

Equality Objectives 2014-8

There is a requirement under the Equality Act 2010 to prepare and publish equality objectives every 4 years



Objective	How	Evidence base	Ongoing impact
<p>We will annually analyse pupil progress to ensure that no pupil group is disadvantaged in regards to opportunities to make progress and will take appropriate steps to address any issues as they arise</p>	<p>Set individually appropriate targets for all children to enable them to achieve the most that they can at a given time</p>	<p>Pupil progress meetings and paperwork Annual data review</p>	<p>26/9/17 Impact Evaluation</p> <p>The very large majority of pupils (93%) make good or outstanding progress as assessed through our termly progress meeting system which considers pupil progress holistically. In 2016-7 50% of pupils made outstanding progress.</p> <p>There were 24 children from minority ethnic backgrounds in 2016-7 and 100% of them made good progress or above. 46% of them made outstanding progress as judged through the pupil progress system.</p> <p>There were 28 girls in 2016-7 which formed just over 20% of the school population. An equal number of girls to boys made</p>

			<p>good or better progress with 43% of girls making outstanding progress.</p> <p>Overall children in receipt of the pupil premium make better progress than children who do not, 97% were judged to have made good progress or better. This is 7% higher than for children not in receipt of the pupil premium. 47% of pupils in receipt of the pupil premium made outstanding progress.</p>
<p>We will ensure that all children can access the curriculum, facilities and interventions as specific to their needs</p>	<p>Deploy resources effectively and efficiently to ensure that all children receive appropriate support</p>	<p>Pupil progress meetings and paperwork</p>	<p>26/09/17 Impact analysis</p> <p>We have improved provision to ensure equality of access to the curriculum: augmentative communication systems including the use of Ipad systems and Eye Gaze technology. We have improved access to facilities (increased classrooms / areas of the school with hoist facilities, improved surface of back playground so it is more accessible to those in wheelchairs, ensured new</p>

			<p>buildings are wheelchair accessible, provided a sensory trolley and immersive room. We have increased the range of therapeutic provision to support the needs of learners who require additional support including play therapy, drawing and talking therapy and Lego therapy</p> <p>Next steps</p> <p>Maintain focus and ensure has intake changes our provision meets all needs</p> <p>Provide hoists in all areas of the school on a rolling programme</p>
<p>We will ensure there is no gap in the progress of children who are economically disadvantaged and those who are not economically disadvantaged</p>	<p>Minimise the effect on pupils' learning of social and economic deprivation through the pupil premium strategy and careful targeted use of this resource</p>	<p>Annual pupil premium strategy</p>	<p>PPG was used to fund individual pupils resources as necessary both to support learning and inclusion, 50% of Year 6 residential cost, breakfast club, funding for all PP trips, nurture support, play therapy, reading and maths interventions and OT sensory assessments. Overall children in receipt of the pupil premium make better</p>

			progress than children who do not, 97% were judged to have made good progress or better. This is 7% higher than for children not in receipt of the pupil premium. 47% of pupils in receipt of the pupil premium made outstanding progress.
We will celebrate racial and cultural diversity to ensure that all children feel valued and respected and part of the community as indicated in their evaluations	Plan the curriculum and its delivery to take into account the age, ability, gender, ethnicity, background and SEN of pupils	Planning, assembly and WOW day records Children's contribution to annual reviews, end of year reports and whole school end of year evaluation	26/9/17 Impact evaluation In 2016-7 Outcomes in spiritual, moral, social and cultural learning were outstanding
All parents will be able to access information about their child's learning and school events in a way that is accessible to them.	Provide information to parents and carers in a form which is accessible to them if they have language or literacy difficulties	Annual review school report, annual report, newsletters, letters, use of translators	26/9/17 Impact Evaluation Translators provided at annual reviews as required End of year reports provided on disks with pictorial as well as written info Website has an option where words can be read

			<p>Changed format of parents evenings to allow for increased communication</p> <p>Letters sent home using communicate in print</p> <p>Spoken languages valued in classroom environment</p> <p>Next step</p> <p>To have written communication translated</p>
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