

## Equality Duty Action Plan – 2018- 2022

Objective	Questions	Comments
<p><b>To narrow the gap in all subjects between those with multiple vulnerabilities and other individual children at the end of Key Stage 1 and Year 4. (Equality Act objective)</b></p>	<p><b>Background evidence</b></p>	<p><b>This is to be included in two of the school's priorities</b></p> <ol style="list-style-type: none"> <li><b>1. To ensure that there is clarity around progress and attainment of vulnerable pupils within the school</b> <ul style="list-style-type: none"> <li>• To ensure that interventions used within the school commence with an accurate baseline of pupil attainment and that impact of programs used can be measured in terms of accelerated progress and rising attainment levels</li> <li>• Ensure that statutory reports of Pupil Premium expenditure are clear about impact in terms of progress and attainment</li> <li>• Ensure that governors are clear about Pupil Premium expenditure and the impact this has had on closing any attainment gaps across the schools</li> <li>• Be clear about pupils who are doubly vulnerable ie. those with SEND and eligible for Pupil Premium monies and track their progress particularly closely</li> </ul> </li> </ol>
	<p><b>Procedure</b></p>	<p><b>During the forthcoming year we will be</b></p> <ul style="list-style-type: none"> <li>• Pupils with multiple vulnerabilities are clearly identified.</li> <li>• Termly SEN meeting to discuss and monitor individual children.</li> <li>• SENCO to monitor and oversee support plans and ensure appropriate targets are set for individual SEN pupils.</li> <li>• Termly monitoring and analysis of progress for individual children</li> <li>• Challenging targets are set for all pupils.</li> </ul>
	<p><b>Responsibility</b></p>	<p><b>Teaching Staff, SENCO, Principal, Vice Principal, governors</b></p>
	<p><b>Measurable success indicators</b></p>	<ul style="list-style-type: none"> <li>• Receiving class teacher will have a full understanding of pupils they are receiving.</li> <li>• Teaching staff will have a clearer understanding of pupils with SEN and strategies that could be used.</li> <li>• Appropriate targets and interventions will be in place</li> <li>• Monitoring will indicate the progress particularly those with multiple vulnerabilities.</li> <li>• Identified pupils will make at least the expected progress towards their challenging targets.</li> </ul>

	<b>Timings</b>	<b>To be completed by July 2022</b>
	<b>Expense</b>	<b>No identifiable expense.</b>
	<b>Resistance</b>	<b>The only foreseeable problems.</b>
	<b>Problems</b>	<b>Some staff may need additional training.</b>
	<b>Learning from others</b>	<b>Staff to have training and additional support where necessary.</b>
	<b>Engagement</b>	<b>School staff and governors.</b>