



## Castlechurch Primary School Equality Targets 2022-24

Targets	Success Criteria	Actions	Monitoring	Timescale
All pupils have equal access to all extra curricular activities	There are lunchtime and after school clubs on offer There are a good balance of chargeable and free clubs on offer	PE Leader to create termly timetables Registers analysed to review attendance for all groups. Attendance summary presented to SLT termly & LAB	Register checks/PE Leader to report to HT and Local Advisory Board (LAB)	Termly
Pupils receiving free school meals have attendance rates of above 96%	Daily register checks ensure first day contact with all pupils Regular register checks demonstrate improving attendance for FSM pupils EWO focus in planned meetings	TH/MH/EG to monitor attendance of this group regularly Celebrate attendance with pupils and parents Offer relevant support and signposting as required Work in partnership with EWO (Education Welfare Officer) to promote good attendance Promote attendance through assemblies	TH/MH/EG to monitor half termly  Report to LAB via School In Action Report	Regular meetings  Termly
External enrichment and sporting activities are attended by pupils from all relevant groups. (FSM,DA, EAL SEN CLA)	Children from broader range of relevant groups attend activities at other local schools, visits, leisure centre to represent our school.	PE Lead /Inclusion Lead to scrutinise selection and attendance for events to ensure breadth and equality of opportunity.	PE Lead/Inclusion Lead to analyse provision and report to Headteacher	Termly
Continue to promote positive images which reflect the diversity of the world community in terms of race, gender and disability and the remaining protected characteristics, where applicable.	Classroom/corridor displays celebrate diversity Assembly themes celebrate diversity and challenge stereotypes including Picture News. RE/PHSRE curriculum provides evidence of tackling equality issues	PSHRE Ed Leader to ensure assembly themes /curriculum provision promote diversity and equality topics RE/PHSRE Leaders to complete annual audit/review planning/books/pupils report to HT/LAB annually	Leadership Team	Annually

	Cohesive provision map in place across the school			
More able & talented pupils, including those who are DA attend a range of relevant enrichment and challenge days/events/activities	A clear plan of action to provide a wide of opportunities to engage and extend learner for pupils with clear talent, skill and enthusiasm.	Inclusion Leader complete pupil interviews, scrutinise work and audit of extended school provision	Inclusion Leader LAB school in Action reports	Termly
The attainment gap between DA and NDA pupils is closing significantly across the school	Curriculum provision is well matched to the need and learning styles of pupils. Intervention, formal and informal, is rapidly in place and clear impact is evident. Cross curricular links promote knowing more and remembering more. Talk deepens learning. Increased number of sustained writing opportunities evident DA progress is accelerated in writing.	Review curriculum design to promote metacognition opportunities and mastery opportunities promote success for all pupils in the acquisition of skills and deep knowledge. TAs are deployed to target DA pupils in order to promote confidence levels, metacognitive behaviours and resilience. Lesson non negotiables are embedded in ALL lessons.	SLT	½ termly
Lower ability pupils are well supported to make clear gains in their writing skills, knowledge and understanding.	Writing tool kit is used as a diagnostic tool. Writing tool kit is used to effectively scaffold learning LAP books indicate a writing curriculum precisely matched to need	Staff training on EEF findings. Continue to embed the flow of writing review and refine as required. Graduated response utilised to promote pupil progress for children working below. CFLP SEN Hub resources used as appropriately to support the SEN.	SENCO/Inclusion Leader English Leader	Termly
Parents are able to support their child's learning in an informed and appropriate manner.	Parents have electronic and face to face resources to support them in their own knowledge of the NC requirements and teaching methodology in an accessible manner	A wide range of workshops are offered to targeted audiences via personal invites Website has a variety of clips/leaflets modelling examples of written calculations etc	All staff- -include SENCO for targeted support	Termly