

St Wilfrid's CE Primary School Single Equalities Objectives and Action Plan 2021-23

Objective	Action	Criteria	Monitoring and reporting	Key Person	Review/ evaluation
<p>1. To narrow any gaps in attainment and performance of groups e.g. boys/girls PPG/non PPG SEND EAL</p>	<p>To raise the performance of boys in EYFS and KS1 particularly in reading/writing Reduce levels of persistent absence for SEN/PPG Links with NW AGT Alliance Recovery Curriculum is in place post COVID19 to ensure that children are in the "best place" to learn and make progress. Senior leaders to undertake training in Making a Difference for Disadvantaged Learners (MDDL)</p>	<p>Pupils make expected or better progress in all areas. (local/national data) Analysis shows that differences between identified groups are narrowing .</p>	<p>This is monitored by SLT through pupil tracking system and reported to governors SC Committee</p>	<p>SLT</p>	<p>MDDL programme completed by AR/CW</p> <p>Recovery curriculum in place through PSHE curriculum and Zones of Regulation, with increased pastoral support internally, via external agencies and therapy dog.</p> <p>PAST (local authority attendance team)involvement for persistent absences. Further strategies in place e.g. reduced timetables where appropriate.</p>

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<p>2. To continue to provide support for parents/carers of vulnerable children to promote effective home/school partnerships and a sense of shared belonging in the school.</p>	<p>Working within new Family Safeguarding Model (2021) and inclusion hub. Further develop existing team. Training for SENDCo and Pastoral Support worker</p>	<p>Parental engagement Successful outcomes for accessing support for families Improvements to PP Strategy based of EEF research following MDDL training</p>	<p>This is monitored through tracking of disadvantaged pupils. Reported to Governors via pastoral reports and meetings with Link PP Governor</p>	<p>SLT SENDCo Learning Mentor Pastoral Support Worker</p>	<p>Parental engagement is strong, particularly for those accessing additional support. Improved outcomes evidenced in may cases, for families. PP strategy rolled out across whole school (based on EEF model) with sustained progress seen.</p>
<p>3. To maintain and extend work on understanding and celebrating the diversity of local, national and global citizens</p>	<p>To resume partnership with Queen's Drive as well as parents. E.g. parents/pupils taking sessions /assemblies to share aspects of their culture/faith. To develop links within the curriculum; use of Picture News, P4C, Global Links,</p>	<p>Earwig Display Books Pupil Voice Link Govs SIAMS evidence (multicultural faiths)</p>	<p>This is actioned through the curriculum, staff training, collective worship/RE and subject leader action plans. Monitored by SLT through the SDP/appraisal. Reported to governors at SC committee, FGB and HT Report.</p>	<p>SLT Class teachers Subject leaders Parents Worship Team Global Ambassadors</p>	<p>Letters were exchanged with Queens Drive in the absence of visits, during the pandemic. These letters focussed on wellbeing. We are looking to re-establish relationships as soon as possible</p>

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<p>4. To continue to develop staff expertise in supporting individuals with disability to ensure that any gaps are narrowed in their ability to participate fully in school life.</p>	<p>Close liaison with EdPsych Further development of SEND Team in school Links with CAMHS, Longlands, other external agencies, , Staff training and awareness</p>	<p>Pupils have access to and engage fully in school life Teachers develop knowledge and skills to ensure this happens</p>	<p>Monitored by SLT with actions linked to SDP/ budget. Consultation with parents/staff/pupils through equalities questionnaire informs action plans.</p>	<p>SLT SENDco</p>	<p>AH is dedicated to the SEND support team. 3 days across KS1 and 2 supporting Speech and Language TAs have had frequent updates and training in monthly meetings. Frequent SEN updates in staff meetings SENDCO training We have joined the EP cluster – half termly panel discussions and individual assessments as appropriate.</p>
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<p>5. To continue to build links and increase parental and community cohesion and a sense of shared belonging in the school and neighbourhood.</p>	<p>PTFA events Texting service, APP, Twitter, Whatsapp (Reception 21) Class Dojo Google Classroom Stay and play sessions Curriculum sessions Parents consultations Links with local schools and organisations (e.g L&M Cluster/St Wilfrid's Church/ Parish Council/.Lancaster Uni etc)</p>	<p>Increased opportunities for community and parental engagement School website Parental Feedback Parents' evenings Attendance at events</p>	<p>Monitored by SLT Reported to governors at SC committee, FGB and HT Report.</p>	<p>PTFA SLT Middle leaders Governing Body</p>	<p>PTFA – resumed activity with a Plant Sale as their first event. A new committee is to be formed from September</p> <p>Parents consultations were offered both face to face and remote. (around 50% split) Different ways to communicate with parents have been very well received e.g. Class Dojo, ParentApp</p> <p>Community 'reach outs' were made, including 'cards for kindness' to support loneliness.</p> <p>Links with local schools remain strong: Lancaster And Morecambe Cluster and links with BLS/Slyne.</p> <p>Church links remain strong and have developed to include URC (e.g. for Spirituality Week) The Morecambe Bay Curriculum strategy will help promote community cohesion.</p>
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<p>6. To review SRE to ensure that it complies with statutory guidelines</p>	<p>Identify and purchase any resources required. Staff training Promote in RSE and PSHE. Hold whole school themed days</p>	<p>In accordance with our Christian vision, we are seen as a school of welcome and inclusion. Staff feel equipped to teach and talk about issues arising Pupils understand how to treat everyone with respect.</p>	<p>Actioned by subject lead in conjunction with HT and monitored through appraisal /SDP Reported to governors at SC committee</p>		<p>The consultation and review of our SRE policy was completed in 2020.</p> <p>Teachers have been supported in the delivery of sessions for Y5/Y6 in SRE</p>
<p>7. To continue to find opportunities to celebrate difference and diversity across the whole school</p>	<p>To promote the school vision (Love each other) Identify and promote links throughout the curriculum. Promote in RSE and PSHE. Hold whole school themed days/invite visitors and organise trips. Extend school links</p>	<p>Earwig evidence Display Books Pupil Voice Link Govs</p>	<p>This is actioned through the curriculum, staff training and subject leader action plans. Monitored by SLT through the SDP/appraisal. Reported to governors at SC committee, FGB and HT Report.</p>		<p>CW and CT attended the launch of the Equity, Diversity and Justice plan from the diocese. Audit of books and supplementary materials bought e.g. for geography /RE (Voices) Curriculum audit planned in summer 2022 specifically looking at Equity, Diversity and Justice</p>