

Appendix 1 – Equality Objectives - ACTION PLANS

| Equality Strand | Action | How will the impact of the action be monitored? | Who is responsible for implementing ? | What are the time frames? | Early success indicators | Evaluation |
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| All | Monitor and analyse pupil achievement by disadvantaged, gender, EAL and disability and act on any trends or patterns in the data that require additional support for pupils by implementing appropriate support or intervention. | Achievement data analysed by disadvantaged, gender, EAL and disability. | Headteacher / Assessment Lead Governing body | Termly Pupil Progress Meetings | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups. | Termly data monitored & end of year analysis of results completed. The most significant gaps identified in EYFS (39% gap between % of boys and girls(+) achieved GLD) and at the end of KS2 (20% gap between boys and girls (+) in Reading and 20% between in Maths (boys+). Continue to monitor during 2017/18. |
| All | Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. | Increase in pupils' participation, confidence and achievement levels | RE Lead SLT Team | Ongoing | Notable increase in participation and confidence of targeted groups. | St Paul's curriculum promotes role models which reflects the schools' diversity. |
| All | Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender. | Gifted and Talented register monitored | Member of staff leading on G&T | Twice a year | Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity. | No Disabled pupils currently on roll at St Paul's Catholic Primary School. |
| All | Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity. | Increase in pupil participation, confidence and positive identity – monitor through PSHE | All Class Teachers/ Staff | Ongoing | More diversity reflected in school displays across all year groups. | On-going area for further development. |
| All | Ensure all pupils are given the opportunity to make a positive contribution to the life of the | School council representation monitored by gender, disability and disadvantaged. | School Council Lead Working | Ongoing | More diversity in school council membership. | Equal gender split on all councils within school. Disadvantaged pupils also represented on |

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| | school e.g. through involvement in the School Council, Working Together Council, Eco Council. | | Together Council Lead | | | councils. No disabled pupils currently on roll at St Paul's. |
| All | Ensure we maintain a professional workforce by ensuring that all staff are given access to developmental opportunities, including internal and external CPD. | Staff CPD Records | Headteacher SLT team | Ongoing | All staff feel valued and treated fairly in accessing training and development opportunities. | All staff have participated in CPD e.g Safeguarding Training, Talk for Writing Training, Speech & Language Therapy Training, Training from MIND |
| Race Equality Duty | Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis. | The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents | Headteacher / Governing body | Reporting: November, March and June | Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body. | Staff reminded of the need to report and thoroughly investigate Racist incidents. Racist incidents reported to the GB through the termly HT Report. |
| Gender Equality Duty | Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and girls' lunchtime football lessons, to make participation rates more reflective of the school population. | Increased participation of girls in sports clubs and out of school sport activities | Member of staff leading on sports / PE Lead | Ongoing | Continue to increase the percentage of girls taking part in before and after school sport. | In KS2, 78% of girls participated in extra-curricular sporting activity. In KS1, 34% of girls participated in extra-curricular sporting activity. Next step – aim to increase % of girls engaged in sporting activity in Key Stage 1. |
| Community cohesion | Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, To visit places of worship as part of curriculum enrichment activities. | PSHE/RE assessments | RE Lead Class teachers | Ongoing | Increased awareness of different communities shown in PSHE/RE assessments. | Cultural events, such as Chinese New Year celebrated through Key Stage assembly and through the EYFS curriculum. Y6 incorporating a range of languages into collective worship and participating in a Community Cohesion Day with Local Hyde Schools. |