**Equality objectives for 2017 – 2021**

Review with the last set of national data - 2019

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| 1. **We will seek to narrow the gap between the progress made by our disadvantaged children across KS2 in reading and writing as compared to the progress made by disadvantaged children nationally.** |
| *(In 2017 the gap is: -0.7 for Reading, -1.68 for Writing)*  We can report that the outcomes for Pupil Premium children, with their reading, writing and mathematics progress towards the end of KS2, demonstrates a 3 year upward trend as follows:  **KS2 progress for Pupil Premium pupils:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **2017 (PP School)** | **2018 (PP School)** | **2019 (PP School)** | **2019 Non Pupil Premium Nationally** | **2022 (PP School)** | **2022 Non Pupil Premium Nationally** | | Reading | -0.37 | 1.88 | 3.81 | 0.32 | At the time of review, this data has not yet been released, January 2023. | | | Writing | -1.51 | -0.72 | 0.94 | 0.27 | | Mathematics | 0.92 | 1.17 | 2.27 | 0.37 |   We can conclude, that with a 3 year upward trend for the progress made by our Pupil Premium children across KS2, and with progress rates particularly in reading and mathematics that are statistically significantly higher than the averages for all non PP pupils nationally, that our Pupil Premium children will either be exceeding Pupil Premium pupils nationally, or at the very least, the gap will have closed significantly. |
| 1. **We will seek to increase the average scaled score in reading and maths for our disadvantaged children at the end of Key Stage 2, narrowing the gap with the scaled score achieved by disadvantaged children nationally.** |
| *(In 2017 the gap is: -2.7 for reading and -1.1 for mathematics.)*  We can report that the average scaled scores for our Pupil Premium children in reading and mathematics are at least in line with or higher than the average scaled scores for all children nationally. Additionally, the school scaled score for PP pupils in Reading narrowly exceeds the scaled score for non PP pupils nationally.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **National all pupils 2019** | **National non PP Pupils 2019** | **School Pupil Premium pupils 2019** | **2022 data comparison** | | Reading average scaled score | 104.4 | 105.5 | 105.8 | As above, the 2022 disadvantaged data has not been released at the time of review, January 2023. | | Mathematics scaled score | 105.0 | 106.1 | 105.1 |   As such, we feel it is more than likely that we have made progress on this objective. |
| 1. **We will identify opportunities in the curriculum and wider opportunities to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.** |
| This work is included in the development of the wider curriculum and English curriculum, and it is reviewed annually.  Significant changes have been made and will continue to be made.  For our curriculum, we have 3 overarching themes, which we feel support us in tailoring our curriculum to the very particular needs of our community. They are:   * To have high aspirations; * To celebrate differences in the world around us; * To develop the skills and personal qualities to respond to and manage change positively.   On 03 January 2023, the school received training on the ‘Anti Racist Curriculum’ to further inform our work and in response to this training are in the process of recruiting to an Anti-Racist Working Group that will have a brief to consider all aspects of school culture and including the school’s curriculum.  Some examples that are currently in the History and Geography curriculum include: Units on Nelson Mandela, Early Islamic Civilization, Mary Seacole, Rosa Parks, Windrush and South America. Units in Art and DT will include a variety of artists and textiles worldwide as stimulus. Our Language teacher teaches French as a language to Years 3 – 6 however, in parallel and with other teachers, she seeks to foster a curiosity and interest in other languages as well. In Music the children are enabled to appreciate global content and in English, some of the texts include: ‘It’s Good to be different’, ‘Wangari Trees of peace’, ‘The Giving Tree’, and ‘Anansi’.  However, it is important to also highlight that texts and schemes are always challenged before use to ensure that representation is broad and reflective of our community. For example, our PSHE curriculum seeks to highlight different family models and resources will feature people from different cultural backgrounds and with different needs.  Furthermore, through the year, the school seizes opportunities to celebrate our diversity as a school for example, Multi-cultural Evening, the achievements of people from different cultural and ethnic backgrounds for example, Black History Month and to help the wider community to understand differing needs for example, World Autism Day.  Having received the Anti Racist Curriculum training in January, the Senior Leadership Team reflected upon the Equality Objectives to date and are recommending 3 new objectives to the school’s governors for the next 3 years. |