**ST CLEMENT’S C OF E PRIMARY SCHOOL- EQUALITY OBJECTIVES- SEPTEMBER 2018**

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**Equality objective 1: By the end of the 2018-19 school year, the attainment of disadvantaged pupils is close to or is improving towards that of other pupils with the same starting points.**

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| **Why we have chosen this objective:** |
| -We have a high percentage of disadvantaged pupils in our school and therefore receive a large amount of Pupil Premium funding. (PPG)-In the 2017-18 school year, we began to embed our systems to ensure we had identified eligible pupils, kept this information updated and began to track their progress. This needs to be further worked on and monitored externally, to have a greater impact.  |

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| **To achieve this objective we plan to:** |
| -Continue to research strategies that have worked within school or elsewhere- for example- effective deployment of teaching assistants and other interventions. -Update pupil premium action plan that is regularly reviewed & shared with the link pupil premium governor and the governing body.-Collation of data- progress compared to other pupils in school and nationally. -Clearer identification of disadvantaged pupils via more frequent updating of lists.-Completion of intervention sheets showing which pupils are disadvantaged & showing their start level, what is being provided & the impact during the intervention and also at the end. -Tracking progress at pupil progress meetings & altering provision where necessary. |

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| **Progress we are making towards achieving this objective:** |
| **July 2019: ATTAINMENT**-The difference has diminished between PPG & NPPG pupils in all 3 subjects across Y6, although the difference in writing was still significant at the end of Y6. This was also due to a number of PPG pupils having their writing re-assessed during Autumn term 2018 due to teacher concerns about inaccurate assessment from the previous year. - The difference has diminished between PPG & NPPG pupils in reading & writing during Y5, however, in reading, the % of PPG pupils at ARE or higher, has remained the same and more NPPG pupils are now at ARE or higher. The difference between both groups in maths, remains the same. -Y4: The difference remains unchanged in reading. The difference has diminished between PPG & NPPG pupils in writing & maths. However, this is due to more NPPG pupils attaining at ARE or higher in writing and more PPG pupils attaining at ARE or higher in maths compared to NPPG pupils.-Y3: The difference between PPG & NPPG pupils is diminishing in reading & maths (writing remains unchanged). Although PPG pupils have made progress in reading, NPPG pupils have made greater progress, resulting in the difference diminishing. In maths, there are fewer PPG pupils at ARE or higher than at the end of Y2, however, they are still doing better in comparison to their NPPG peers who have the same % of pupils at ARE or higher. -Y2: The difference between PPG & NPPG pupils remains unchanged in reading. In writing and maths, the difference has diminished because the % of PPG pupils at ARE or higher has significantly increased in comparison to NPPG where the increase has been less marked in writing and no change in maths. -Y1: The difference between PPG & NPPG pupils remains unchanged in reading. The difference has increased due to fewer PPG pupils being at ARE or higher in writing and maths. The class have had a very unsettled year due to teacher absence & 2 supply teachers from mid January to July 2019.-Reception: Both groups entered Reception with few pupils at ARE or higher so the difference between PPG & NPPG pupils was minimal in July 2018. Throughout the year, more pupils have achieved at ARE or higher, resulting in a greater difference occurring between PPG & NPPG pupils in reading and writing and the difference diminishing in maths between the two groups. -Nursery: The difference between FSM & NFSM pupils in reading is increasing. The % of pupils at ARE or higher in writing, is the same, so the difference has diminished- in NPPG pupils favour. The % of pupils at ARE or higher in maths, has increased for both groups, but more so for NPPG, so the difference has diminished in NPPG pupils favour again. **JULY 2019: PROGRESS:** -NURSERY: Both groups made accelerated progress and they are in line with one another in Reading & NPPG made 1 step more progress than PPG pupils in W & M. -RECEPTION: Both groups made accelerated progress. However, the progress of NPPG pupils is greater than PPG pupils in all 3 subjects.-Y1: Both groups made below expected progress in all subjects and they are in line with one another. -Y2: The cumulative progress for NPPG pupils is better than the progress made by PPG pupils in all 3 subjects. -Y3: The cumulative progress for PPG pupils is better than the progress made by NPPG pupils in all 3 subjects. -Y4: NPPG pupils made better progress than PPG pupils in reading. However, the cumulative progress in writing & maths for both groups is in line with one another.-Y5: The cumulative progress for NPPG pupils is better than the progress made by PPG pupils in all 3 subjects. -Y6: The cumulative progress for NPPG pupils is better than the progress made by PPG pupils in all subjects, except maths. -The data showed that PP pupils have made more progress in reading this year. This is due to the additional focus we have put onto reading in school and the funding of additional reading resources. -The data continues to be positive in terms of the difference diminishing between our PPG & NPPG and we feel that this is due to:-a greater understanding by staff of who the PP pupils in their class are-identifying the next steps in learning that will make the difference to PP pupils and planning a bespoke intervention to achieve this step-interventions taking place more often-increase in intervention reviews, on our online provision map, to track progress and alter the provision if needed instead of carrying on over too many weeks and there being no impact. **As it was an area for improvement during our OFSTED inspection in March 2018, it is essential that this remains an equality objective during 2019-20 also.** |

**Equality objective 2: The attendance rates of disadvantaged pupils will improve so that the gap between disadvantaged & non-disadvantaged pupils narrows and there is a reduction in the number of disadvantaged pupils who are persistently absent by the end of 2018-19.**

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| **Why we have chosen this objective:** |
| Analysis of attendance data has shown that the rate of absence is higher for disadvantaged pupils. (NB: disadvantaged pupils are those in the category of receiving a FSM, LAC or AFC or a service child) |

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| **To achieve this objective we plan to:** |
| -Track more closely the attendance of each disadvantaged pupil, in each class, every half term.. -Conduct interviews with relevant pupils where their attendance is a concern throughout 2018-19.Respond to outcomes with strategies such as: setting targets to share with the family; giving the pupil an alarm clock; reward scheme; access to learning mentor to catch up on work missed & weekly meeting with attendance officer in school. -Arrange meetings with parent/carers to discuss attendance issues & refer to other agencies such as school health if needed.  |

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| **Progress we are making towards achieving this objective:** |
| **July 2019:** **8 of the 12 pupils who had attendance of less than 90%, were PPG eligible.** **The ASP reporting on attendance in 17-18 (published Dec 2018) showed:** The absence for FSM pupils in school was 4.3%. This was lower than the national average of 5.7%. The % of FSM pupils who were persistent absentees (15) was lower than the NA 17.2% v 13.2 (12.8% in 16-17)school.  The absence of NFSM pupils in school, 3.8%, was in line with the national average of 3.6%. The % of NFSM pupils who were persistent absentees was higher than the NA= 6.9% v 10.3%. The overall absence gap between FSM and NFSM pupils in school was 0.5 % (2.4% in 2017), 2.1% gap nationally.  |

**Equality objective 3: To improve the participation and engagement of the black minority ethnic groups of parent/carers in school activities by at least 40% by the end of the 2018-19 school year**

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| **Why we have chosen this objective:** |
| During our re-accreditation for the LPPA (Leading Parent Partnership) award in 2015, we identified that black minority ethnic groups of parent/carers were under-represented in groups such as our governing body and the Friends of St Clements.  |

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| **To achieve this objective we plan to:** |
| -Parental involvement lead continues to analyse the number of parent/carers who have attended events and also the attendance of groups- females, males, ethnic groups-Head, Parental involvement lead & Friends of St Clements lead meet to discuss ways to increase involvement of black minority ethnic groups- eg parent champions; informal coffee event; community event, discussion with a focus group to identify barriers and next steps.  |

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| **Progress we are making towards achieving this objective:** |
| -Parental involvement lead has continued to analyse the number of BME parent/carers who have attended events.  * October 2016, 2017 & 2018 Parent/carer evening: March 2017, 2018 & 2019 Parent/Carer evening:
* N-R-Y1= 46% - 37% 46% - 30%
* R-Y1-Y2= 22% - 17% 14%- 18%
* Y1-2-3= 39% - 33% 27%- 30%
* Y2-3-4=23% - 30% 24% - 30%
* Y3-4-5=39% - 27% 24%- 29%
* Y4-5-6= 31% - 37% 38% - 34%

 School achieved the Leading Parent Partnership award again in November 2018 and parent/carers were very positive about the school and the education their child receives. There wasn’t a specific focus on BME parent/carers in the assessment and this didn’t come out as a future area for development either.  |