



## Equality Objectives Annual Report 2018 – 2019

This report gives details of how we are progressing towards each of our equality objectives as listed below.

*In the past year, we have had very few incidents involving racism or protected characteristics.*

### **1. Promote understanding and respect for differences.**

- Assemblies have been delivered to teach children about different faiths, about mental health and our collective responsibility not to tolerate bullying.
- NSPCC assembly taught children about the difficulties faced by some children. Fundraising event followed in school, allowing children to help make a difference.
- February visit from UK Parliament Education Outreach officer included assembly and workshops explaining relevance to our community and importance of democracy in creating equality.
- A SEAL (Social and Emotional Aspects of Learning) program is run with sessions at lunchtimes and during afternoons.
- We celebrate cultural diversity by learning about and celebrating festivals of all faiths, for example learning about clothing worn by members of some faiths.
- As part of our PSHCE learning, we looked at what makes us all different as part of Anti-Bullying week in November and Children's Mental Health week in February.
- As part of our SFA (Success For All) teaching, teamwork is encouraged, and children are taught about respect during a 'Getting along together' block of work.

### **2. Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.**

- An extra teacher was employed during the mornings in year 6. This meant that all children, including PP children, were often taught in smaller groups and had access to extra help and support as and when needed.
- Phonics intervention in year 2 meant that the PP children who did not pass the phonic screening check in year 1 did pass it by the end of year 2.
- Maths, reading and writing intervention groups took part in all year groups across the school to enable children, including PP children, to plug any gaps in their learning.
- Places have been funded and subsidised in after school clubs to enable PP children to access these extra-curricular activities.
- Places have been subsidised for school trips and residential activities to enable PP children to take part in these essential parts of our school life.
- Revision guides were provided for PP children in year 6 so they had access to the same extra support as other children in the year group.

### **3. To tackle prejudice and promote understanding in relation to people with disabilities.**

- Sporting personalities have visited the school to give assemblies to the children, discussing their own stories and successes.
- Children are taught about some of the differences between us as humans and are becoming more accepting of peers with physical disabilities/syndromes, ASD/ADAD etc.
- Children understand that for some individuals there may be unique ways to express their needs and understand what others are saying.

**4. To ensure that all pupils are given similar opportunities with regards to learning opportunities and after-school clubs and activities.**

- After school club opportunities are offered to a variety of children, provided by school staff and approved external providers (eg. hockey, football and gymnastics clubs; Let's Get Healthy Club)
- We have continued to provide opportunities for children with physical medical needs, such as ensuring they are able to attend school residential trips, where on site staff have assisted, helping them develop in confidence, as well as helping with building their independence and providing new experiences.
- SEND pupils are supported to enable them to participate in whole school events such as Sports Day, the Fun Run, Wake up Shake up and collective Daily Mile runs.

**5. Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children**

- Teachers have high expectations for SEND pupils and well trained TAs assist children to meet their potential
- For some SEND pupils, needs are met through extra resources e.g. safe area for one autistic child, pupil with ASD/Tourette's had a laptop.
- Roots Maths groups have continued in basic numeracy for SEND/Low cognitive.