

## EQUALITY PLAN: 2021-22

### Introduction

Stonesfield Primary School has an Equality Policy which can be found on the [school website here](#). The Equality Policy has been agreed by our Governing Body. We recognise that the strength of this policy depends upon ensuring that everyone is actively implementing it, and that gaps and the need for further development will arise from effective evaluation. The school will routinely collect and analyse evidence and data on children's achievement, attendance and participation by sex, SEND and disadvantaged. The school will also collect and analyse evidence and data relating to other protected characteristics when the cohort size is statistically significant or if there are concerns. The school will use this information to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps. The school has a rolling programme for reviewing policies and their impact. In-line with legislative requirements, equality objectives will be set out annually in an Equality Plan. These objectives will be reviewed annually and published in a Public Sector Equality Duty Statement along with a summary of the school's actions during the previous year to meet the Equality Act. The Equality Policy will be reviewed every three years.

The Governing Body have identified these four objectives as priorities during 2021-22. The outcomes of these objectives will be reviewed and published in the Public Sector Equality Duty statement in July 2022.

Objective	Actions	Intended Outcomes	Evidence
Narrow attainment gap between disadvantaged pupils [pupil premium] and non-disadvantaged for reading and writing  Lead: Beth Brockall (ESL)	Continue to improve quality first teaching. Pupil voice: identify children's barriers to learning. Pastoral and nurture support. Pupil progress schedule to identify barriers to learning and put measures in place. Priority for interventions.	Current outcomes for 11 pupils Reading PP: 64% Reading non-PP: 72% Writing PP: 36% Writing non-PP: 74% Maths PP: 73% Maths non-PP: 78%	Progress measures (reading age, spelling age, comprehension age) Assessment data Intervention impact summaries



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<p>Raise attainment for pupils with SEND</p> <p>Lead: Mel Carruthers (Senco)</p>	<p>Continue to improve quality first teaching with focus on provision for children with SEND.</p> <p>Pupil voice: identify children's barriers to learning.</p> <p>Pastoral and nurture support.</p> <p>Pupil progress schedule to identify barriers to learning and put measures in place.</p> <p>Priority for interventions.</p>	<p>Current outcomes for 17 pupils</p> <p>Reading ARE: 7/17 = 41%</p> <p>Writing ARE: 5/17 = 29%</p> <p>Maths ARE: 6/17 = 35%</p>	<p>Progress measures (reading age, spelling age, comprehension age)</p> <p>Assessment data</p> <p>Intervention impact summaries</p>
<p>Foster good relations between all pupils by promoting role of anti-bullying ambassadors</p> <p>Lead: Jackie Clark (PSHE)</p>	<p>Anti-bullying ambassador applications and training.</p> <p>Children's behaviour policy / anti-bullying charter.</p> <p>Participate in OCC anti-bullying survey.</p> <p>Ambassadors to identify actions to foster good relations between all pupils and lead initiatives (for example, Anti-bullying week).</p>	<p>Anti-bullying ambassadors review own action plan.</p>	<p>Anti-bullying survey</p> <p>Incident reports</p>
<p>Improve attendance for disadvantaged pupils</p> <p>Lead: Ben Trevail (Headteacher)</p>	<p>Monitor attendance individually for disadvantaged pupils.</p> <p>Take appropriate action in line with Attendance Policy where there are concerns.</p> <p>Positive communication for good attendance,</p>	<p>Attendance for disadvantaged pupils is in line with attendance for all pupils. (&gt;96%).</p>	<p>Attendance data</p>