



Equality Objectives 2021-25 – Review 2023-24

Objective:	Why we have chosen this objective:	To achieve this objective we plan to:	2023-24 Review
1.To design and implement a curriculum that closes the gender gap specifically in relation to oral language, reading and writing.	Whilst there is some variation in outcomes due to small cohorts, girls generally outperform boys both in the EYFS and in KS1. This is particularly noticeable in their oral and written language skills.	<ul style="list-style-type: none"> Further develop ECAT strategies to develop spoken language skills and vocabulary. Prioritise reading, including targeted intervention, and writing (see 24-25 SIP). Secure phonics teaching, ensuring the programme is implemented consistently. Base our work on research as to what works well for boys, providing, for example, more opportunities to develop literacy skills outdoors. Monitor pupil progress regularly and take action as required. 	<ul style="list-style-type: none"> EYFS GLD – since 2022, the attainment gap between boys and girls has narrowed. Further work needs to be done in all areas of learning (especially CL, PSED, literacy and EAD) to ensure all boys make good progress through the EYFS. KS1 – the attainment gap between boys and girls increased in both reading and writing in 2023-24, partly a result of small cohorts. A focus on developing speech, language and communication skills, including interventions such as Listening Groups, Attention Autism, Switch On and guided reading is supporting the progress of all pupils, especially boys. Further work on developing pre-reading and writing skills is planned for the coming year.
2.To narrow the gap between the attainment and progress of pupils entitled to pupil premium (PP) and those that are not across all areas.	Outcomes for pupils entitled to PP remain variable; cohort size and additional vulnerability factors have an impact, but the numbers achieving expected and higher levels are too low. The number of pupils entitled to PP has increased since the pandemic began.	<ul style="list-style-type: none"> Further develop ECAT strategies to develop spoken language skills and vocabulary. Prioritise reading, including targeted intervention, and writing (see 24-25 SIP). Secure phonics teaching, ensuring the programme is implemented consistently. Base our work on EEF research as to what works well for pupils entitled to PP. Develop stronger working relationships with families that enhance pupil progress. Monitor pupil progress regularly and take action as required. 	<ul style="list-style-type: none"> EYFS GLD – very small numbers of PP eligible pupils make it impossible to draw valid conclusions about their performance and provision. KS1 – all PP eligible pupils achieved expected+ in reading, writing and mathematics at the end of KS1. Once again, very small numbers of pupils make it impossible to draw conclusions. A strong focus on the needs of PP eligible pupils and regular progress reviews continue to ensure they make accelerated progress from their starting points. Targeted intervention continues to have a positive impact on progress.
3.To ensure the curriculum explicitly celebrates diversity and promotes understanding of difference.	Our pupils come from an area with historic high levels of social disadvantage. There are fewer than average pupils from ethnic minority groups whose first language is not English. It is particularly important that the curriculum provides lots of opportunities for pupils to learn about and appreciate the richness and diversity of God's world all around them.	<ul style="list-style-type: none"> Teaching of HeartSmart values so that pupils understand that all people are pupils of God and should be valued as such. Daily collective worship with a clear focus on the HeartSmart values so that pupils use the language of HeartSmart in their daily lives around the school. Embedding of the PSHE scheme 'Talking Points' giving pupils opportunities to discuss matters of diversity, share their views and giving teachers opportunities to challenge stereotypes or misconceptions. Improved RE teaching through the year and visits linked to an understanding of religions (synagogue, church). Visitors that support pupils' cultural development. Development of long-term planning so that learning starts with what is known and moves outward (me, my community, the wider world). A focus on the heritage of the community we serve so that the next generation are more socially mobile (e.g. work on the mining heritage and jobs we might do in the future). 	<ul style="list-style-type: none"> Through HeartSmart, collective worship and Talking Points, pupils have regular opportunities to encounter and talk about diversity in all its forms. The reading spine has been developed with a specific focus on diversity and aspects of social justice, enabling pupils to talk about similarity, difference, justice and injustice in a safe and supportive context. A diversity audit has taken place and recommendations for development given to staff. The long-term plan contains many opportunities for pupils to learn about the richness of their immediate world and the world beyond their experience. They learn to appreciate their mining heritage and are exposed current employment possibilities. New RE medium term planning ensures a focus on religious and cultural diversity. Visits and visitors have enhanced pupils' cultural understanding (e.g. Ravenstor, National Mining Museum, Black County Museum).