

Equalities Objectives Action Plan & Annual Review 2023 - 2024

The objectives are set in conjunction with the [STAR MAT Equalities Policy](#), the school's Accessibility Plan and Development Plan. Objectives are reviewed annually by the LGB and updated every three years.

	Objective	Issue	Actions	Who	Timescales	Success Criteria/Outcome	Annual Review of Progress
1.	Improving outcomes for all by enhanced support for social and emotional wellbeing	Pupils do not always show resilience when faced with difficulties.	<ul style="list-style-type: none"> • Metacognition sessions to be taught explicitly across school. • Thrive approaches and whole class sessions to be delivered weekly. • Assemblies to focus on overcoming difficulties, thrive, inspirational people, British Values, SMSC 	ML/ KH/ MH	On-going throughout the year.	<ul style="list-style-type: none"> -Pastoral lead recruited and in role -Thrive principles to be adopted by all staff and used throughout school life - All staff trained in the use the Thrive Approach including clear understanding of the impact of trauma on children's development and developing a shared language -Two Thrive practitioners delivering sessions -Two members of staff trained in Play therapy and sessions delivered -Children identified for support and IPMs/action plans in place - evidence of impact of attendance, behaviour and engagement of identified children and families 	<p>Pastoral lead in post - working closely with children/families and staff. Pastoral lead now trained in Family Thrive - implemented from Sept 24.</p> <ul style="list-style-type: none"> - 2 Thrive practitioners delivering individual and whole class sessions. 2 further practitioners being trained. - IPMs in place for all children with 3 review points per year with parents. SENCO attends PPM meetings. Early identification process in place. - Attendance for individuals/family increasing through pastoral support/formal monitoring. Attendance

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							drivers in place to support children and family attendance. Attendance team working relentlessly to ensure engagement with school inc. working with external agencies.
2.	Develop pupil leadership roles, so that they make a tangible contribution to the life of the school and school improvement	Pupils do not always take ownerships in leading their vision and beliefs	<p>- Establish pupil leadership roles within school – JLT, play leaders, Y6 buddies.</p> <p>-Pupil leaders in school to lead on initiatives.</p> <ul style="list-style-type: none"> ● Further develop pupil voice through developing pupil leadership roles within school- JLT, Play leaders. ● Pupil leadership meetings to focus and collaborate on whole school projects. ● Metacognition sessions to be taught explicitly across school. ● Thrive approaches and whole class sessions to be delivered weekly. 	ML/ KH/ NR	On-going throughout the year.	<p>-Pupils feel well supported and are able to contribute to whole school decisions.</p> <p>-Pupil leaders and JLT members take an active role in school life</p> <p>-Children respect each other’s viewpoints and are able to respectfully challenge views that they don’t agree with or feel uncomfortable with.</p>	<p>- Regular JLT meetings driving school priorities.</p> <p>- Y6 buddies in place and monthly buddy lunches used to continue relationships.</p> <p>- Sports leaders work with PE lead for playtime support/leading play.</p> <p>- Pupil survey used as springboard to develop actions for JLT - JLT presenting at annual Trust conference.</p> <p>- Weekly whole-class Thrive lessons in place</p> <p>- BV assemblies lead by teaching staff weekly.</p>

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			<ul style="list-style-type: none"> Assemblies to focus on overcoming difficulties, thrive, inspirational people, British Values, 				
3.	To broaden pupil awareness of diversity, and develop a deeper understanding of tolerance and difference.	<p>Differences and individuality is not celebrated and shared as much as it could be by pupils. We want to raise the profile to ensure our pupils feel empowered.</p> <p>Differences are not always valued and seen as positives.</p>	<ul style="list-style-type: none"> Metacognition sessions to be taught explicitly across school. Thrive approaches and whole class sessions to be delivered weekly. Assemblies to focus on overcoming difficulties, thrive, inspirational people, British Values, 	ML/ KH/ KSh/ NR	On-going throughout the year.	<ul style="list-style-type: none"> The PD curriculum is culturally enriched through a calendar of events, celebrating diversity. Weekly assemblies support children's developing understanding of diversity and acceptance of difference Classroom resources reinforce positive images of diversity and difference Children aware of cultural, religious and ethnic differences Children understand protected characteristics Pupils speak positively about differences and are accepting of this. 	<ul style="list-style-type: none"> Weekly assemblies focusing on celebrating diversity. Curriculum design in place to celebrate different cultures/not reinforce stereotype. Jigsaw PSHE used to support teaching of celebrating difference explicitly. PD offer broader ensuring chn have a range of experiences to enhance learning. Rolling programme of PD being developed.
4.	To continue to develop an inclusive educational offer to enable all children who are disadvantaged or have SEN, to reach their full potential	Not all pupils have the same opportunities and experiences as others within the community.	<ul style="list-style-type: none"> Staff CPD and training to further upskill and drive ownership Subject leaders to ensure educational offer is equitable. 	ML/K H	Ongoing throughout the school year.	<ul style="list-style-type: none"> Provision Map software used by staff to support IPM writing Evidence of rigour in the delivery of IPM targets and provision that matches the needs of the children Training is delivered to ensure all staff can be teachers of SEN 	<ul style="list-style-type: none"> Provision map software in place and actively used. Shared with parents. SENCO working tirelessly with external agencies. IPMs reviewed termly and quality assured by

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			<ul style="list-style-type: none"> Development of wider curriculum offer for pupils. 			<ul style="list-style-type: none"> -Home school links are strengthened and parents report clear understanding of what is in place to meet their child's needs -Pupil Premium strategy in place and is evident in practice 	<p>SENCO.</p> <ul style="list-style-type: none"> - PP strategy in place. - Continued relationships being forged with parents in terms of engagement and understanding of individual chn's needs. - Staff CPD actioned - provision map writer, adaptive teaching, SMART targets. -
5.	To strengthen EYFS curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children	Not all pupils have the same opportunities and experiences as others within the community.	<ul style="list-style-type: none"> Further monitoring and development of EYFS curriculum offer. 	ML/K H/ NR/ SW	Ongoing throughout the school year.	<ul style="list-style-type: none"> -Clear and sequential curriculum in place -MTPs and LTPs in place, alongside a progression in skills document -Termly data captures and analysis to provide actions for the following term -Half termly phonics/Wellcomm assessments -Liaise with SENCO and ensure IPMs and appropriate provision in place for children on the SEN register -Early identification and interventions in place for children identified, with gaps in their learning -Evidence of relevant CPD for EY staff -EY Classroom environment support a high quality teaching and learning 	<ul style="list-style-type: none"> - EYFS teacher has worked to establish a rolling programme with subject leaders for EYFS. - Skills progression document in place alongside MTP/LTP - PPM meeting and intervention maps drawn up to focus on closing gaps. - Phonics/Wellcomm assessed half termly and actions drawn from data analysis. - Early identification of SEND and referrals to hub as required.

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							- Environment reflects needs of the children/learning/ progressive.
6.	Focus on developing children's personal, social and emotional skills	<p>Pupils do not always show resilience when faced with difficulties.</p> <p>Differences and individuality is not celebrated and shared as much as it could be by pupils. We want to raise the profile to ensure our pupils feel empowered.</p> <p>Differences are not always valued and seen as positives.</p>	<ul style="list-style-type: none"> ● Metacognition sessions to be taught explicitly across school. ● Thrive approaches and whole class sessions to be delivered weekly. ● Assemblies to focus on overcoming difficulties, thrive, inspirational people, British Values, 	All teachers	On-going throughout the school year.	<p>-evidence of high expectations and the school behaviour policy being followed</p> <p>-percentage of children on track in PSED increases</p> <p>-children are follow similar routines as rest of school to aid transition</p> <p>-PSED is explicitly planned into the curriculum -classroom environment promotes the development of PSED</p>	<p>- School behaviour policy regularly reviewed with pupils.</p> <p>- Values in place and being taught with the chn - awards linked to these.</p> <p>- PSED increased in EYFS.</p> <p>- Chn accessing Thrive have increased % in assessments.</p> <p>- PSED lessons prioritised.</p> <p>- Weekly assemblies address PSED, key PSED themes, inspirational people, BV, protected characteristics</p>