



Equality Plan
(see link to Equality policy and SDP 2016-2020)

To be reviewed every year.
(Last review- reviewed alongside new SDP 2016-2020 in 2017).

Equality Plan 2016-2017 review and 2017 objectives

	Action	Success Criteria	Cost	Expected timescale	Lead	Impact/Progress review	2016-2020 next steps	Lead 2017 onwards
1.	Gender							
To reduce gap between boys/girls reading	<p>Greater use of texts to interest boys and stimulate writing</p> <p>Texts Digital opportunities-ICT club/blogging club Attendance Behaviour Clubs</p>	<p>Greater use of texts to interest boys and stimulate writing</p> <p>Specific group –ICT club attendance and skills</p> <p>Monitor B/G attendance specifically Reduce % boys in log% attendance > 75% of core group</p>	£400 texts	<p>Summer 2013</p> <p>Review 2015</p>	LC/NJ	<p>2015 results-no specific against national at KS1 but evidence of gap in other age groups</p> <p>Digital opportunities-ICT club-in place and impact evident Attendance improved Behaviour improved(step level reduced)</p> <p>Boys Clubs for reading not yet in place</p>	<p>Review Texts again as part of literacy plan and include e –texts/ Planet x Barrington Stoke</p> <p>Review specific sub groups re attendance and clearer actions to follow up</p> <p>Reading Clubs</p>	<p>BK/JSP</p> <p>J Sp/SOM</p> <p>New staff member</p>
2.	Pupil Premium							
Narrow the Gap	<p>Ensure FSM entitlement has been offered</p> <p>Monitoring progress</p> <p>Monitor attendance</p> <p>Monitoring progress</p> <p>Opportunities for engagement (Clubs etc) Curriculum access</p>	<p>Uptake.80%</p> <p>>94%</p> <p>At least national APS</p> <p>Increase engagement by 75%</p> <p>Specific literacy scheme</p>	I.1. and precision teaching	<p>Summer 2013</p> <p>Review 2015</p>	JSP/LColl/T S	<p>No PG sig diff against national KS 1 2015 result</p> <p>Uptake of PPG offer 90% of those we think have an entitlement</p> <p>Offer to 100% given out</p> <p>Most PPG gaps relate to additional factors eg SEN/S/G</p> <p>Attendance improved</p> <p>Opportunities for engagement (Clubs etc) increased uptake</p> <p>Curriculum access – Precision teaching offer begun</p>	<p>Continue to promote Uptake</p> <p>PPG gap to be less than national PPG gap</p> <p>Monitor key sub groups</p> <p>Increase engagement to 90% of PPG pupils in at least one club</p> <p>Specific literacy scheme to continue-precision teaching if impact good</p>	<p>SOM</p> <p>SLT</p> <p>JSP/CB</p> <p>SLT</p> <p>PE leads and C/teachers</p> <p>SEND CO</p>

3.	SEN							
Review support and progress in SEN	<p>Process for support</p> <p>Allocation of hours and use of funding</p> <p>Progress</p> <p>Parental engagement re Exclusion</p> <p>Attendance</p> <p>Behaviour</p> <p>Curriculum access</p> <p>CPD for staffstaff</p> <p>Clubs access/engagement</p>	<p>Intervention plan being delivered</p> <p>Progress at least SEND national</p> <p>>94% NO log entry over step 4</p> <p>New NC to be put in place</p> <p>Specific schemes in place linked to SEND needs</p> <p>Increase attendance by 75%</p>	<p>£450</p> <p>£600</p>	<p>Summer 2013</p> <p>Review 2015</p>	<p>J SP/LM</p> <p>SENDCO and Head</p> <p>Head</p> <p>SOM and Deputy</p> <p>S Leaders</p> <p>SENDCO</p> <p>C/T</p>	<p>Intervention plan being delivered</p> <p>Progress at least at SEND national</p> <p>1 exclusion SEND child in review period</p> <p>≤94% attendance unless a medical need</p> <p>Behaviour plans linked to SEND needs</p> <p>Specific schemes in place for all</p> <p>Improved but need to increase attendance by 75%</p>	<p>Continue additional allocation of hours and use of funding where possible (playtimes/lunchtimes)</p> <p>Progress against new ARE to be at least equivalent to national</p> <p>Continue strong Parental engagement and liaison</p> <p>No Exclusions for SEND reasons unless aggression a concern</p> <p>Monitor attendance and behaviour as currently</p> <p>Identify if further curriculum opportunities needed or if any exclusive access</p> <p>CPD staff to continue in line with needs of children</p> <p>Clubs access-engagement –align with PE plan and well-being review</p> <p>All EHCP pupils in years 2,3,4 to attend a club at lunchtime well being</p>	<p>LM/IT</p> <p>SENDCO/HI STof D</p> <p>Head</p> <p>Head and SOM</p> <p>Head and SLT Head and SLT</p> <p>SENDCO</p> <p>SLT and CT</p>
4. Disability								
Review pupil progress	<p>Process for support</p> <p>Allocation of hours and use of funding</p>	<p>Intervention plan being delivered</p>	<p>PPG teacher and use of grant-</p>	<p>Summer 2013</p>	<p>J SP/ EC/ IT/ LM J J SP/</p>	<p>Intervention plan being delivered</p>	<p>Allocation of hours and use of funding to continue to be optimised</p>	<p>LM/IT/TS/JJ</p>

	Progress Parental engagement Exclusion Attendance Behaviour Curriculum access Clubs access/engagement	Progress at least national Regular contact and reviews Contact with relevant agencies None >94% NO log entry Specific schemes in place Increase attendance by 75%	see other file	Review 2015	EC/ IT/ LM J SP EC IT/ LM	Progress at least national Active None >94% -Unless a medical concern NO log entry Specific schemes in place from agencies Increase attendance (by 75% for years 4)	Progress reviews against new assessment expectations Parental engagement top continue and regular updates meetings re progress against targets and PFPs No Exclusion Monitor Attendance and Behaviour Check new NC embedded against Disability needs to ensure Curriculum access Clubs access/engagement- Review against well-being work and consider best fit clubs for year 2,3,4 pupils	
5. MEG/EAL	MEG/EAL							
CPD and awareness of staff Attendance and Progress Engagement and involvement in the curriculum and clubs	Ensure FSM entitlement has been offered Monitor attendance Monitoring progress Opportunities for engagement (Clubs etc) Curriculum access	80% uptake >95% At least national % uptake improves 75% EAL strategies as necessary alongside visual learning	CPD £ 300	As above	J SP BK/LT SOM/J SP All club leaders	Progress very good at KS 1 New entrants with no /limited English progress v good FSM entitlement has been offered Attendance good (small sub group to monitor) Opportunities for engagement (Clubs etc) Curriculum access	Clear baseline at entry for new entrants into year groups Additional CPD and awareness of staff Additional Speaking and listening Continue to ensure FSM /PPG entitlement has been offered Monitor attendance Culturally relevant Opportunities for engagement (Clubs etc) Celebration of cultures in music, art, literacy	EYFS and as enter C/T SOM/Head As needed SOM/Head SLT

<p>6. Traveller children</p> <p>Traveller progress and equity of offer to curriculum and extended curriculum</p>	<p>Traveller children</p> <p>Ensure FSM entitlement has been offered</p> <p>Monitor attendance</p> <p>Monitoring progress</p> <p>Opportunities for engagement (Clubs etc)</p> <p>Curriculum access</p>	<p>80% uptake</p> <p>>95%</p> <p>At least national</p> <p>% uptake improves 75%</p> <p>EAL strategies as necessary alongside visual learning</p>	<p>See above re scheme</p>	<p>As above</p>		<p>100% uptake</p> <p>>95%</p> <p>At least national to 2015 Yr 2 and 4</p> <p>% uptake improves 75%</p> <p>EAL strategies as necessary alongside visual learning</p> <p>Parental support for information if non reader</p>	<p>Ensure FSM entitlement has been offered</p> <p>Improve attendance to 95%</p> <p>At least national expectations</p> <p>Continue to offer clubs</p> <p>CPD again from Travellers team</p> <p>Review opportunities in themes to celebrate culture</p>	<p>JSP/SOM</p> <p>SOM</p> <p>SLT</p> <p>SLT</p>
<p>7. Staffing</p> <p>Staffing – ensure equitable recruitment in school</p>	<p>Staffing</p> <p>Analysis of staffing</p> <p>Analysis of CPD opportunities for teaching staff/for support staff</p>	<p>Gender at least 2 males on site</p> <p>Culture –not 100% WBRI % bi lingual increase</p> <p>CPD entitlement for all</p>	<p>Recruitment costs as they arise</p>	<p>As above</p>	<p>J SP/L Coll/Govs</p>	<p>Gender at least 2 males on site</p> <p>Culture –not 100% WBRI % bi lingual increase</p> <p>CPD entitlement for all</p>	<p>Continue to analyse staffing</p> <p>Ensure equality in CPD opportunities for teaching staff/for support staff</p>	<p>SLT/Govs</p>

8. Monitoring of racism	Monitoring Actions and impact Of actions Reports to Governors	Reduction in number of incidents on log No repeat incidents Annual return	-	As above	J SP/Govs	Reduction in number of incidents on log One repeat from same child Annual return	Reduction in number of incidents on log No repeat incidents Annual reporting	SLT/Govs
9. Access to site and to school events/elections/parent forum	Accessibility Plan Monitor parental engagement in PTA, Parent forum Parent attendance at open evenings Positive strategies to encourage parental involvement	Reviewed annually and actions taken Age, culture, language and class range in place	As necessary for site plan P Forum costs £50	As above	Buildings committee JSP/ LC/Parent Gov	Reviewed annually and actions taken-ensure all completed in time frame expected Age, culture, language and class details in place for all class teachers	Accessibility Plan review annually Accessibility to site –to website for visitors Review disabled toilets access around site when building completed Continue to encourage and Monitor parental engagement in PTA, Parent forum, Parent attendance at open evenings. Positive strategies to encourage parental involvement and welcome new entrant families e.g. welcome to Toddington pack	Buildings SLT Parent Govs
10. School images, literature and focus events	Ensure appropriate range of texts, images and events	Positive image in corridors. library, classes and coll worship	£100	As above	LC all subject leaders	Positive images in corridors. library, classes and coll worship	Review against new curriculum after 1 year of new curriculum	SLT