



## **REDLANDS PRIMARY SCHOOL EQUALITY OBJECTIVES 2017 – 2021**

**As a school Redlands promotes spiritual, moral, social and cultural development through appropriate curricular opportunities and additional support where appropriate, with particular reference to issues of equality and diversity.**

**We also specifically aim to:**

- A. Narrow the gap in performance of disadvantaged pupils and their peers;**
- B. Improve the progress and attainment of identified ethnic group;**
- C. Achieve greater consistency in the progress of pupils with special educational needs and disabilities (SEND);**
- D. Improve the attendance of disadvantaged pupils and Asian Pakistani pupils;**

## Progress of equality objectives

Target	Actions	Progress towards target Update – Nov 2018	Responsibility
<p><b>a To narrow the gap in performance of disadvantaged pupils and their peers</b></p>	<ul style="list-style-type: none"> <li>• Monitor patterns of attendance</li> <li>• To set targets for children to accelerate their progress</li> <li>• To implement a PP provision map</li> <li>• To put into place a monitoring schedule with PP a be a focus</li> <li>• PP children to be noted on planning and additional provisions to be a focus</li> <li>• To appoint a PP lead</li> <li>• Develop a system of tracking for PP to review impact of provision</li> <li>• Monitor participation in off-site activities and residential visits ☑ Record pupil achievements</li> <li>• To arrange 1.1 meetings with parents of any new arrival to the school and discuss needs and planning.</li> <li>• Research intervention highlighted by EEF to have greater impact on children’s progress and learning and implement strategies</li> </ul>	<p>2017- A tracking system is in place and provision is being tracked and monitored. Impact of such meant in Yr 6 100% of PP attained an expected in GAPS, 100% attained an expected in Maths, 57% attained an expected in Reading in comparison to 25%, the previous years. In Key stage 1 80% of pupils attained expected in Reading, 100% in Maths and GAPS.</p>	<ul style="list-style-type: none"> <li>▪ SENCo</li> <li>▪ Attendance officer/EWO</li> <li>▪ Teachers</li> <li>▪ HT/Teachers</li> <li>▪ PP Lead</li> <li>▪ AH</li> </ul>
<p><b>b Improve the progress and attainment of identified ethnic group</b></p>	<ul style="list-style-type: none"> <li>• The EAL Teacher puts in a data driven system into place when assigning support</li> <li>• ALL children who are newly arrived or are new to the school are met with the PP/EAL lead</li> <li>• Targets are set and share as whole school objectives</li> <li>• Monitoring systems in place such as Pupil progress meetings</li> <li>• Additional provision is put into place using the data and assessment</li> </ul>	<p>2017-Lead for EAL is identified to lead the area. 2018- All teachers have Performance appraisals targets shared with identified this group. Provision map for the children has been put into place. Teachers are planning for the children specifically daily.</p>	<ul style="list-style-type: none"> <li>▪ SENCo</li> <li>▪ Attendance officer/EWO</li> <li>▪ Teachers</li> <li>▪ HT/Teachers</li> <li>▪ PP Lead</li> <li>▪ AH</li> </ul>
<p><b>C Achieve greater consistency in the progress of pupils with special educational needs and disabilities (SEND);</b></p>	<ul style="list-style-type: none"> <li>▪ To ensure staff are appropriately trained</li> <li>▪ Identify vulnerable groups</li> <li>▪ Monitor attainment and progress of different groups</li> <li>▪ Monitor attendance of different groups</li> <li>▪ Address needs through interventions and where possible in whole school</li> <li>▪ Improvement plans</li> <li>▪ Ensure that staff are able to identify and plan for needs of children with children with disabilities such as dyslexia, ADHD, diabetes etc.</li> <li>▪ Ensure Teachers, TAs and governors have access to specific training for Children with Mental health needs and SEN</li> <li>▪ Monitor impact of interventions and review and plan interventions based on need</li> </ul>	<p>2017- All Staff were trained on dyscalculia, attachment and dyslexia. A provision map I in place and reviewed to ensure interventions a 2018- Whole school staff training attended by admin team on the Berkshire Mental Health project has taken place. A</p>	<ul style="list-style-type: none"> <li>▪ SENCo</li> <li>▪ Attendance officer/EWO</li> <li>▪ Teachers</li> <li>▪ HT/Teachers</li> <li>▪ PP Lead</li> <li>▪ AH</li> </ul>

<p><b>d Improve the attendance of disadvantaged pupils and Asian Pakistani pupils;</b></p>	<ul style="list-style-type: none"> <li>▪ Make links with EWO</li> <li>▪ Put in a mentor system to address attendance</li> <li>▪ Children’s attendance is monitored and next steps put into place</li> <li>▪ Children who have low attendance have individual plans to address their attendance and mentors in place are accountable for following up plans</li> <li>▪ Meetings are held with parents to address low attendance and support is identified and put into place</li> </ul>	<ul style="list-style-type: none"> <li>▪ NOV 2018 Schools attendance is 96.7%. Links have been made with EWO who visits the school termly. Mentors and action plans need to be put into place to address specific children’s attendance have been put into place and monitoring is ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>SENCo</b></li> <li>▪ <b>Attendance officer/EWO</b></li> <li>▪ <b>Teachers</b></li> <li>▪ <b>HT/Teachers</b></li> <li>▪ <b>PP Lead</b></li> <li>▪ <b>AH</b></li> </ul>