



Equality Action Plan 2018- 2021

Making progress on equality issues

<p>To meet the needs of pupils with social, emotional and behavioural difficulties.</p>	<p>Vulnerable group</p>	<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. 	<p>PF, KT, FP, KC, SLT.</p>	<ul style="list-style-type: none"> - Individual children and families continue to be supported through Early Help. The FLW's have been involved in 6 FFA's (Family First Assessments) since Sept 2018. - Impact of Family liason worker role shows 11 parents/carers have accessed a parenting session this term. - Family liaison worker supported 46 children (snce Sept 2018). Some of this is 1:1 work. Teachers feedback shows more positive and confident
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Headteacher: Mrs T Skeggs

Deputy Headteachers: Miss P Foley and Mrs K Taylor

Peartree Spring Primary School, Hydean Way, Stevenage, Herts, SG2 9GG

Telephone: 01438 233900 Fax: 01438 233901

Email: admin@peartreespring.herts.sch.uk Website: www.peartreespring.herts.sch.uk



				<p>behaviour post intervention.</p> <ul style="list-style-type: none"> - Family liaison worker supported 64 parents through meetings, phone calls, emails or referrals (Sept to Dec 18). - Provision Tracker purchased and all TA's using it to track interventions. SLT can monitor the impact of all interventions. - 25 pupils across the school accessed interventions or therapeutic interventions. - 28 children took part in MISP (Massage in Schools programme). - Herts Steps training has recently been delivered again to all staff in the school as a refresher.
<p>Ensuring attendance is optimised for all children and working with families when attendance falls below 90%.</p>	<p>Vulnerable Group, Partnerships</p>	<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. ● Implement FPN's and monitor effectiveness. ●Seek advice / support from AIO. 	<p>TS, KT, DA.</p>	<ul style="list-style-type: none"> - Current whole school attendance – 96.6%. - Fixed penalty notice procedures implemented and success/ concerns. 36 penalties issued in 2017/2018. - Attendance support from Debbie Moore and the attendance duty team. - KT has worked closely with parents to increase

				<p>attendance of vulnerable families. Systems in place, eg letter, phone-call, meeting etc.</p> <ul style="list-style-type: none"> - Fixed penalty notice is a robust system for dealing with poor attendance. - FSW have been working closely with vulnerable families and have been supporting parents and children within school. - Attendance is available for parents to view on school gateway. - When attendance falls below 90% letters are issued on a monthly basis to parents.
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. <p>Adaptations to the school environment to be made as</p>	SLT, SENCO.	<ul style="list-style-type: none"> - PE Inclusion staff training regularly. - Close liaison with Stevenage Sporting Futures. - Support from individual services to help children with specific needs this includes the CAT (Communication and Autism Team), VI, PNI and HI teams. - IEP's and Pupil Provision maps ensure appropriate

		<p>necessary.</p> <ul style="list-style-type: none"> ●Identify training / raising awareness. 		<p>provision is in place for children.</p> <ul style="list-style-type: none"> - Transition + in place (through the Early Years transition workers) for children moving into Reception to ensure the learning environment is adapted appropriately and families are supported.
<p>To close the gender gap and improve the attainment of boys at the end of the EYFS, KS1 and KS2.</p>	<p>Gender</p>	<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 through targeted intervention strategies. ●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</p>	<p>SLT, SMT, SENCO</p>	<ul style="list-style-type: none"> - Interventions are monitored across the school and the impact of interventions. Provision Tracker in place for SLT to monitor the effectiveness and cost of interventions. - Staff deployed carefully within each year group to ensure high quality provision. - Pupil progress meetings take place termly to establish attainment in line with peer group. Boys and Girls progress and attainment is monitored closely. - Vulnerable group data is collated and analysed termly and children in multi-vulnerable groups are

		the gender gap at the end of KS1.		<p>tracked carefully.</p> <ul style="list-style-type: none"> - Gender gap continues to be carefully monitored across the school during pupil progress meetings and through data analysis. - In the EYFS, a high focus continues with boys writing in the Early Years. Mark making equipment to be accessible in all areas.
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 2019). ●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)	<ul style="list-style-type: none"> - Focus on Pupil Premium pupils during pupil progress meetings and book scrutiny. - TA's are planned for effectively and intervention sessions are planned carefully. - Disadvantaged children are highlighted on the Class provision maps. - 9% of Disadvantaged children making expected in year progress. - 76% of disadvantaged children making expected in year progress (dec 2018). 24% Disadvantaged Pupils achieved age related in Reading, 7% in Writing and 17% in Maths in Dec 18. There continues to be a

				small gap between disadvantaged or non-disadvantaged but these children are part of multi-vulnerable groups.
Staff development and training	Disability	<ul style="list-style-type: none"> ●Review range of additional need for current cohorts. ●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) 	MN, PF, KT	<ul style="list-style-type: none"> - Support, training and CPD identified through Appraisal process, line managers and SENCos. - Effective CPD training shared during staff development meetings. - Disabilities within the school are continually reviewed and new systems are put in to place e.g. a member of staff requiring a disabled parking space. - Training is given to all members of staff within school to support children with SEND, through Stevneage Sporting Futures and the PE coordinators.
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	<ul style="list-style-type: none"> - 09/2018 – Three year plan reviewed. 09/2018 – New Action plan shared (2018-2021).

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	<ul style="list-style-type: none"> - Annual questionnaires sent out to parents. Positive responses with regards to meeting the needs of all children. - Rights Respecting School steering group. - Achieved Rights Respecting Gold Standard (March 2018). - International Schools Award Reaccreditation achieved (2018 – 2021). - School council - children have weekly meetings and help to organise events in school and take part in school improvement. Children’s leadership continues to be a key in school with Pupil leader roles, digital leaders, junior travel ambassadors etc.
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