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|  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 offerThere 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 toSLT termly. | Register checks/report to EHT and Gov body | Termly |
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| Pupils receiving free school meals have attendance rates of above 96% | Daily register checks ensure first day contact with all pupils2 week register checks demonstrate improving attendance for FSM pupils | EA to monitor attendance of this group every 2 weeksContact families and offer relevant support and signposting as required | HT to monitor termly Report to Governors via HT Report | 2 weekly Annually |
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| External enrichment and sporting activities are attended by pupils from all relevant groups. (FSM EMPSEN 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 |
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| 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, whereapplicable. | Classroom/corridor displays celebrate diversityAssembly 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 |

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| relevant enrichment and challengedays/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 evidentPP 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 learningLAP 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 invitesWebsite has a variety of clips/leaflets modelling examples ofwritten calculations etc | All staff- -include SENCO for targeted support | Termly |