



## Equalities Policy Appendix B

### Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

#### **Objective 1:**

To monitor and analyse pupil attainment by pupil groups, acting on any trends or patterns in the data that require additional support for pupils.

#### Review 2022

*There have been no national tests for two years, which means we have been unable to compare our attainment with other schools, but phase leaders ensure that there is a focus on the attainment of vulnerable groups during progress meetings with teachers. NFER tests sat internal in Summer term 2021 show that in some cohorts, pupils eligible for the pupil premium are performing in line, or above, their peers. However, there are some cohorts where performance of pupil premium pupils is weaker than their peers, and additional support for these pupils remains a priority.*

*Since 2021, we have returned to the use of the Hampshire Assessment Model to track attainment of pupils in reading, writing and maths which will allow for more detailed analysis of each pupil's strengths and areas of weakness over the coming year.*

#### **Objective 2:**

To address factors which can impact on the potential attainment of those eligible for Pupil Premium, including attendance, enhanced learning support and access to a range of experiences.

#### Review 2022

*Attendance for pupils FSM pupils remains below that of their peers. In 2020-21, the gap between attendance of FSM pupils and overall attendance was narrowed over the previous year. However, in the current year, attendance patterns show a continuing pattern of lower attendance for FSM pupils. A very*

*small number of FSM pupils are considered persistent absentees, including those being managed as Emotional Based School Avoidance, exacerbated by the pandemic. The home-school link worker continues to work closely with these families, and improving attendance remains a priority.*

*The school has access school-led tutoring funding for the year 2021-22, and pupils are being targeted for support in KS2. Priority has been given to pupils eligible for the pupil premium who are currently not on track to achieve age related expectations.*

*The school is supporting pupils eligible for FSM to access the school residentials, as well as providing uniform grants each year.*

### **Objective 3:**

To ensure that the school promotes respect for diversity through the use of everyday resources so that pupils can recognise themselves and their family / community through the images and contexts used across the curriculum (for example, through availability of books; stories shared; contexts/images used across the curriculum; pictures and posters of everyday life; celebration of key figures in history, science and through assemblies etc).

#### Review 2022

*Actions which have already taken place towards this objective since March 21 include*

- *awareness training for all teachers and classroom support staff on Equalities legislation and our own equalities policy and objectives*
- *purchase of additional every day resources for classrooms to support diversity (including flesh-coloured crayons/pens/pencils; small world play showing a range of cultures; books)*
- *opportunities identified on history planning for ‘Global Thinking’ – helping to ensure greater diversity in the key figures from history taught.*
- *Year groups encouraged to consider the choices of texts / themes / key figures covered to incorporate greater diversity (for example, Y5 use of ‘Good night Stories for Rebel Girls’ and ‘Stories for Boys who Dare to Be Different’ within guided reading; the work of more diverse artists and musicians incorporated into lessons).*

*The school is undertaking an audit as part of a district-wide Equality and Diversity project which will enable us to identify our strengths, areas for development, and opportunities to share good practice and develop provision alongside other schools from the Summer term 2022, which will support us working towards this objective.*

**Date of publication:**

**March 2022**

**Date for review and re-publication of progress against objectives:**

**Spring term 2023**

**Date for review and re-publication of objectives:**

**Spring term 2025**