

Equality Objectives 2023-26

School: St Leonard's CE Primary Academy

Through analysing pupil data for relevant protected characteristics, the following objectives have been set:

	Objective	Protected characteristics	Target group	Why	How it will be achieved	Intended outcome
1	To increase the percentage of SEND reaching the expected standard or above in reading and writing and maths.	Disability/ SEND	SEND	Data demonstrates that this group are not reaching the expected standard in line with other pupils.	To provide opportunities for focused group work to take place with a continuous input of quality first hand teaching and learning. Embed the strategies used in the implementation of these subjects. (clearly defined learning journey, manageable steps, clear learning point, identification of misconceptions.) Ensure knowledge and skills progression.	The percentage of SEND reaching expected standard or above in reading and writing will increase in KS1 and KS2.
2	To increase the percentage of girls reaching greater depth in reading, Writing and Maths	Gender	Girls	Data demonstrates that this group are not reaching the expected standard or greater depth in line with other pupils.	To provide opportunities for focused group work to take place with a continuous input of quality first hand teaching and learning. Embed the strategies used in the implementation of these subjects. (clearly defined learning journey, manageable	The percentage of girls reaching expected standard or above in reading, writing and maths will increase in KS1 and KS2.

					steps, clear learning point, identification of misconceptions.) Ensure knowledge and skills progression.	
3	To increase the percentage of boys reaching the expected standard and greater depth in writing.	Gender	Boys	Data demonstrates that this group are not reaching the expected standard or greater depth in line with other pupils.	To provide opportunities for focused group work to take place with a continuous input of quality first hand teaching and learning. Embed the strategies used in the implementation of these subjects. (clearly defined learning journey, manageable steps, clear learning point, identification of misconceptions.) e.g. Writing Process – Immersion in the text/ Boxing Up / writing and editing process	The percentage of boys reaching expected standard and greater depth In writing will increase in KS1 and KS2.
4	To increase the percentage of children reaching the expected standard in writing and Maths	Ethnicity	Ethnicity	Data demonstrates that this group are not reaching the expected standard in line with other pupils.	To provide opportunities for focused group work to take place with a continuous input of quality first hand teaching and learning. Embed the strategies used in the implementation of these subjects. (clearly defined	The percentage of children reaching expected standard in writing and maths will increase in KS1 and KS2.

					learning journey, manageable steps, clear learning point, identification of misconceptions.) Continue to embed: e.g. Writing Process – Immersion in the text/ Boxing Up / writing and editing process A mastery approach to Maths – supported by the introduction of the use of ‘Can Do Maths’	
	Evaluation	1. Specific SEND training provided to adapt teaching to meet the needs of SEND learners Subject Leader document – SEND in a Nutshell created for all subjects to highlight subject specific strategies to support SEND pupils Pupil Tracker Term 4 assessments indicate improved provision – Include Term 6 data 2. Focus groups identified in the SDP – staff training provided on Quality First Teaching - Term 4 data is now showing no gender gap in Year 6. Next step is to continue to focus and improve greater depth 3. Focus groups identified in the SDP – staff training provided on Quality First Teaching - Term 4 data is now showing no gender gap in Year 6. Next step is to continue to focus and improve greater depth 4. Writing learning journeys have been updated to provide consistent small step approach across the school. Staff training has focused on the Writing process and emphasis on vocabulary in Guided Reading as well as writing. Maths On Track sessions are fully embedded across the school – Term 4 data now showing EAL gap to be closing, especially in Year 6				