



Equality Objectives 2022 - 2025

Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
The main categories regarding equality are represented across the curriculum.	<ul style="list-style-type: none"> <li>• SLT to work with AHTs/LOL and teaching staff to ensure there is a diverse range of people studied across the curriculum</li> <li>• Leaders develop, model and monitor a school culture of maintaining and presenting positive regard for the BAME community where there are significant concerns and/or challenging events.</li> </ul>	<p>Senior Leadership Team (SLT)</p> <p>All staff</p>	<p>Summer 2021</p> <p>On-going</p>	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> <li>✓ Pupils and their families feel included and their experiences are valued by the school community.</li> <li>✓ Pupils demonstrate an increased confidence in who they are and feel valued.</li> <li>✓ All pupils will have an awareness of a diverse range of cultures, abilities and beliefs.</li> </ul>
Children have high aspirations and challenge themselves within their learning and the opportunities given around school as they feel that there is not a ceiling on their success.	<ul style="list-style-type: none"> <li>• Behaviour for learning guidance promotes a positive attitude to learning through growth mindset and character behaviour.</li> <li>• Independently selecting levels of work within lessons showing willingness to challenge their own ability</li> </ul>	<p>Senior Leadership Team (SLT)</p> <p>All staff and pupils</p>	On-going	Cost of resources to support learning.	<ul style="list-style-type: none"> <li>✓ Children have high aspirations and through their language are able to communicate their aspirations for the future as well as how they are challenging themselves on a daily basis to be the best that they can be.</li> </ul>

Objective	Action to be Taken	By Whom	Timescale	Resources	✓ Impact
Promote understanding and respect for differences.	<ul style="list-style-type: none"> <li>Celebrate diversity during whole school events which involve the Members of Parliament and School Council in Year 6.</li> <li>Continue to embed opportunities in the curriculum to look at a variety of cultures, using worldwide events or charities to further support this work.</li> <li>Continue to embed the Bowes Values every half term through SMSC assemblies, Achievement Assemblies, Anti-bullying week and general behaviour for learning.</li> </ul>	<p>SLT, Pastoral and Learning Manager, MPs and School Council.</p> <p>All staff and pupils.</p> <p>All staff and pupils.</p>	<p>Half – termly meetings with MPs and SLT.</p> <p>On-going</p> <p>On-going</p>	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> <li>✓ The school ethos and curriculum continue to promote respect for the differences within the school and local community.</li> <li>✓ Greater understanding and respect for differences.</li> <li>✓ Issues are covered through lessons, assemblies and staff training</li> </ul>
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> <li>Increase the number of Pupil Premium pupils working at the expected standard for their age.</li> <li>Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment.</li> </ul>	<p>Pupil Premium Ambassador to regularly monitor the progress of Disadvantaged pupils and complete an annual strategic plan and review.</p> <p>Update Pupil Premium Report onto the website.</p>	<p>Annual Report to be published on school website and share with LEC</p> <p>Termly tracking</p> <p>Termly Pupil premium reports completed by CT</p>	<p>See pupil premium report for breakdown of resources and cost.</p>	<ul style="list-style-type: none"> <li>✓ Improved outcomes for disadvantaged pupils including those who are working at the expected standard and greater depth.</li> <li>✓ The gap between disadvantaged and non-disadvantaged pupils narrows.</li> </ul>

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<p>Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.</p>	<ul style="list-style-type: none"> <li>• Ensure appropriate training is rolled out throughout the year to support teachers in the delivery of teaching and learning for EAL pupils.</li> <li>• Monitor provision of resources.</li> <li>• Further enhance opportunities for parents to understand how to support their learning.</li> <li>• Develop rigour of identification, assessment monitoring, evaluation of provision and outcomes of EAL pupils at all stages of English acquisition.</li> <li>• Develop detailed baseline assessment and regular tracking in order to identify additional needs/barriers to learning.</li> <li>• Interventions implemented where appropriate across a year group.</li> </ul>	<p>Senior Leadership Team, Middle Leaders, Teachers, Support Staff.</p>	<p>Weekly CPD organised by the Deputy Headteacher</p> <p>Termly progress meetings.</p> <p>Termly achievement and progress data reported to LGB.</p> <p>Termly monitoring visits by the LGB.</p> <p>Termly visit from School Improvement Advisor</p>	<p>Time for meetings/plan training.</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> <li>✓ Effective and purposeful feedback for learning.</li> <li>✓ Improved outcomes of pupils new to English, particularly in EYFS and KS1 in core subjects.</li> <li>✓ Teaching and learning observations demonstrate a range of ways to meet the needs of pupils with EAL (use of resources, differentiated planning, focus groups, key vocab etc).</li> <li>✓ Clear progress in pupils' books identified through book scrutiny.</li> </ul>