reading accuracy age ad reading speed.</p> <p>Little Wandle implemented across foundation and KS1 with catch up groups in KS2 where appropriate (SIP 2023-2024)</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>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 supported the library replenishment, donating books to support the school.</p> <p>School to reinforce reading at home and impact it has on progress -parents supporting with Padlet</p> <p>High quality CPD has been positively received, the English leader has supported staff with whole class</p>

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	<p>Plan and deliver a catch-up programmes for specific groups of children identified through teacher assessment, liaising with English leader.</p> <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>See SIP 2023-2024, SLT monitoring reading across the school implementing teacher modelling and metacognition EEF training as outlined in SIP.</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>See priority SIP 2023-2024 Oracy provision</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>English leader book audit Autumn Term 2023</p> <p>English leader accessed additional grants to replenish library – provide birthday books across the school (Autumn 2023)</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>reading and the reading spine / English pathways has been embedded across the school.</p> <p>Every child to receive birthday book, Christmas advent book and additional resources in library and classroom through grant accessed through Literacy Trust.</p>
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	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.		
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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. (see mental health provision)</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>Stormbreak implemented across the school (see SIP 2023-2024) to support mental health and wellbeing through physical activity</p> <p>Zones of regulation embedded across the school – see sip 2023-2024</p> <p>Peer supporters trained to provide additional support for wellbeing through the champion programme.</p>	<p>Peer supporter training completed Autumn 2023 by HT</p> <p>Weekly nurture groups running beginning autumn term 2023. 3 members of staff allocated phase each.</p> <p>Read2Dogs programme re start September 2023</p> <p>Staff training to deliver Drawing and Talking completed.</p> <p>Mental Health and Wellbeing leader co- coordinate provision - see timetable Autumn 2023</p> <p>Stormbreak training completed summer 2023 and implemented across school Autumn 2023.</p> <p>Stormbreak pathway roll out Autumn 2023</p> <p>Stormbreak champion programme spring 2024</p>	<p>Pupils are becoming better equipped to deal with their emotional and social interactions, they appear more confident in their relationships. 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> <p>All children will have stormbreak provision to support zones of regulation work across the school and reinforce strategies to support regulation of feelings.</p>