



## **Equality Objectives Annual Report 2020 – 2021**

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

### **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.
- A SEAL (Social and Emotional Aspects of Learning) program was 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 how we all need to work together as a united group as part of Anti-Bullying week in November and how to express ourselves as individuals during Children's Mental Health week in February.
- As part of PSHCE teaching, children are taught about different family backgrounds and made aware of LGBTQ+ in age-appropriate content
- As part of our SFA teaching (Success For All) teamwork/collaboration is fostered, and children are taught about respect during a 'Getting along together' block of work at the beginning of each year.

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

- 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.
- **Pupil Premium children were targeted for tutoring in maths using the catch up funding.**

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

- Children are taught about some of the differences between us as humans and are becoming more accepting of peers with physical disabilities/syndromes, ASD/ADHD 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.**

- SEND pupils are supported to enable them to participate in whole school events such as Sports Day, Wake up Shake up and collective Daily Mile runs. This is evidenced on one page pupil profiles as appropriate.

**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. Additional resources also include weighted therapy, sensory resources, fine motor skills resources and programmes, sand timers, visual aids, etc.
- Roots Maths groups have continued in basic numeracy for SEND/Low cognitive COVID allowing.

Note: Delivery of some of the objectives listed above have been impacted due to operating in class/year group 'bubbles'. In these circumstances the delivery of the objectives were adapted under the circumstances.