

Equalities Objectives – Review of 2021/22 and next steps for 2022/23

Objective	Year 1 Actions	Year 1 Impact	Next steps												
<p>1. To continue to carefully assess and monitor the impact of Covid 19 on pupils' learning and wellbeing. Review academic gaps and put provision in place to ensure any children disadvantaged by this disruption to their education make rapid progress. Ensure that support is in place for children's wellbeing and that all families who have been impacted by Covid 19 have support from school and are signposted to external agencies as required.</p>	<ul style="list-style-type: none"> • Rigorous monitoring of gaps in critical learning across all year groups with a particular focus on our most disadvantaged pupils in our PPM meetings • All SEND/PP/EAL children highlighted are focus pupils in every PPM • Pre-teaching by class teachers prioritising key pupils • Rigorous monitoring of attendance by pastoral team and support for families • Close work with EWO 	<ul style="list-style-type: none"> • KS2 outcomes for key groups was exceptionally strong (see data) and significantly above national • School tracking and assessments show gaps being filled through interventions • Pupil voice & classroom visits shows impact of pre-teaching on pupils' confidence in accessing learning and meeting lesson objectives 	<ul style="list-style-type: none"> • See actions on SIP 												
<p>2. Ensure our curriculum content and the choice of texts across all curriculum areas reflect and celebrate diversity.</p>	<p>Reading Progression Document published with wide range of texts/authors representing diversity</p> <ul style="list-style-type: none"> • Reading leads researching new literature and large investment made in new texts • Texts celebrating diversity shared in whole school collective worship as part of a carefully planned programme 	<ul style="list-style-type: none"> • Children are reading a diverse range of literature and are excited by this • Year 6 survey evidence <p>24. My school encourages me to respect people from other backgrounds and to treat everyone equally</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>77</td> </tr> <tr> <td>Agree</td> <td>5</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Strongly disagree</td> <td>0</td> </tr> <tr> <td>Don't know</td> <td>1</td> </tr> </tbody> </table> <p>(See pupil comments linked to this below)</p>	Response	Count	Strongly agree	77	Agree	5	Disagree	0	Strongly disagree	0	Don't know	1	<ul style="list-style-type: none"> • Termly book club for parents where texts representing diversity and issues of equality are shared and discussed
Response	Count														
Strongly agree	77														
Agree	5														
Disagree	0														
Strongly disagree	0														
Don't know	1														

	<ul style="list-style-type: none"> • St Peter's day text chosen to reflect celebration of change and diversity • Investment in texts representing diversity for use in our teaching of values in class worship • Relaunch of house system to raise profile of a diverse range of authors, amongst pupils and parents 		
3. To ensure provision at playtime engages boys and does not lead to a disproportionate number of boys in our reflection room.	<ul style="list-style-type: none"> • Phase leaders robust monitoring of class charts and tracking individual pupils/working alongside teachers to reduce instances of negative behaviour • Play leader deployed to oversee lunchtimes • Staggered breaks and lunchtimes to reduce the number of children outside at any time 	<ul style="list-style-type: none"> • Reduction in instances of behaviour (see case studies of focus pupils) • More boys engaged with sports at break and lunchtimes 	<ul style="list-style-type: none"> • Deploy additional staff (sports coach provision) to organised sports at playtime and targeting particular focus pupils • Lunchtime provision for key pupils to be developed (outdoor and indoor)
4. To actively promote and consider applications from male teachers in recruitment rounds and if all other things are equal, employ more to raise the balance of male/female teachers.	<ul style="list-style-type: none"> • All school recruitment resources updated • Advertising nationally on TES • Interviewing from a wide pool of candidates over 2 days • Current male staff members involved in school tours 	<ul style="list-style-type: none"> • Male DHT recruited (started 9.22) • 2 additional male teachers recruited for reception and year 5. (started 9.22) 	<ul style="list-style-type: none"> • Consider ways in which we can extend this to recruiting more ethically diverse teaching and support staff