



Equality Objectives

Sutton Courtenay Primary School

Approved by the Local Governing Body: 31st January 2022

Review date: 24th May 2026

Equality Objectives 2022-2025	Actions required to achieve objective	Person Responsible	Aims of the Equality Duty	Protected Characteristics	How will we monitor progress towards the objective?
<p>Attendance Attendance of all groups is showing a trend towards closing gaps. In particular, persistent absence shows a closing gap between disadvantaged children and their peers. <i>See Figure 1.</i></p> <p>By July 2022, persistent absence for disadvantaged children has reduced from 19.5% (2019) to NA 16.1% (2019)</p> <p>By July 2026, persistent absence for disadvantaged children is less than 5% and within 2% of non-disadvantaged reducing to the same % as non-DA children over time</p>	<ol style="list-style-type: none"> Swift identification of children below 90% attendance and analysis. Additional HSLW capacity – one day per week, to develop relationships with families. Action plans for children below 90% prior to contract – ‘watch list’ Children’s voice captured by all staff on Integris, eg regarding morning routines etc. Use of breakfast club to start mornings well. Family Links parenting courses boost capacity of parents to engage with school. 	<p>HA CH RH LP</p>	<p>Foster good relations</p> <p>Advance equality of opportunity</p>	<p>Age</p> <p>Religion or belief</p> <p>Race</p> <p>Disability</p>	<p>Persistent absence cases are all documented fully with case history notes.</p> <p>There is clear evidence of intervention and evaluation cycles.</p> <p>There is evidence of a falling trend.</p> <p>Parent voice shows positive feedback from support received.</p> <p>Regular tracking and monitoring of PA data for all children and DA children</p> <p>Governors to monitor progress towards objectives at same time as final review of SDP each summer term</p>
<p>Engagement Children from all groups participate in the wide range of personal development opportunities on offer, in particular with the Star Leadership Award</p>	<ol style="list-style-type: none"> Clear, targeted communication to specific families about what is on offer. Support with costs, eg through PP and County subsidies Tracking participation in clubs 	<p>HA, LK</p>	<p>Eliminate discrimination</p> <p>Advance equality of opportunity</p>	<p>Age</p> <p>Religion or belief</p> <p>Race</p>	<p>There is evidence of where the school has reached out to families to overcome barriers to participation.</p> <p>Participation rates for disadvantaged children in music have risen since</p>

<p>programme and with opportunities in music.</p> <p>By the end of July 2022, 100% of disadvantaged children have completed the star leadership award.</p> <p>By the end of July 2022, at least 60% of disadvantaged pupils have taken part in extracurricular club, increasing to 100% over the following two years</p>	<p>4. Tracking Star Award progress</p>		<p>Foster good relations</p>	<p>Disability</p>	<p>2019 (last suitable measure point)</p> <p>Regular tracking and monitoring of participation data for all children and DA children</p> <p>Governors to monitor progress towards objectives at same time as final review of SDP each summer term</p>
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<p>Learning To close the gap in reading attainment between disadvantaged pupils and their peers. <i>See figure 2</i></p> <p>By the end of July 2022, at least 70% of disadvantaged children will reach the expected standard in reading, increasing to 90% over the following two years.</p>	<ol style="list-style-type: none"> 1. Track and identify children not reading at home. Deploy volunteers effectively to boost reading practice in school. 2. Move quickly to identify children who may need an EHCP as they move through school to protect their learning needs. Begin the process of information gathering with parents prior to decision about EHCNA 3. Review reading scheme for early books – ensure advice for parents on books sharing is clear to promote enjoyment – FOSCS to support with audit 4. Track vocabulary assessments using 	<p>MH RH and all teaching staff LP FOSCS LP/BH/AH/KW to train KS1 staff in Renfrew</p>	<p>Foster good relations</p> <p>Advance equality of opportunity</p>	<p>Age Religion or belief Race Disability</p>	<p>Children below the expected level in reading are identified and supportive intervention cycles reviewed for effect.</p> <p>Reading scheme is attractive and messaging for parents on how to support reading clear</p> <p>Parent survey shows reading at home is enjoyable</p> <p>Children with low levels of vocabulary are carefully tracked and intervention is appropriately targeted.</p>
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	<p>Renfrew through Key Stage 1 as well as Foundation Stage.</p> <p>5. Plan effectively for six children, Afghan refugees, with EAL and no English currently.</p>				<p>Children with EAL show good rates of progress on DfE tracker.</p> <p>Regular tracking and monitoring of reading data for all children and DA children</p> <p>Governors to monitor progress towards objectives at same time as final review of SDP each summer term</p>
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Figure 1

Persistent absence at the last point where national attendance figures were published, summer term 2019

Breakdown	No. of enrolments in the school	Absence					
		Sessions missed due to absence					
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	139	4.1	4.0	12	8.6	8.2	
Male	65	4.4	4.1	6	9.2	8.6	
Female	74	3.8	3.9	6	8.1	7.9	
Ever 6 FSM	41	7.2	5.6	8	19.5	16.1	
Non-Ever 6 FSM	96	2.6	3.5	2	2.1	5.4	
SEN EHCP	1	45.7	7.0	1	100.0	19.8	
SEN support	20	4.9	5.4	2	10.0	14.2	
No SEN	116	3.5	3.7	8	6.9	6.8	
English first language	134	4.1	4.0	11	8.2	8.2	
English additional language	5	5.9	4.1	1	20.0	8.4	

Persistent absence 2020-21

Persistent Absence 2020-21

All	SEND	Non-SEND	PP	NonPP	Boy	Girl
4.22	3.70	4.20	8.70	2.52	4.05	4.35

Notes

47 PP children in total

Persistent absence is 7 children.

Figure 2

In **summer 2021**, across the whole school 37% of disadvantaged children were below the expected level in reading.



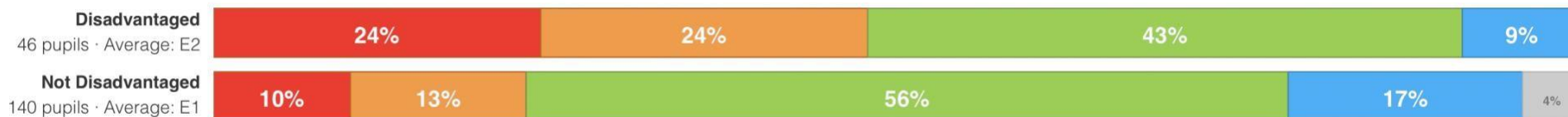
Historically, in Spring 2020:

Attainment Overview for All Pupils (from 2019-2020) - 2019-2020 Spring 1 - Main Assessment

Print

Reading

Legend Well below Just below Expected Above No data



In Summer 2019

Attainment Overview for All Pupils (from 2018-2019) - 2018-2019 Summer 2 - Main Assessment

Print

Reading

Legend Well below Just below Expected Above No data

