



### **Equality Objectives 2018-19**

<b>Objectives</b>	<b>Outcomes/ Success Criteria</b>	<b>Actions to Achieve Outcomes</b>	<b>Key People Responsible</b>	<b>Timescale</b>
To address any gender differences in the outcomes across the school.	Gender differences in reading, writing and maths in EYFS and Key Stage 1 decrease.	<ol style="list-style-type: none"> <li>1. All teachers to use assessment information to identify any gender differences.</li> <li>2. All teachers create a curriculum which will be engaging for boys to develop their reading and writing.</li> <li>3. Teachers can state what they are doing to address any gender differences in their class.</li> </ol>	Phase Leaders.	Monitor termly and measure impact by July 2019.
To ensure that materials used in school promote equality and diversity.	Children's attitudes and actions reflect that they have a tolerant view of others.	Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance.	All staff.	Monitor termly and measure impact by July 2019.
To maintain and monitor the improved attendance figures of pupils entitled to support from the Pupil Premium.	Gap in attendance between Pupil Premium and non-Pupil Premium stays less than 1%.	<ol style="list-style-type: none"> <li>1. Continue half termly attendance monitoring and ensure that tracking systems are robust.</li> <li>2. Regular communication to parents and carers about the importance of regular attendance in newsletter.</li> <li>3. Involving outside agencies where appropriate.</li> <li>4. Rewards for children whose attendance is excellent.</li> </ol>	HT/ School Attendance Consultant.	Half termly tracking to measure impact by July 2019.

To continue to foster and reinforce positive attitudes and behaviour towards, and between, all protected characteristics groups and all members of the school community.	Views collected from all members of the school community including pupil questionnaires. Pupils' responses in PSHE and other relevant curriculum areas.	<ol style="list-style-type: none"> <li>1. Specific assemblies about each individual being unique and special</li> <li>2. Monitoring the curriculum (especially PSHE) to ensure that differences are valued</li> <li>3. Monitoring of Behaviour Logs.</li> </ol>	PSHE Subject Lead.	Monitor termly and measure impact by July 2019.
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