

## Harleston C of E Primary Academy



### 2019 / 20 Review of Equality Objectives and Annual Equality Information

Our Academy's equality objectives for 2019 - 20 are:

- Celebrate diversity via our whole school project and a continued focus on British Values;
- Ensure that children arriving in school with little or no English are supported to make rapid progress in English, to enable them to access the curriculum;
- Close the gap between identified pupil groups and their peers.
- Ensure that the curriculum enhances pupils' understanding of cultural and spiritual diversity;
- Ensure that opportunities to extend and enhance the experiences of identified pupil groups are taken.

	2016-17	2017-18 (As of Sept 2017)	2018 – 19 (As of Sept 2018)	2019-20 (As of September 2019)
Pupils on Roll	440	447	469	459
% male pupils	53.6%	54%	54%	54%
% female pupils	46.3%	46%	46%	46%
% EAL pupils/1 <sup>st</sup> language not English	3.8%	4%	4.4%	4%
% PP/FSM6/CLA pupils	25.4%	23%	22.8%	22%
% SEN pupils	14.0%	11.3%	13.6%	14%
% Children with ethnicity other than White British	10.2%	13%	17%	14%
% children with a diagnosed medical need (e.g. diabetes, epilepsy) requiring a Medical Care Plan	1.36%	1.34%	1.9%	1.7%

**Targets for this year: 2019-20**

**Overarching Targets:**

**Focused groups make good progress compared with their starting points and close attainment gaps with their peers.**

Target	Actions	Success Criteria	Timescale/ Resources	Evaluation of impact July 2020
Increase the number of Pupil Premium eligible pupils achieving expected/ above expected <b>progress</b> in Reading, Writing and Maths, including those with a higher starting point by the end of KS2.	<p>Targeted small group intervention for FSM/PP pupils.</p> <p>Nurture groups within key stage 1 and 2 led by Christian Pastoral Support Worker.</p> <p>Small group intervention sessions after school for targeted pupils – Spring Term.</p>	Gap reduces between PP and non-PP pupils	<p>Ongoing intervention groups – reviewed each term.</p> <p>Cost of additional adults (see Pupil Premium Provision plan)</p>	Progress for disadvantaged pupils is expected/above expected in maths, but is lower than expected across the school in reading and writing.
A greater % of Pupil Premium eligible pupils <b>attain</b> the expected level of Reading, Writing and Maths combined by the end of KS2.	<p>Targeted intervention for individuals/small groups identified as not being on track for attaining expected level.</p> <p>Intervention also for under-achieving Higher Attaining Pupil Premium pupils.</p> <p>Small group intervention sessions after school for targeted pupils - Spring Term.</p>	A greater % of pupils attain expected/above expected level, reducing the gap with pupils nationally.	Ongoing intervention groups – reviewed each term.	<p>Attainment and progress for all pupils including those eligible for PPG has been disrupted due to the COVID 19 Pandemic. KS1 &amp; 2 assessments were cancelled and small group additional tutoring sessions were unable to be provided because of this. Vulnerable pupils were prioritised with Key Workers for continued school based education.</p> <p>The majority of EAL pupils are making good progress in maths, reading and writing.</p>
A greater % of pupils identified as having a special educational need attain the <b>expected standard</b> and make <b>expected progress</b> in Reading, Writing and Maths.	<p>Use of Rapid Reader resources for individual and small group comprehension intervention.</p> <p>Implementation of Talk Boost in Early Years / Key Stage 1. Early phonics support in Year R/1.</p>	A greater % of pupils attain expected/above expected standard.	<p>Targeted intervention – individual and small groups. Monitored at end of intervention period – 6 to 8 weeks)</p> <p>Monitored each half term.</p>	Pupils involved in Talk Boost interventions in the Early Years / KS1 made progress within the intervention.

	<p>Writing: embedding of spelling programme. Spelling interventions appropriate to individual needs (Letters and Sounds; Read, Write Spelling, Sound Discovery.)</p> <p>Greater focus on developing more a personalised curriculum to target those with higher needs.</p> <p>Early speech and language intervention through referrals to Community and Trust speech and language therapists and through use of Talk Boost programme.</p>		<p>Cost of additional adult to lead intervention.</p>	<p>Several pupils with High Needs have received a more personalised curriculum, targeting core fundamental skills, resulting in measures of progress academically, socially, physically and within communication.</p> <p>Although pupils are making small measures of progress within interventions, general progress for pupils with special educational needs is below expected across the school in reading, writing and maths.</p> <p>Unfortunately, attainment &amp; progress for all pupils including those with special educational needs has been disrupted due to the COVID 19 Pandemic.</p>
<p>Pupils requiring SEMH support are given greater intervention.</p> <p>Parents/Carers are assisted to better support their children's needs.</p>	<p>Christian Pastoral Support Worker employed to work with vulnerable children and families. Role to include:</p> <ul style="list-style-type: none"> <li>● 1:1 and small group nurture work with pupils.</li> <li>● Family support work.</li> <li>● Making referrals and liaising with external agencies.</li> <li>● Supporting families with meetings.</li> <li>● Safeguarding work.</li> <li>● Delivering bespoke SEMH interventions to individuals and small groups.</li> </ul>	<p>Pupils, parents and staff feel supported.</p> <p>Pupils with emotional needs show progress in their individual targets/areas of need.</p> <p>Meetings are attended.</p>	<p>Cost of CPSW</p> <p>Cost of Mobile Office base for CPSW</p>	<p>The pastoral team has continued to provide essential support for our vulnerable pupils and their families.</p> <p>During the period of COVID 19 Lockdown, the team kept weekly contact with our vulnerable families to check on their well-being and to offer support and advice, including delivery of food and</p>

	Additional TA support for SEMH intervention.			supportive educational materials.
To teach pupils that Diversity is all around us (locally, nationally and internationally)	Forge links within the community and the wider world: School/Cluster events created to develop sense of diversity in the locality, e.g. To Kenya with Love project. Topic lessons about other countries and cultures. Multicultural texts used as a basis for some English lessons. Aspiration assemblies: visitors from the community to share their experiences and what their occupation involves. Black History week.	A variety of activities and experiences are created for children to gain wider knowledge and understanding our diverse locality/country.	Cost of visitors and resources.	Continued links with the local and wider community through collective worship, RE, charity and curriculum work has continued, but was disrupted by the Coronavirus Pandemic.

#### Examples of ongoing work to promote equality in 2019-20

- On-going RE and Values led learning work.
- Celebrations and studies of different cultural/religious festivals within RE/Art curriculum (e.g. Chinese New Year).
- Collective Worship – stories from other cultures/visitors from other denominations and cultures.
- Sports Buddies – children helping other pupils at lunch time.
- Meetings with Traveller Support Services where necessary.
- Meetings with LAC support services.
- Use of Pupil Premium to support FSM/Vulnerable pupils within the curriculum and to ensure access/participation to events/opportunities.
- Charity work ongoing throughout the year, supporting various world wide and local charities. Also links with DC3 to sponsor Kenyan child through ‘To Kenya With Love’ project.
- School Council voice in school.
- International Schools work.