



Equality Action Plan 2018 - 2021

To meet the needs of pupils with social, emotional and behavioural difficulties.	Vulnerable group	<ul style="list-style-type: none"> ●Behaviour interventions support the necessary children. ●TA's trained to deliver behaviour and therapeutic interventions. ●Family Liaison Worker in post, supporting both vulnerable children and families. ●Utilise the Provision Tracker across the school to moitor the impact of interventions. 	SLT Intervention and pastoral teams FLW	
Ensuring attendance is optimised for all children and working with families when attendance falls below 90%.	Vulnerable Group, Partnerships	<ul style="list-style-type: none"> ●Monitoring attendance. ●School to work proactively with parents and relevant professionals (AIO / School Nurse) to providing information / support optimise attendance. 	DA, TS, KT	

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		<ul style="list-style-type: none"> ● Implement FPN's and monitor effectiveness. ● Seek advice / support from AIO. 		
Making reasonable adjustments for disabled children	Disability	<ul style="list-style-type: none"> ● Meet with supporting agencies and parents. ● School to liaise with parents, the previous setting and professionals to ensure appropriate provision is in place. ● Monitor provision – seek advice / support, as necessary. ● Identify provision and resource implications – implement changes required. Adaptations to the school environment to be made as necessary. ● Identify training / raising awareness. 	SLT, SENCO.	
To close the gender gap and improve the attainment of boys at the end of the EYFS, KS1 and KS2.	Gender	<ul style="list-style-type: none"> ● Consider attainment of current cohorts – identify target group. ● Review and amend provision for target group – consider resources / deployment of staff / involvement of parents. ● Monitor progress half termly, including through observation ● Monitor the progress of boys who are in multiple vulnerable groups carefully and continue to support all groups of children 	SLT, SMT, SENCO	

		<p>through targeted intervention strategies.</p> <ul style="list-style-type: none"> ● Invest in gender specific material and in the Foundation Stage, writing opportunities abound both inside and outside to encourage all children to explore writing opportunities. <p>TARGET: To continue to close the gender gap at the end of KS1.</p>		
Improving the attainment of our Pupil Premium pupils.	Vulnerable group	<ul style="list-style-type: none"> ● Ensure teaching and learning opportunities are optimised for these children through our provision, including the effective deployment of staff and resources. ● TARGET: To increase the number of disadvantaged children achieving GLD to be in line with their peers (72% GLD, July 2018). ● To increase the number of pupil premium children achieving above ARE and above expected progress at the end of KS1 and KS2. To close the pupil premium gap at KS1 and KS2. 	SLT, KT (Pupil Premium Leader)	
Staff development and training	Disability	<ul style="list-style-type: none"> ● Review range of additional need for current cohorts. 	MN, PF, KT	

		<ul style="list-style-type: none"> ●Identify training needs. ●Seek advice and support – identify best providers for staff training – implement. ●Continually review disability range and needs of staff (including new members) 		
Policy review	All	<ul style="list-style-type: none"> ●Advise Governing Body of specific equality aspects. ●Build examination of equality aspects and progress against action plan into review of policy – on a rolling programme. ●Amend practices and policy as necessary. 	SLT, Governing Body	
Stakeholder consultation	Disability Gender Race	<ul style="list-style-type: none"> ●Maintaining opportunities for parents to express opinions through meetings eg through Parent Forum. ●Seek opportunities to seek pupil voice including through meetings / questionnaires eg focus within school council children and Rights Respecting Steering group. ●Continue to embed the International Schools agenda - Link with the school in Kadoma. 	TS, SLT, SMT	