

## West Kirby Primary Equality Objectives 2016-2020

Date Objectives Agreed with Governors	November 2016
Progress towards meeting the objectives to be reviewed annually	November
Policy approved by Head Teacher	Mrs. K Takashima
Chair of Governors	Mr J Cresswell
Chair of Curriculum Committee	Mrs. E Hope
Date Next Review Due	November 2019
Date Final Review Due	November 2020

*In accordance with The Equality Act 2010 we herewith detail our Equality Objectives as agreed with the Governing Body:*

**Objective 1.** Through curriculum opportunities and wider school life the school will promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, ethnic origins and those with disabilities; to learn about and celebrate British Values and how they bring us together.

**Objective 2.** To eliminate the gender differences in attainment in different cohorts.

**Objective 3.** Ensure effective use of Pupil Premium, closely monitoring its impact on disadvantaged pupils, so that all make good or better progress and attain in line with non-disadvantaged peers, including at higher levels

## ANNUAL REVIEW OF PROGRESS

### 2016-2017

<b>Objective 1:</b> Steps being taken	<p>Using our Core Team meetings, staff to identify and implement opportunities for cross curricular themes where we can promote positive attitudes to difference.</p> <p>To continue to develop SMSC in the school and promote British Values.</p> <p>Appoint a new governor to the SMSC governor role so they can monitor SMSC across the school.</p> <p>Planning for the teaching of British Values in accordance with the National Curriculum and our School Curriculum.</p> <p>Plan to raise to raise the profile of different cultures represented in the school.</p>
<b>Objective 1:</b> Evidence of progress	<p>In November, the whole school participated in a 'British Values Pop Project' The key areas of: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs were covered in the performance. They looked at the four countries of the UK and featured costumes, music and dance from all countries. They highlighted the great Britons from Winston Churchill to J K Rowling. in music, they featured songs to emphasise the key message of tolerance and respect e.g. "Little help from my friends", "Love train", "We are family."</p>
<b>Objective 2:</b> Steps being taken	<p>SLT monitor different cohorts through the year and ask teachers to identify specific interventions and strategies to enable us to eliminate gender differences in attainment in different cohorts. Class teachers to monitor vulnerable pupils and track progress being made to diminish the difference.</p>
<b>Objective 2:</b> Evidence of progress	<p>Half termly Pupil Progress meetings are being carried out to identify those at risk of falling behind.</p>
<b>Objective 3:</b> Steps being taken	<p>Pupil Premium expenditure plans are based on our reviews of the impact of spending to improve outcomes for disadvantaged pupils</p>
<b>Objective 3:</b> Evidence of progress	<p>Termly Pupil Progress meetings are carried out to identify individuals at risk of falling behind and to discuss actions to address this more effectively. Data at the end of summer term 2017 shows pupil attainment overall weaker than for all pupils but progress is improving.</p>
<b>2017-2018</b>	
<b>Objective 1:</b>	<p>Staff continue to use Core Team meetings to identify and implement opportunities for cross curricular themes where we can promote</p>

<p>Steps being taken</p>	<p>positive attitudes to difference. The Global team plans to raise the profile of different cultures represented in the school.</p> <p>In the summer term, we purchased a subscription to Picture News who chose a current news story each week and <b>turn</b> it into a vibrant A2 poster with a thought provoking question and provide an assembly plan with British values, KS1 and KS2 focus cards to allow for continued development of SMSC in the school and promote British Values.</p> <p>Our SMSC governor monitors SMSC across the school.</p> <p>Our planning for the teaching of British Values is in accordance with the National Curriculum and our School Curriculum.</p>
<p><b>Objective 1:</b> Evidence of progress</p>	<p>Picture News is used in assemblies and lessons in school. We have a Picture News display which is updated each fortnight to reflect the current news topic and children are interested in the news being presented. An explicit link to British values is made for each news story featured and this is included in the display.</p> <p>Cross curricular writing opportunities are planned in lessons to use whole school themes such as Global Learning, Fairtrade, Cyber Bullying and Armistice.</p> <p>Assemblies remind children of and promote British Values.</p>
<p><b>Objective 2:</b> Steps being taken</p>	<p>All cohorts are monitored throughout the year by the Senior Leadership Team and teachers are asked to identify specific interventions and strategies to enable us to eliminate gender differences in attainment in different cohorts.</p> <p>Through our tracking of vulnerable groups of children in each class, the class teachers monitor and track progress being made to diminish any the difference identified between genders. We are aware that there are gender gaps in certain subjects which we plan to address – but there are no clear whole school trends.</p>
<p><b>Objective 2:</b> Evidence of progress</p>	<p>Data at the end of summer term 2018 shows there is much cohort variation but little evidence of trends.</p> <ul style="list-style-type: none"> <li>• Girls attainment is above boys in core subjects in Y1/ in maths in Y2/ in reading in Y3/ in writing and maths in Y4/ in reading and writing in Y6.</li> <li>• Boys attainment is above girls in core subjects in F2 / in writing and maths in Y3/ in reading and maths in Y5/</li> </ul> <p>Termly Pupil Progress meetings continue to be carried out to identify individuals at risk of falling behind and to discuss actions to address this.</p>
<p><b>Objective 3:</b> Steps being taken</p>	<p>We have a governor attached to Pupil Premium to monitor the impact of spending to improve outcomes for disadvantaged pupils.</p> <p>Pupil Premium expenditure plans are based on our reviews of the impact of spending to improve outcomes for disadvantaged pupils</p>
<p><b>Objective 3:</b> Evidence of</p>	<p>Data at the end of summer term 2018 shows pupil attainment overall weaker than for all pupils but progress is stronger than last year</p>

<p>progress</p>	<ul style="list-style-type: none"> <li>• F2: PP attainment and progress in line with other pupils</li> <li>• Y1: PP attainment weak in writing but progress strong in all areas</li> <li>• Y2: PP progress and attainment weak in all areas (3 out of 7 pupils also SEND)</li> <li>• Y3: PP attainment strong in reading and maths but weak in writing (in line with cohort). Progress stronger in reading &amp; writing and weaker in maths. <i>Improvement from last year.</i></li> <li>• Y4: PP attainment is weak in all areas . Progress is expected- <i>an improvement from last year</i> ( 2 out of these 4 pupils have SEND)</li> <li>• Y5: PP attainment weak in reading and writing but strong in maths. PP progress strong in all areas- <i>an improvement from last year.</i></li> <li>• Y6: Pupil premium attainment and progress not as strong as for all pupils nationally but <i>an improvement from last year.</i></li> </ul> <p>Termly Pupil Progress meetings continue to be carried out to identify individuals at risk of falling behind and to discuss actions to address this more effectively.</p>
<p><b>2018-2019</b></p>	
<p><b>Objective 1:</b> Steps being taken</p>	<p>Staff will continue to use Core Team meetings to identify and implement opportunities for cross curricular themes where we can promote positive attitudes to difference. The Global team plans to raise the profile of different cultures represented in the school. We plan to use the Picture News resources display and assemblies to spark interest, discussion and questions relating to different British values and current world affairs.</p>
<p><b>Objective 1:</b> Evidence of progress</p>	<p>Core team action plans identify opportunities for cross curricular themes to promote positive attitudes and differences. Assemblies are planned to remind children of and promote British Values; to cover a range of faith celebrations ; to promote the children's SMSC development as well as their mental health ,well-being and to promote sports values. Cross curricular writing opportunities are planned in lessons to use whole school themes such as Global Learning and Globalisation, Refugees, Saving and protecting our planet and the local environment, West Kirby as a transition town, Fairtrade, Cyber Bullying and also to take into account any local or national events that are taking place.</p>
<p><b>Objective 2:</b> Steps being taken</p>	<p>Through our tracking of vulnerable groups of children in each class, the class teachers monitor and track progress being made aiming to diminish any the difference identified between genders. We are aware that there are gender gaps in certain subjects in certain cohorts which we plan to address.</p>

<p><b>Objective 2:</b> Evidence of progress</p>	<p>Termly Pupil Progress meetings continue to be carried out to identify individuals at risk of falling behind and to discuss actions to address this.</p> <p>Data at the end of each key stage for the summer term 2019 shows that with regards to gender there are early indications of a gender difference in Foundation Stage that follows National Trends with girls performing better in writing and reading and boys performing better in maths and science.</p> <p>At the end of Key Stage 1, girls are performing slightly better than boys in all areas, with a variation of between 10- 15% difference.</p> <p>At the end of KS2, girls perform better than boys in reading ,writing and science. Boys are performing better in maths. Again variation is between 10-15%. There are no gender differences for GPS or RWM combined scores.</p>
<p><b>Objective 3:</b> Steps being taken</p>	<p>Pupil Premium expenditure plans are based on our reviews of the impact of spending to improve outcomes for disadvantaged pupils. We have a governor attached to Pupil Premium to monitor the impact of spending to improve outcomes for disadvantaged pupils. We are looking at ways we can close the gaps faster.</p>
<p><b>Objective 3:</b> Evidence of progress</p>	<p>Data at the end of summer term 2019 shows some areas of success- notably that in some areas we are now closing the gap at the higher standard and we will continue to build on this:-</p> <p>Year 2: In line in reading at the expected standard and at greater depth</p> <p>Year 3: Above all pupils at the expected standard in reading &amp; writing. In line at greater depth in writing &amp; maths and for reading, writing &amp; maths combined</p> <p>Year 4: Above all pupils at the expected standard in maths and in line across the board at the higher standard</p> <p>Year 5: In line at the higher standard in maths</p> <p>Year 6: In line for maths at the expected standard and in line for reading, writing &amp; maths combined at the higher standard</p> <p>However, there is still an attainment gap to close for many of our pupils eligible for Pupil Premium which varies from cohort to cohort (and we are aware of the need to increase our overall percentages at the higher standards)</p> <p>Year 1: Across the board at the expected standard and at greater depth still a gap</p> <p>Year 2: A gap at the expected standard in writing &amp; maths and in reading &amp; writing at greater depth.</p> <p>Year 3: A gap in maths at the expected standard and reading at greater depth.</p> <p>Year 4: A gap in reading &amp; writing at the expected standard .</p> <p>Year 5: A gap across the board at the expected standard and for reading &amp; writing at greater depth.</p>

<b>2019-2020</b>	
<b>Objective 1:</b> Steps being taken	Staff will continue to use Core Team meetings to identify and implement opportunities for cross curricular themes where we can promote positive attitudes to difference. Through a variety of assemblies planned throughout the year, the children will learn from people with different backgrounds, cultures and faiths. They will take part in assemblies delivered by national and local organisations to raise awareness for things that are happening nationally and locally that may affect them now or in the future. The children will continue to learn about and celebrate British Values and how they bring us together and we will link these to the sports values being introduced across school.
<b>Objective 1:</b> Evidence of progress	Core team action plans identified opportunities for cross curricular themes to promote positive attitudes and differences. Due to Covid19 these plans only reviewed to end of Spring term. Assemblies were planned to remind children of and promote British Values; to cover a range of faith celebrations ; to promote the children's SMSC development as well as their mental health ,well-being and to promote sports values. The assemblies continued online through COVID19 lockdown and we used Picture News assemblies and Oak Academy assemblies to share online. Cross curricular writing opportunities were planned in lessons to use whole school themes such as Global Learning, Refugees, West Kirby and the local environment and Fairtrade. Picture News used in PHSE lessons in school and as part of our online remote learning during Covid 19 lockdown. We regularly shared the Picture news resources with classes and since September all resources have been linked to British Values and UN Rights. Sports Values aimed to be incorporated in to behaviour management from September 2020 so that children can celebrate the success in these key areas.
<b>Objective 2:</b> Steps being taken	The Senior Leadership Team will monitor all cohorts through the year and ask teachers to identify specific interventions and strategies to enable us to ensure good or better progress is made by the vulnerable groups of children in each class. Class teachers to monitor vulnerable pupils and track progress being made to diminish the difference. Through this careful monitoring and evaluating the impact, the class teachers can take steps to diminish any the difference identified between genders. We are aware that there are gender gaps appearing in certain subjects which we plan to address – but there are no clear whole school trends.

<p><b>Objective 2:</b> Evidence of progress</p>	<p>Half termly Pupil Progress meetings are being carried out to identify those at risk of falling behind.</p> <p>The Senior Leadership Team will monitor all cohorts through the year and ask teachers to identify specific interventions and strategies to enable us to ensure good or better progress is made by the vulnerable groups of children in each class.</p> <p>Class teachers to monitor vulnerable pupils and track progress being made to diminish the difference. Through this careful monitoring, the class teachers can take steps to diminish any the difference identified between genders.</p> <p>Leading on from the Covid 19 lockdown, during the first few weeks of school all teachers assessed the children in school and identified where the children's learning had progressed and where the gaps were in reading, writing, maths and phonics in particular. We anticipated a widely disparate picture which we will use to build more detailed plans for addressing gaps in learning for some pupils which will form our personalised 'catch up' programme. This will be implemented alongside our wider 'catch up' for all plans based on teachers identification of National Curriculum objectives in all curriculum subjects they had planned to cover during the lockdown period which were subsequently omitted for the learning from home plans.</p>
<p><b>Objective 3:</b> Steps being taken</p>	<p>We have a governor attached to Pupil Premium to monitor the impact of spending to improve outcomes for disadvantaged pupils.</p> <p>Pupil Premium expenditure plans are based on our reviews of the impact of spending to improve outcomes for disadvantaged pupils</p> <p>We are looking at ways we can keep the attainment gaps closed at the expected standard and improve attainment at the higher standard for all pupils.</p>
<p><b>Objective 3:</b> Evidence of progress</p>	<p>Due to COVID19 and schools closures during lockdown except for vulnerable/ key worker children , results only available to Spring 2020.</p> <p>We had 40 pupil premium children during 2019-20</p> <p>Our PP strategy is published on our website and showed plans for spending to improve the outcomes for our most disadvantaged pupils.</p>