

# Tackley CE Primary School - Equalities Objectives 2017 – 2018



These objectives are informed by the annual review of our Equalities Policy and Plan (available on the School Website) School Development Plan.

Equalities Objectives 2017 - 2018	Strategy	Success Criteria	Audit Sept 2018
<p><b>To diminish the difference between progress of SEN children in Maths and all other children</b></p>	<ul style="list-style-type: none"> <li>• Ensure early identification of vulnerable learners through learning conversations and data analysis meetings with teachers</li> <li>• SENCo/TAs to complete Sandwell Maths assessment to identify gaps in learning</li> <li>• Planning for provision takes into account needs of SEND children – and identifies next steps needed</li> <li>• Marking / feedback promotes learning for all, and identifies next steps</li> <li>• Continue to ensure children to SEN are closely monitored (using Target Tracker) to check on progress</li> <li>• Target Tracker Gap Analysis tools are used to plan next steps for SEN children</li> <li>• Continue to promote and support high levels of attendance for SEN children</li> </ul>	<ul style="list-style-type: none"> <li>• All children with SEN have a baseline Maths age established for their learning</li> <li>• Class teachers have learning dialogue with children about their Maths learning and what they identify as their barriers to learning</li> <li>• SEND children are enthusiastic about Maths and know their strengths and areas to work on</li> <li>• SEN children across school make comparable progress in Maths with all other children.</li> <li>• Attendance of SENC children is at least as good as other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline for SEND children established all children with SEN have a Maths age and progress can be tracked against this.</li> <li>• Intervention groups averaged a +10 month gain in Maths age over the year.</li> <li>• 42% of SEN children made expected progress over the year in Maths compared to 60% of all other pupils.</li> <li>• <i>Governor visit focus on SEN and PPG: “All students stated that they are able to experience feeling like a successful learner, feeling that people understand them and that they know how to get help when they need it.” SEND children found it difficult to identify what they were good at and discuss their own strengths.</i></li> </ul>

<p><b>To diminish the difference between the number of PPG children achieving RWM combined and all other children, particularly at the end of KS2.</b></p>	<ul style="list-style-type: none"> <li>• Early identification of children through pupil progress meetings who need additional targeted support, through quality first teaching or specific intervention during KS2.</li> <li>• Marking/feedback focuses clearly on next steps for all children</li> <li>• Monitoring focusses on learning conversations with PPG children establishing strengths in their learning and additional support they may need</li> </ul>	<ul style="list-style-type: none"> <li>• All PPG children achieve in line with all other children for their R,W and M combined at the end of KS2</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of PPG children achieved expected standard in July 2018 in Reading, Writing, Maths combined compared to 59% for all other pupils.</li> <li>• At the end of KS2 60% of children achieved expected standard in R, W and M combined. This was compared to 58% for all other children.</li> </ul>
<p><b>To increase the membership of vulnerable pupils in school responsibilities, out-of-school- clubs and activities and in this way reduce or remove inequalities in attainment throughout school</b></p>	<ul style="list-style-type: none"> <li>• Actively encourage vulnerable children to take on school responsibilities e.g. Sports Leaders, House Captains, School Council</li> <li>• Monitor membership and attendance of vulnerable pupils in all out of school clubs and to positively discriminate if necessary in number limited clubs</li> <li>• Support funding, where possible, of extra curricula activities</li> <li>• Provide additional adult support, where possible, if necessary to enable participation of vulnerable children.</li> </ul>	<ul style="list-style-type: none"> <li>• Vulnerable learners are represented in all areas of school responsibilities.</li> <li>• All vulnerable learners attend or participate in at least one out-of-school activity.</li> <li>• No vulnerable learners are prevented from undertaking an extra curricula activity because of cost or lack of adult support – where this can reasonable be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Vulnerable learners are known to staff and were encouraged and supported to take on school roles and responsibilities. This means that there is a good representation of vulnerable learners in areas of school responsibility.</li> <li>• All children in receipt of PPG were invited to take part in an after school Sports club last year, this place was fully funded.</li> <li>• SEN and PPG children participated in 8 inter-school competitions via the Woodstock Schools Partnership</li> <li>• All PPG children were involved in at least 1 inter-sport competition with some competing in multiple competitions.</li> <li>• PPG and SEND children were able to attend all clubs that they wanted</li> </ul>

			<p>to.</p> <ul style="list-style-type: none"><li>• All children had equal access to class educational visits</li><li>• All children in receipt of PPG in KS2 were invited to take part in at least one inter-school sporting competition last year</li></ul>
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