



EQUALITY OBJECTIVES 2022 – 2026

Objective 1 – To continue to close attainment gaps for children in receipt of pupil premium and those with SEND.

Why?

The attainment gap in Reading, Writing and Maths between children in receipt of pupil premium and those without and children with SEND and those without continue to be significant. The gap between PP and Non PP has been reduced over the past year with a strong focus on PP attainment but needs to be a continued focus to further reduce the gap.

To achieve this objective we plan to:

- Continue to employ a Recovery Teacher to work 1:1 and in small groups with specific children
- Use of experienced, additional teachers to enable small group and targeted teaching in Year 6 for Reading and Maths
- Recruit a SENCO to work across Nursery to Year 6 (following Federation with Greenfield Nursery)
- Ensure high expectations for all children including children's own expectations – this to be achieved through changing approach to differentiation and language around this, introduction of Learning to Learn weeks and the JONK approach, class teachers ensuring children with SEND are seen as individuals and provided for as such rather than as a group
- Continuation of Voice 21 programme to develop and improve oracy skills in all children
- Review and develop approach to reading across the school
- Work with HFL Early Years Advisory Team to improve provision in early years including taking part in the Succeed in Reading Project
- Pupil Premium Strategy Statement details further strategies in place for disadvantaged children and the impact.

Progress we are making towards achieving this objective:

- Implementation of Whole Class Guided Reading in KS2 and review of guided reading in KS1 by English Lead & Phonics Lead.
- The small group and targeted teaching in Year 6 for Reading and Maths was successful. All children made good progress from their starting point. The results for the Recovery Teacher groups were as follows: Maths – 100% ARE. SPAG – 80% ARE. Reading – 50% ARE. Of those that did not pass 20% scored 99 and 20% scored 98.
- The 1-1 phonics programme was very successful in Year 2. Recovery Teacher worked with 30 children who failed the phonics screener in Year 1. 100% of these children passed in Year 2.
- The 1-1 phonics programme was very successful in Year 1. This ran from May after SATS to June. 90% of the children working 1:1 with Recovery Teacher passed the phonics screener.
- Disadvantaged gap continues to be significant, particularly in maths. This remains a focus for the coming year.
- Deputy Head Teacher carrying out daily interventions in Year 6 for children working below ARE in maths which includes a high number of pupil premium children

Objective 2 – To educate pupils in relation to their understanding of prejudice and inequality in all its forms.

Why?

There have been a number of incidents in school in the last year particularly, involving the use of prejudice language linked predominantly to the protected characteristics of race and gender

To achieve this objective we plan to:

- To develop children's understanding of their rights in relation to this and to be enabled to challenge those who undermine their rights
- Utilise 1:1 and small group nurture to educate perpetrators in the impact of their language/behaviour choices and to support those on the receiving end of this type of behaviour
- Use of school assemblies and targeted Year group discussions to address topical issues in this area such as information/messages children may be receiving through social media
- Use of the PSHE Curriculum to respond to identified issues including use of external speakers
- In order to develop children's understanding of their rights in relation to prejudice and equality we now have an annual Rights Respecting Morning/Afternoon. Each classroom now has a Rights Respecting display to keep these rights visible for children and staff.
- In order to address unsafe behaviours reported by children on the internet and to target messages children may be receiving through social media, PSHE Lead organised a workshop for Year 6 (Autumn 2022) from the RAP Foundation. This was titled 'The Big Leavers' and focused on the realities of growing up in both the physical and online world. It also focused on respecting others personal space and privacy, cyber bullying, the concept of consent and practising kindness off and online.
- We have resourced a new programme for PSHE for Year 6. This was funded by Watford Football Club and was called Positive Minds. It incorporated work on safe behaviours on and off line. Pupil and staff voice was very positive.
- We have organised a workshop for Year 6 from the police called Positive Choices. This was very informative and helpful in encouraging children to make the right choices now and in the future.
- We have organised pupil, staff and parent workshops from Marilyn Hawes, the director and CEO of Freedom from Abuse. These workshops were positively received from all who attended. Pupil and staff voice was 100% positive.
- The jigsaw curriculum addresses the issues of prejudice regularly especially in the Autumn 2 unit Celebrating Difference and in the Summer 1 unit Relationships. We start each term with a Foundation/ KS1/KS2 assembly to introduce each PSHE topic.
- In order to address prejudice we also support Anti-Bullying week annually. All year groups are provided with plans recommended by the Anti-Bullying Alliance.
- The school council meetings have discussed issues and solutions related to prejudice. We have discussed what they would like to do to help all children be kind, confident and respectful. We have added in Class Community Competitions this year to improve teamwork, community spirit and kindness.

Progress we are making towards achieving this objective:

- Recruitment of Assistant Head for Inclusion
- Awareness of importance of inclusion has been raised through our new school value of 'Inclusivity' and assemblies/lessons focused on this
- SEND Awareness Week January 2024 raised children's awareness of children with SEND.
- Reduction in racist and homophobic incidents from previous year
- Reduction in incidents relating to child-on-child abuse and sexualised language and behaviour

Objective 3 – Promote self-esteem, ambition and opportunity for all children, especially those who are White British, Turkish & Black Caribbean

Why?

Our school data shows that within our school demographic, the White British, Turkish and Black Caribbean children are routinely underperforming. Pupil voice has demonstrated that many of these children have low self-esteem and/or confidence in relation to their learning and their aspirations for the future.

To achieve this objective we plan to:

- Introduce the 'Joy of Not Knowing' approach to teachers and students in order to support children to approach problems and 'not knowing' with confidence and the right tools.
- Invite in visitors to showcase work options to children and to inspire them and talk about the skills they need for their jobs
- Use subject focus days and weeks to inspire all children about possibilities for them within that area including use of visitors and specialists from a range of cultural backgrounds
- Review the curriculum and identify areas to improve engagement
- Develop provision for outdoor play to support children to develop risk taking and problem solving skills
- Develop outdoor learning to inspire and excite children
- Develop school learning values and support children to develop these
- Use of CHEXS Growth Programme to support identified children to develop their skills of leadership and teamwork
- Use of mentoring programme to support children with role models for learning specifically for children of Black Caribbean and Black African heritage
- Plan strong transition from nursery to Reception
- Recruitment of new staff that is reflective of the demographic of the local community

Progress we are making towards achieving this objective:

- Mindful Minis workshop for Years 4 to 6 for the start of the Autumn Term. This focused on the importance of having a growth mindset and building resilience.
- We have supported World Mental Health day this year and we support Children's Mental Health Week annually. Provided lessons and resources for all year groups which help to tackle low self-esteem and confidence. This year we are going to run a career's week for Years 5 and 6. The aim of this week is to improve children's aspirations and to get them to recognise their self-worth. The aim is to help children find a dream or goal and give them the knowledge and support to help them achieve this.
- We have supported the school council to run a Culture Day which had good support.
- Community Week took place at the beginning of the Spring Term to raise awareness of what it means to be a positive member of a community and to support children to see themselves as part of this.
- The school council and I organised a Talent Show. This really helped raise children's self-esteem and it was very successful.
- PSHE Lead wrote a buddy training programme (4 sessions) and delivered it to 17 pupils. They are now school buddies and support children at playtimes. We ordered two buddy benches for children to sit on if they are unhappy or lonely. These are being monitored by the buddies and proving successful. There have been many positive reports on the difference they are making. They wear hi vis jackets and badges and are visible role models for the children.
- Den building training for MSAs took place in Autumn 2
- Zoning of structured play in place for lunchtimes have improved behaviour and supported positive relationships outside
- Culture Week planned for the last week of the Spring Term.
- Rocksteady concerts took place for children on the Rocksteady programme – children (from the targeted group named above) performed
- School performances – Christmas, Class Assemblies include all children and give them the opportunity to perform.
- Staff team is increasingly reflective of the demographic of the local community
- Mentoring Lab – impact for children who attended to support their self-esteem and ambition

Objective 4 – Ensure genuine inclusion of all children with regards to protective characteristics including those with SEND

Why?

Historically the approach to SEND has been a model where children were well supported but not always fully included in school life. Reviews of resourcing and staff voice demonstrate that whilst some improvements to provision have been made with regard to representation, there is still room for significant improvement.

To achieve this objective we plan to:

- Ensure a strong commitment to SEND as a high priority across the school
- Ensure provision enables children to develop independence
- Ensure children's strengths, abilities and successes are noticed and celebrated rather than a focus on barriers and needs
- Develop better parental partnership and enable parent voice with regard to inclusion, using this to inform improvements to practice and provision
- Review of resources and practices to ensure all children are valued and positively reflected
- Use of the 'anti-racist' framework from the NEU to review current provision in relation to inclusion of children from all backgrounds, race and culture and use this to identify actions
- Review of current staffing structure relating to SEND provision to ensure this meets the needs of children effectively and builds capacity and expertise in staff
- Utilise experts to provide guidance, training and identify areas for development
- Provide ongoing training and support for staff regarding SEND practice and provision
- Review of current interventions to consider if they are having the desired impact and revise accordingly

Progress we are making towards achieving this objective:

- Recruitment of Assistant Head for Inclusion
- Recruitment of Assistant SENCO and NASENCO training provided for this staff member
- Awareness of SEND and pathways to support clearly shared with parents and staff
- SEND Coffee Mornings are in place every term
- SEND Awareness Week 22-26th Jan
- SEND children are part of the school council. SEND children are also buddies. The SEND children have helped deliver the Jigsaw PSHE assemblies and will continue to do so. The 1-1 Phonics Programme has included SEND children and this has been very successful.
- SEND children are all fully integrated to their base classes
- Continued recruitment drive for strong LSAs
- Partnership work with SALT and training for LSAs to enable them to provide interventions
- A space for space for a sensory room has been identified and resourced. Plans in place to develop this further.

Objective 5 – To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress

Why?

Attendance data has historically been 97-98% but has dropped in late 2022/early 2023 to 93%. Whilst this in part has been impacted by an outbreak of Chicken Pox across the younger year groups, this is an area that needs monitoring and groups at risk need to be identified and targeted for support.

To achieve this objective we plan to:

- Create an Attendance Team to work collaboratively to support improved attendance through pastoral work and follow up with families as well as tracking attendance data and identifying children at risk
- Provide mental health and wellbeing support for children through mental health practitioner, pastoral team, safe spaces and referrals to school nursing service to support those at risk of emotional school avoidance
- Work with CHEXS to provide family support for parents/carers who are struggling and to build the relationship between home and school
- Utilise the upcoming federation to develop better links with families from an early stage and to engender trust in the schools
- Use of communication at parent teacher meetings and newsletter to promote importance of good attendance
- Use of attendance rewards for the whole school working towards attendance objectives

Progress we are making towards achieving this objective:

- We have supported World Mental Health day this year and we support Children's Mental Health Week annually.
- There is a mental health and well-being display in the Year 5 corridor. Support and resources are displayed for children to access.
- PSHE teacher taken on role of Mental Health and Well-being Lead and I am working on a Mental Health and Well-being Policy and working on providing a clearer pathway for support.
- Attendance Team formed and supported by Local Authority Attendance Officer to ensure clarity of procedures and robust approach to supporting attendance. Termly support meetings in place.
- Increased use of Breakfast Club
- Use of pastoral team to follow up with families regarding attendance and to identify root causes for non-attendance.
- End of term celebrations relating to attendance
- Training sessions attended by SLT regarding attendance
- 'Better serving underserved learners' conference attended by Executive Head and will be used to inform staff training relating to
- Attendance is currently above national average at 94.8% and persistent absence is 15% and is below national average by 2% and decreasing.
- Addressing attendance from nursery to support attitude to attendance from an early stage.