**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 |
| 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 |
| 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 |
| 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% |