

Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
The protected characteristics regarding equality are represented across the curriculum.	<ul style="list-style-type: none"> SLT to work with AHTs/LOL and teaching staff to ensure there is a diverse range of people studied across the curriculum 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. 	<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"> ✓ Pupils and their families feel included and their experiences are valued by the school community. ✓ Pupils demonstrate an increased confidence in who they are and feel valued. ✓ All pupils will have an awareness of a diverse range of cultures, abilities and beliefs.
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"> Behaviour for learning guidance promotes a positive attitude to learning through growth mindset and character behaviour. Independently selecting levels of work within lessons showing willingness to challenge their own ability 	<p>Senior Leadership Team (SLT)</p> <p>All staff and pupils</p>	<p>On-going</p>	<p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> ✓ 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.
Promote understanding and respect for differences.	<ul style="list-style-type: none"> Celebrate diversity during whole school events which involve the Members of Parliament and School Council in Year 6. Continue to embed opportunities in the curriculum to look at a variety of cultures, using worldwide events or charities to further support this work. Continue to embed the Bowes Values every half term through SMSC assemblies, Achievement Assemblies, Anti-bullying week and general behaviour for learning. 	<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"> ✓ The school ethos and curriculum continue to promote respect for the differences within the school and local community. ✓ Greater understanding and respect for differences. ✓ Issues are covered through lessons, assemblies and staff training

<p>Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.</p>	<ul style="list-style-type: none"> • Increase the number of Pupil Premium pupils working at the expected standard for their age. • Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment. 	<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"> ✓ Improved outcomes for disadvantaged pupils including those who are working at the expected standard and greater depth. ✓ The gap between disadvantaged and non-disadvantaged pupils narrows.
<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"> • Ensure appropriate training is rolled out throughout the year to support teachers in the delivery of teaching and learning for EAL pupils. • Monitor provision of resources. • Further enhance opportunities for parents to understand how to support their learning. • Develop rigour of identification, assessment monitoring, evaluation of provision and outcomes of EAL pupils at all stages of English acquisition. • Develop detailed baseline assessment and regular tracking in order to identify additional needs/barriers to learning. • Interventions implemented where appropriate across a year group. 	<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"> ✓ Effective and purposeful feedback for learning. ✓ Improved outcomes of pupils new to English, particularly in EYFS and KS1 in core subjects. ✓ 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). ✓ Clear progress in pupils' books identified through book scrutiny.