



St. Oswald's Catholic Primary School Equality Objectives 2017-2021

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Aim	Action to be taken	Personnel	Timescale	Resources	Impact
To narrow the pupil premium gap in Reading, Writing and Maths across all year groups.	<p>To increase the number of Pupil Premium pupils working at their age related expectations for reading, writing and mathematics.</p> <p>To monitor the achievement of Pupil Premium pupils on a termly/yearly basis.</p> <p>To plan and deliver interventions to address the gaps in pupil's learning as Identified through on-going assessment.</p> <p>To review and amend elements of the curriculum to meet the needs of PP children</p>	<p>PP Lead to manage PP and work with Intervention lead to review progress.</p> <p>All class teachers use on-going assessment to review PP pupil's progress and next steps for learning.</p>	On-going, review at regular intervals.	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p> <p>Pupil premium allocation depending on numbers</p> <p>Cost of staff to deliver interventions/closing gaps programs.</p> <p>To purchase resources based on individual need</p>	<p>Gaps narrowed across whole school in core subjects. Data analysis of statutory assessment points will show a reduction in diminishing differences against national standards.</p> <p>PP children will be able to access high quality resources to assist in their learning.</p>
To progress opportunities across	To identify opportunities across	HT	On-going	Time for meetings.	Children will have a greater

<p>our curriculum to develop understanding of the diversity within the local community. To celebrate and respect the beliefs within the community in which we live.</p>	<p>the whole school where children can explore values, personal rights, responsibilities and equal opportunities.</p> <p>To provide staff training in relation to PREVENT and Safe messages.</p> <p>To celebrate important cultural festivals/religious events and look for cross-curricular opportunities to embrace diversity.</p>	<p>SLT</p> <p>All class teachers and LSPs</p> <p>Governors</p>	<p>Annual review of curriculum opportunities.</p>	<p>Cost of resources to support learning.</p>	<p>understanding and respect for differences. The school ethos and curriculum continues to promote respect for the differences of the school and wider community.</p> <p>Any issues are covered through lessons, assemblies and staff training.</p>
<p>To narrow the gap between boys and girls in writing by the end of KS1</p>	<p>To track gender groups and individual progress across EYFS and KS1.</p> <p>To plan differentiated writing opportunities to meet the differing needs of children.</p> <p>To plan exciting writing opportunities which draw on children's interests when writing.</p> <p>To plan 'closing the gap' interventions which are measurable and evidence based.</p> <p>Feedback to children will be clearly focused on developing independent writing skills.</p>	<p>SLT</p> <p>English Lead</p> <p>All class teachers</p>	<p>Termly review of pupil progress will identify gaps and progress of groups/individuals</p> <p>Annual review and analysis of standards/data to plan next steps.</p>	<p>Cost of interventions and quality first teaching</p>	<p>Gender gap will have reduced across EYFS and KS1 which will continue to be a diminishing difference into KS2.</p> <p>Engagement and success in independent writing will have increased across all year groups.</p>

