

Equality Objectives

What this means for E-ACT Perry Court Primary Academy

<p>To close the attainment gap between boys and girls in English, Mathematics and Science at all key stages.</p>	<ul style="list-style-type: none"> ● Ensuring all pupils receive quality first teaching. ● Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. ● Gender stereotypes are challenged and equality of sexes promoted. ● Curriculum content is carefully planned to ensure balanced coverage.
<p>To close the gap in performance of all pupils with special educational needs or disabilities.</p>	<ul style="list-style-type: none"> ● Ensuring all pupils receive quality first teaching. ● Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. ● Equality of access to wider curriculum and enrichment activities.
<p>To close the gap in performance between disadvantaged and non-disadvantaged groups.</p>	<ul style="list-style-type: none"> ● Ensuring all pupils receive quality first teaching. ● Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. ● Equality of access to wider curriculum and enrichment activities ● Appointment of Pupil Premium Champion to ensure opportunities to close the gap are developed and secure to continue to raise standards.
<p>To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.</p>	<ul style="list-style-type: none"> ● Ensuring all children, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extra-curricular activities. ● Collecting information about those attending to evaluate representation and accessibility. ● We will actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all children and their parents/carers, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments.
<p>To prevent and respond to all hate incidents and prejudice-based bullying.</p>	<ul style="list-style-type: none"> ● Plan a yearly programme of education in PSHE around anti-bullying & PSHE. ● Collecting information around incidences of bullying to ensure preventive education programme is having impact. ● Mentors and leaders in school work with children and families following any incidents of bullying to ensure not repeated and appropriate policies followed.

Equality Objectives: 2021-2023

Objective	Action/Intervention	Progress	Outcome																				
<p>To close the gap in performance of all pupils with special educational needs or disabilities.</p> <ul style="list-style-type: none"> - By raising the attainment of SEND pupils in English 	<ul style="list-style-type: none"> Ensuring all pupils receive quality first teaching. Effective leadership to improve T&L linking to the rubric and typicality tracker. Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. Targeted intervention programme in place and monitored closely for impact. Gender stereotypes are challenged and equality of sexes promoted through the curriculum and other opportunities. Curriculum content is carefully planned to ensure balanced coverage. 	<p>Year 1: Gap narrows below 5%</p> <table border="1" data-bbox="931 312 1798 464"> <thead> <tr> <th>2022</th> <th>GLD</th> <th>PSC Y1</th> <th>KS1 COMB.</th> <th>KS2 COMB.</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>62%</td> <td>83%</td> <td>53%</td> <td>81%</td> </tr> <tr> <td>PP</td> <td>50%</td> <td>81%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>SEND</td> <td>38%</td> <td>25%</td> <td>13%</td> <td>50%</td> </tr> </tbody> </table> <p>Year 2: Gap narrows below 2%</p> <p>Year 3: No significant gap</p>	2022	GLD	PSC Y1	KS1 COMB.	KS2 COMB.	All	62%	83%	53%	81%	PP	50%	81%	30%	70%	SEND	38%	25%	13%	50%	<p>End of Year 4: School is above national average for all key vulnerable groups</p>
2022	GLD	PSC Y1	KS1 COMB.	KS2 COMB.																			
All	62%	83%	53%	81%																			
PP	50%	81%	30%	70%																			
SEND	38%	25%	13%	50%																			
<p>To close the attainment gap between boys and girls in English, Mathematics and Science at all key stages.</p> <ul style="list-style-type: none"> - by raising attainment of boys in English 	<ul style="list-style-type: none"> Ensuring all pupils receive quality first teaching. Effective leadership to improve T&L linking to the rubric and typicality tracker. Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. Ensure equality of access to wider curriculum and enrichment activities. 	<p>Year 1: Gap narrows below 5%</p> <table border="1" data-bbox="931 837 1798 989"> <thead> <tr> <th>2022</th> <th>GLD</th> <th>PSC Y1</th> <th>KS1 COMB.</th> <th>KS2 COMB.</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>62%</td> <td>83%</td> <td>53%</td> <td>81%</td> </tr> <tr> <td>PP</td> <td>50%</td> <td>81%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>SEND</td> <td>38%</td> <td>25%</td> <td>13%</td> <td>50%</td> </tr> </tbody> </table> <p>Year 2: Gap narrows below 2%</p> <p>Year 3: No significant gap</p>	2022	GLD	PSC Y1	KS1 COMB.	KS2 COMB.	All	62%	83%	53%	81%	PP	50%	81%	30%	70%	SEND	38%	25%	13%	50%	<p>End of Year 4: School is above national average for all key vulnerable groups</p>
2022	GLD	PSC Y1	KS1 COMB.	KS2 COMB.																			
All	62%	83%	53%	81%																			
PP	50%	81%	30%	70%																			
SEND	38%	25%	13%	50%																			
<p>To close the gap in performance between disadvantaged and non-disadvantaged groups.</p> <ul style="list-style-type: none"> - By increasing attendance of PP children - By raising the attainment of 	<ul style="list-style-type: none"> Ensuring all pupils receive quality first teaching. Effective leadership to improve T&L linking to the rubric and typicality tracker. Rigorous data analysis ensures any gaps identified are closed through interventions and careful curriculum planning. Ensure equality of access to wider curriculum and enrichment activities 	<p>Year 1: Gap narrows below 5%</p> <table border="1" data-bbox="931 1289 1798 1441"> <thead> <tr> <th>2022</th> <th>GLD</th> <th>PSC Y1</th> <th>KS1 COMB.</th> <th>KS2 COMB.</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>62%</td> <td>83%</td> <td>53%</td> <td>81%</td> </tr> <tr> <td>PP</td> <td>50%</td> <td>81%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>SEND</td> <td>38%</td> <td>25%</td> <td>13%</td> <td>50%</td> </tr> </tbody> </table> <p>Year 2:</p>	2022	GLD	PSC Y1	KS1 COMB.	KS2 COMB.	All	62%	83%	53%	81%	PP	50%	81%	30%	70%	SEND	38%	25%	13%	50%	<p>End of Year 4: School is above national average for all key vulnerable groups</p>
2022	GLD	PSC Y1	KS1 COMB.	KS2 COMB.																			
All	62%	83%	53%	81%																			
PP	50%	81%	30%	70%																			
SEND	38%	25%	13%	50%																			

<p>EAL pupils in English</p>	<ul style="list-style-type: none"> • Pupil Premium Champion ensures that money is spent effectively to ensure opportunities to close the gap are developed and continue to raise standards. 	<p>Gap narrows below 2%</p> <p>Year 3: No significant gap</p>	
<p>To prevent and respond to all hate incidents and prejudice-based bullying.</p>	<ul style="list-style-type: none"> • Deliver a yearly programme of education in PSHE around anti-bullying & PSHE. • Collecting information around incidences of bullying to ensure preventive education programme is having impact. • Mentors and leaders in school work with children and families following any incidents of bullying to ensure not repeated • COC termly reviews show any incidents have been dealt with swiftly and effectively. 	<p>Year 1: Review evidences that any incidents have been dealt with swiftly and effectively.</p> <p>2020 – 21 – Incidents – 16 2021 – 22 – Incidents - 4</p> <p>Year 2: number of incidents are below 5 and all are resolved with positive restorative approach</p> <p>Year 3: No registered incidents and cultural acceptance ensures a positive learning community.</p>	<p>End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community</p>
<p>To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.</p> <p>- <i>by increasing understanding between religious groups</i></p>	<ul style="list-style-type: none"> • Ensuring all children, regardless of disability, gender, race, religion, gender reassignment, sexual orientation, pregnancy or age have equal opportunities in taking part in extra-curricular activities. • Collecting information about those attending to evaluate representation and accessibility. • We will actively look at ways of tackling any barriers that prevent accessibility. We will regularly obtain the views of all children and their parents/carers, particularly those with Education Health and Care Plans (EHCP) and physical disabilities, to ensure that we are meeting their needs and making any necessary adjustments. 	<p>Year 1: Pupil voice is positive linked to the curriculum and extra-curricular provision including equality of opportunity and understanding between religious groups.</p> <p>2021-22 – Clubs offered – cooking, knitting, art, football, basketball, rugby, multi-sports, athletics, dance, coding, maths, drama. Disadvantaged pupils given priority in clubs.</p> <p>Year 2: Pupil voice is positive linked to this area. All pupils regularly access extra-curricular opportunities as well as the curriculum.</p> <p>Year 3: Pupils can clearly and confidently articulate their understanding between different religious groups across the curriculum and beyond.</p>	<p>End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community</p>
<p>To prevent and respond to all incidents linked to sexual violence and harassment .</p>	<ul style="list-style-type: none"> • To have a 0 tolerance policy towards Sexual violence and Harassment • Plan a yearly programme of education in PSHE around appropriate talk and touch/ PANTS. • Collecting information around incidences of Sexual Violence and 	<p>Year 1: Safeguarding evidence shows that all incidents are addressed in accordance with policy. Review evidences that any incidents have been dealt with swiftly and effectively.</p> <p>2021-22 – Ofsted found Safeguarding to be effective ‘Leaders ensure that it is everyone’s responsibility to keep pupils safe. Staff know how to report any safeguarding concerns. Leaders’ record-keeping is thorough. Well</p>	<p>End of Year 4: School regularly has reformed members of the community in to support messages and provide targeted and successful outreach work to the local community.</p>

	<p>Harassment to ensure preventive education programme is having impact.</p> <ul style="list-style-type: none"> • Mentors and leaders in school work with children and families following any incidents. • Links to local PCSO to organise support and ongoing mentoring and signposting to prevent future incidents. 	<p><i>judged decisions ensure that pupils and families receive the help they need. Additionally, leaders make effective use of the community hub to offer parents support and advice on a range of matters, including finances and attendance. Pupils know how to keep themselves safe when using the internet. They understand the dangers of sharing personal information, and other risks, such as scams and fraud.'</i></p> <p>Weekly reviews of CPOMs ensures support and feedback given to staff and parent/carers. PCSO involved in safeguarding curriculum. Community Hub signposting support in the community.</p> <p>Year 2: Number of incidents are below 10 and all are resolved with positive restorative approach. Pupil voice shows a basic understanding of appropriate talk and touch.</p> <p>Year 3: Number of incidents below 5 and cultural acceptance ensures a positive learning community. Pupil voice shows an embedded understanding of appropriate talk and touch.</p>	
--	---	--	--