**Equality Action Plan – Pakeman Primary School 2019-21**

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| Equality Objective | Protected Characteristic | Task | Responsibility | Review/Impact assessment | Evaluation from July 2021 data  |
| Raise attainment of boys in reading | Gender | * New books targeted towards boys interests
* Boys to be given priority for voluntary readers
* Interventions to target boys at risk of not achieving their full potential
 | * Literacy coordinator
* Layla
* Team leaders
 | * End of year data in reading
* SMIF data
* VR list to analyse number of boys
 | * Boys in reading in year 2 achieve significantly better than girls
* Boys and girls achieve well – 72% and 79%
 |
| Raise attainment of girls in maths  | Gender | * New training and resources used for practical maths
* Interventions to target girls at risk of not achieving their full potential
 | * Maths coordinator
* Team leaders
 | * End of year data in maths
* SMIF data
 | * Girls in maths are still underachieving – continue to focus on engaging girls with interventions specifically
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| Narrow the gap between PP and non PP at greater depth in Reading and Maths  | Pupil premium/Non pupil premium children | * Teachers to be aware of who their pupil premium and non pupil premium children are
* Interventions to target more able PP/non PP at risk of not achieving their full potential
* Children to be exposed to new experiences to widen their vocabulary and knowledge, and extend their cultural capital
* In class work to be differentiated to challenge all children
* Alternative provision to target and broaden different skill sets for more able children
* Implementation of the NACE challenge award
 | * More able coordinator
* Team leaders
* Inclusion manager
 | * End of year data for more able in English and maths
* SMIF data
* Impact of alternative provision through pupil voice
 | * There is no gap between PP and Non PP or in gender at greater depth reading and maths in Year 2 and Year 6
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| Enhance parental engagement and provide parent learning opportunities to ensure better support of all children, especially those with SEND. | Disability/Race/Gender/ Community Cohesion | * Targeted workshops for parents (Speech and language, health and attendance, mental health)
* Celebrations of different cultures and festivals (Eid, Black History Month, Christmas, Easter, Diwali…)
* Curriculum meetings for parents lead by team leaders
* Specific learning related meetings for focus phases (phonics, SATs, writing expectations...)
* SEND pupil passport termly review meetings with parents/carers
* Homework projects to be sent home to encourage parent/carer support and participation
* Invitations to celebrate children’s work in art exhibitions
 | * Child and family support worker
* Inclusion manager/SENCO
* Teachers
* Deputy Head
 | * Analysis of coffee morning attendance
* End of year data for SEND
* Data of children whose parents have engaged with school
* Impact on children of their parents engaging through pupil voice
 | * Parental engagement was improving pre Covid but this objective has been affected by the pandemic
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| To improve whole school attendance and reduce the number of persistent absentees | Disability/Race/Gender | * Attendance coordinator, Child and family support worker and EWO to work together
* Track attendance data and persistent absentees using register monitor
* Follow up with regular meetings and letters (half termly)
* Home visits for persistent absentees
* Reward for children who attend 100% of the time
* Celebration of good/ improved attendance in assemblies
 | * Child and family support worker
* Attendance coordinator
* Headteacher
 | * End of year attendance and persistent absentees data from SIMs and register monitor
 | * Whole school attendance has improved continuously since 2019
* Number of persistent absentees has decreased from 12.5% to 7.9%
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