|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| St Giles and St George’s C of E Academy Equality Targets 2020-23 | | | | |
| **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 | Leader to create termly timetables Staff to maintain registers and submit termly to Leader Attendance summary presented to  SLT termly. | Register checks/report to EHT and Gov body | Termly |
|  |  |  |  |  |
| Pupils receiving free school meals have attendance rates of above 96% | Daily register checks ensure first day contact with all pupils  2 week register checks demonstrate improving attendance for FSM pupils | EA to monitor attendance of this group every 2 weeks  Contact families and offer relevant support and signposting as required | HT to monitor termly Report to Governors via HT Report | 2 weekly Annually |
|  |  |  |  |  |
| External enrichment and sporting activities are attended by pupils from all relevant groups. (FSM EMP  SEN CLA) | Children from broader range of relevant groups attend activities at other local schools, visits, leisure centre to represent our school. | LT to scrutinise selection and attendance for events to ensure breadth and equality of opportunity. | Lead analyse provision and report to LT | 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.  RE/PHSRE curriculum provides evidence of tackling equality issues | MS to ensure assembly themes promote diversity and equality topics RE/PHSRE Leaders to complete annual audit/review planning/books/pupils report to LT annually | Leadership Team | Annually |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| relevant enrichment and challenge  days/events/activities | with clear talent, skill and enthusiasm. This is achieved | A and T pupils |  |  |
| The attainment gap between PP and NPP pupils in writing is beginning to close in all year groups. | Curriculum provision is well match to the need and learning styles of pupils. Intervention, formal and informal, is rapidly in place and clear impact is evident.  X curricular links promote the acquisition and mastery of writing skills.  Increase number of sustained writing opportunities evident  PP progress is accelerated in writing. | Review curriculum design to promote increased writing opportunities.  Ensure writing expectations are consistent across the whole curriculum. Training on deployment of TA’s in the afternoon. | SLT/CoG | 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 and meta cognition.  Roll out writing tool kit, review and refine as required | SENCO /LG | 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 |