WHITTAKER MOSS PRIMARY SCHOOL

EQUALITY ACTION PLAN 2023 – 2024

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| -OBJECTIVE | TARGET GROUPS | ACTION | TIMESCALE | MONITORING +  EVIDENCE |
| To publish and promote the equality plan to all stakeholders. | Governing Board  Parents | * All stakeholders to have access to published equality plan. * Stakeholders to have opportunities to assess the impact of the plan, influencing the evaluation process and future target setting. | First published in December 2018 and updated annually | Copies of the plan available to stakeholders.  Publish copy of plan on school website. |
| To improve the achievement of children from low income and disadvantaged families. | Pupil Premium children | * Track children carefully * Plan effective quality first teaching * Ensure pre-learning tasks and specific interventions are pupil specific and timely * Enrich curriculum through visits/visitors and experiences and trips * Offer free wrap around care and paid holiday provision (external provider) where this is deemed of benefit to the child and family | Ongoing | Tracking data using ‘O Track’.  Pupil Premium Tracking as a specific group  Case Studies  Intervention Provision Map |
| To improve the achievement of children with SEND. | SEND children | * Track children carefully * Plan effective quality first teaching * Staff training into effective teaching of SEND children * Provide interventions/resources * Work alongside and take the advice of professionals * Support families via Early Help provision and CIN meetings * Liaise with specialist provisions where necessary * Plan transitions to/from other providers and within school thoroughly and with the individual pupils needs at the forefront of how we deliver it | Ongoing | Tracking data using ‘O Track.’  EHCPs  Costed Provision Map  Inclusion Passports  CPOMS  Transition booklets and videos |
| To improve the provision for children for whom English is an additional language. | EAL children | * Identify barriers to learning * Work with outside providers and wider professionals to complete MTA’s where required * Utilise expertise of any EAL staff to support children and their families * Provide resources and appropriate support * Utilise LA resources for any mother tongue language support where we do not have sufficient expertise within our usual staff structure | As required | Tracking data using ‘O Track.’  Book Scrutiny  Lesson obs  Track attendance to monitor that any language barrier is not detrimental to school attendance or parents understanding the expectations of school attendance  Monitor that classrooms are EAL friendly e.g. key topic words displayed in identified languages where needed |
| Improve the attainment in Reading of pupils who are of Pakistani Heritage | Pakistani Heritage pupils | * Explicit vocabulary teaching across the school in all subjects * Investment in reading materials * Development of guided, shared and whole class reading approaches * Units of sound program * Quality Frist Teaching | September 2023 onwards | Units of sound intervention package  Tracking data using O Track  Updated reading materials  Staff training |
| Improve the progress of boys in Reading across KS2 | KS2 girls | * Track progress of boys in Reading across KS2 classes * Identify barriers to learning and specific gaps in learning * Utilise pre-learning tasks to boost self-esteem/confidence * Accelerate boys progress through targeted intervention and quality first teaching | September 2023 onwards | Track data using O Track  Planning and book scrutiny  Staff training  Lesson Obs  Early identification of those at risk of not making the required progress via internal tracking systems and FFT Aspire data targets  Booster group provision  Keep up, catch up sessions  Adapted learning and metacognition learning strategies |
| To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities. | All pupils | * A program of assemblies organised and special days celebrated. E.g. Harvest, Chinese New Year, Eid. * Visitors from different groups to enhance the curriculum and broaden the children’s understanding of the local and global community. * Create and maintain good community links. E.g. Visits to local church and mosque, choir performing at local events, Stuart Willis ALM and local Imams to take themed assemblies, school hosting collaborative events for other local schools, creation of space where family learning events can be held, PTA events, participation in local community events. * Participate and embrace National events and celebrations as they arise and become relevant (whether planned or unplanned) e.g. clap for the NHS, Captain Tom’s 100th birthday, National sporting events, the King’s Coronation | Planned annually and updated and revised according to events nationally and changing requirements either locally or within the school | Events page on website  Text and email to parents  Social media  Newsletters published on the school website  Displays  Record of assembly themes  Photographs in local newspapers/online news outlets |
| To promote understanding of and respect for differences. | All children  Children with additional needs and  disabilities  currently in  school.  Children who are from diverse families  Children who are gender curious and/or identify with a group with protected characteristics | * Anti-Bullying week * Mental Health Week * Dimensions HRE & PSHE curriculum * Rochdale agreed syllabus for RE * British Values board * Send My Friend to school campaign * Jeans for Genes day * Puberty talk year 6 - school nurse * Fundraising for identified charities (Springhill Hospice, Cancer Research, NSPCC, Red Nose Day etc.) * Well-Being Warrior and MHST provision * AcSEED accredited school * Pastoral support * More diverse reading materials across school * Curriculum changes and adaptations to better reflect our school community |  | Anti-Bullying File  Racial Incidents File  Behaviour Logs  Displays  CPOMS and Brook Reporting Tool  MHST  Well-Being Warriors |