

Wormley C of E Primary School
Review of equality objectives 2024

Objective	Protected Characteristic	Actions	Milestones	Review date
<p style="text-align: center;">Children with SEND make good progress from their starting points</p>	<p style="text-align: center;">Disability</p>	<ul style="list-style-type: none"> ● Identify all the children with SEND ● To support children with Spld through the use of assistive technology. ● Review the impact of SEND provision 	<ul style="list-style-type: none"> ● Qualitative and quantitative information indicates that pupils with SEND make progress ● Children on EHCP can discuss their progress ● Interventions, provisions and plans are evaluated as having a good impact on pupils 	<p style="text-align: center;">July 2024</p>
<p style="text-align: center;">Evaluation</p>	<ul style="list-style-type: none"> ● All pupils with SEN have made progress, some significant ● Pupils receiving a planned provision make an average of +1.26 points progress (scale 0-3) ● Pupils with a learning plan make +1.10 points progress (scale 0-3) ● Children in Puffin and Pelican class make very good progress <p>Pelican Class</p> <ul style="list-style-type: none"> ● All pupils' EHPC targets were met, achieved and reviewed. Reviews show a progression story over the three terms or clearly indicate when and how the target was achieved. ● All pupils' communication has improved, using visual communication appropriately with some pupils beginning to vocalise and/ or verbalise. ● All pupils remain to be engaged in their learning for the duration of their time in Pelicans. Pupils are beginning to understand expectations, learning, listening. Engaging back in class enabling them to be present and engaged during whole class carpet time for brief times during the day. ● All pupils eat in the dinner hall with their peers with support. ● All learning has been scribed using the prompting key allowing for clear understanding of how each piece of learning has been completed and to evidence the learning journey for each individual pupil. ● All pupils have made progress on the early learning goals and IEALD assessment. <p>Puffin class</p> <ul style="list-style-type: none"> ● Personalised curriculum- planned and adapted where appropriate ● Assessment shows small steps of progress from start points ● Independent skills are taught, supported and children implement these skills well ● Taught skills for active listening - teaching of listening ● Basic skills are taught e.g. turn taking, answering questions, speaking to each other (tone, phrases), organisation of tasks and equipment/resources, resilience ● Targeted support which is based on individual needs - EHCP, SP & L and learning plans ● Involvement in learning plan targets and strategies to try ● Nurture principles motivate learning ● Building confidence to speak out and be themselves. ● Ekklan strategies embedded and implemented ● Communications with parents- emails, phone calls and parent consultations to build good working and supportive relationships ● Support strategies shared and supported in class- strong liaison with Class teachers and TA's- this includes transition support <p>Next steps</p> <ul style="list-style-type: none"> ● Early identification of pupils who might have an SEN ● Include pupil voice in EHCP and learning plan reviews ● Ensure all provisions and plans are reviewed regularly and on time ● Ensure interventions are well-matched to pupils ● Continue to use EHCP consultant to review plans ● CPD for teachers to support the progress of SEN pupils ● Continue to develop the specialist approach for pupils with exceptional needs ● Develop SAL provision so that it is delivered in a manageable and effective way 			
<p style="text-align: center;">The gap between the attainment and progress of</p>	<p style="text-align: center;">Socio-economic disadvantage*</p>	<ul style="list-style-type: none"> ● PPG strategic lead ● CPD for all teaching staff 	<ul style="list-style-type: none"> ● Pupils in receipt of PPG will attain in line with their peers. 	<p style="text-align: center;">July 2024</p>

<p>PPF pupils in reading, writing and maths and their peers is diminishing.</p>		<ul style="list-style-type: none"> • Additional TA to support children • Targeted academic support 	<ul style="list-style-type: none"> • They will achieve national average progress scores in reading, writing and maths. 	
<p>Evaluation</p>	<ul style="list-style-type: none"> • Not disadvantaged pupils outperform the disadvantaged cohort in all subjects across the school. This is a national picture • 35% of disadvantaged pupils also have a SEN. About 25% were persistently absent (attendance < 90%) • However the gaps are narrower by the end of KS2 • This will have been impacted by older pupils having spent more time at school and had more focused intervention • EYFS: Our pupil premium eligible pupils performed better than the not pupil premium cohort • Phonics: Our pupil premium eligible pupils performed better than the not pupil premium cohort • KS2 SATS • RWM: Gap increased from 15% to 30%. High proportion of disadvantaged pupils also SEN • R: Gap reduced from 30% to 6% • W: Gap increased from 17% to 37% • M: Gap increased from 18% to 19% • <p>Next steps</p> <ul style="list-style-type: none"> • Additional support timetabled for Y3 and Y5 every morning • Targeted maths support through Third space learning and daily reading in KS1 and KS2 • Targeted tutoring in Spring term • Target for Numberstacks intervention • Ongoing focus on sentence structures in writing 			
<p>To support the children and staff well-being within the school ethos and culture</p>	<p>All</p>	<ul style="list-style-type: none"> • Jigsaw curriculum • Celebrate mental health days through enrichment activities • SEMH interventions and referrals • Teacher CPD • Access to staff health services • Line management 	<ul style="list-style-type: none"> • All children are provided with opportunities to develop their understanding of positive mental health • Staff report that they have someone to speak to if they need mental health support 	<p>July 2024</p>
<p>Evaluation</p>	<ul style="list-style-type: none"> • Continued embedding of the Agents into daily learning and practices (see Tuesday CW/speak with children/ Friday recognition of agency). The language of the agents' social stories is becoming part of the children's language • Teaching of PSHE is effective. Book look of the children's responses to Jigsaw lessons was very impressive across the school. Children enjoy and engage well in discussion and debate. • Hello Yellow Day celebrated in Autumn Term • Pupil wellbeing is at the heart of our school improvement model. Children speak confidently about their feelings as a result of our thoughtful approach to wellbeing ('Wormley Primary School is exemplary in their positive and progressive response to pupil emotional and mental wellbeing,' HfL Wellbeing Visit, 2023) • Our Christian Ethos and collective worship has developed a deep understanding of our Christian values. • We are highly successful with vulnerable children such as Children Looked After, children who are economically disadvantaged or children with a SEN or disability (see HfL SEND visit). • We have a therapeutic approach to behaviour which has rights and responsibilities at the core. The children routinely participate in restorative approaches. • We are highly reflective and design high quality CPD opportunities using evidenced based-approaches e.g. lesson study, coaching, thinking circles. <p>Next steps</p> <ul style="list-style-type: none"> • Adult wellbeing • Wellbeing award 			
<p>Take meaningful action to address diversity and race equity</p>	<p>Race</p>	<ul style="list-style-type: none"> • Develop an effective strategic approach to race equity and anti-racism • Attend Race Equity Conference • Review the level diverse representation 	<ul style="list-style-type: none"> • Children can discuss the importance of belonging and inclusion • The curriculum is more diverse and reflects the groups of children in our school community 	<p>July 2024</p>

		<ul style="list-style-type: none"> Develop a wider representation of cultures and groups e.g. literature, images 	<ul style="list-style-type: none"> Children are encouraged to reflect on spiritual and ethical issues, difference and diversity 	
Evaluation	<ul style="list-style-type: none"> SLT attended the Race Equality Conference which developed our knowledge and understanding of the concepts so that we are better able to plan to reduce and respond to issues of racism and white privilege. Teachers have agreed to improve the diversity of the curriculum and to consciously increase the representation of non-white people in images and texts. As part of the Great Representations project, the leaders visited other primary and secondary schools. We were inspired by a Belonging Project we saw there. We spoke about its positive impact with children there. We would like to launch a similar one in the summer term. We have been keeping a reflective journal which we will share with governors. INSET day to share learning with staff from the Great Representations Project. The school has invested in a range of resources so that our school environment and our school books represent all children including those with protected characteristics. We planned an enrichment project called # we belong for the summer term. This will involve families and lead to a cultural day where we celebrated one another's culture. We shared our commitments to write an EDI policy and to commit attention and focus to our Equalities Plan. <p>Next steps</p> <ul style="list-style-type: none"> Complete audits of our provision which should equip us with ideas, strategies and approaches to address any inequity. Consider how we decolonise our curriculum as we review this year's curriculum and its impact. EDI Policy 			
Address gender achievements gaps	Gender	<ul style="list-style-type: none"> Develop boys' writing Investigate girls achievement in maths Improve gaps in EYFS profile 	<ul style="list-style-type: none"> Where there are gender groups with significant gaps in achievement, the gaps are reduced 	July 2024
Evaluation	<p>KS2 SATS</p> <ul style="list-style-type: none"> Boys outperform in combined RWM attainment at the expected standard Boys outperform in RW & M individually <p>Gender is less of an indicator than disadvantaged or not disadvantaged</p> <p>EYFS</p> <ul style="list-style-type: none"> Girls (95%) significantly outperform boys (65%) achieving a GLD Girls outperform boys in all areas of the EYFS curriculum <p>Next steps</p> <ul style="list-style-type: none"> Support the particularly low performing boys in Y1 cohort 2024 			
To continue to build all pupils vocabulary and narrow the language gaps of disadvantaged pupils	Socio-economic background	<ul style="list-style-type: none"> NELI, Early Talk Boost, Word Aware Eiklan High quality texts Explore vocabulary Language Games Plan for teaching new vocabulary – identifying words on the planning sequences 	<ul style="list-style-type: none"> Children are exposed to a wide range of words and phrases Children have a greater understanding of texts because they understand the vocabulary Vocabulary walls/word mats become a useful resource for children 	July 202
Evaluation	<ul style="list-style-type: none"> Whole class NELI introduced in YR to complement YN NELI - greater focus on developing vocabulary through stories and practising of language in the curriculum Nursery staff trained to deliver NELI in the Autumn term. Children assessed for NELI intervention and groups started this term (1.7) Talk Boost groups continue to be in place for targeted pupils TalkBoost: 2/4 Y1 chn achieved age related. Other two made good progress 3 Children too low for Talk Boost received intervention anyway. 1/3 achieved age related. Wellcomm: Nursery Baseline 68% End of year 74%; Reception Baseline 59% End of year 86%; Year 1 all age related except 1 child with significant needs <p>Next steps</p> <ul style="list-style-type: none"> Provide support for children still not at age related expectations. 			

* Although socioeconomic disadvantage is not a protected characteristic under the Equality Act 2010, Wormley is committed to protect all members of this group from discrimination

<https://wormleyprimary.co.uk/public-sector-equalities-duty-psed/>

KS2 SATS	RWM	Reading	Writing	Maths
Disadvantaged	46%	77%	46%	62%
Non Disadvantaged	77%	83%	85%	81%
SEN	36%	57%	43%	50%
Non SEN	80%	89%	85%	85%
Female	63%	78%	70%	63%
Male	76%	85%	79%	88%
White British	71%	85%	79%	75%
Other groups	85%	91%	85%	89%