

**Gresham Primary School**  
**Equality Objectives Statement Action Plan**  
**November 2023**

<b>Identified concern:</b>	<b>The school has identified that the gap between disadvantage pupils' and non-disadvantaged pupils' achievement in writing has not narrowed.</b>
<b>Objective:</b>	To ensure that the Pupil Premium Strategy and related funding accelerates progress for disadvantaged pupils with particular gains sought in writing.
<b>Aim:</b>	To diminish the gap between disadvantaged and non-disadvantaged pupils, particularly in writing where the greatest gap remains.
<b>Action:</b>	<p>To achieve this objective, the school will:</p> <ul style="list-style-type: none"> <li>• Provide writing focused tutoring for all pupil premium pupils.</li> <li>• Expect teachers to provide additional feedback, support, challenge and intervention for disadvantaged pupils.</li> <li>• Closely track the achievement of this group.</li> <li>• Introduce school wide writing initiatives to improve writing standards for all.</li> <li>• Closely monitor the homework of disadvantaged pupils and provide support where needed.</li> </ul>
<b>Responsibility:</b>	The deputy headteacher will be responsible for developing this objective; however, all staff are responsible for implementing all initiatives which fall within this objective.
<b>Affected parties:</b>	Disadvantaged pupils
<b>Timescales:</b>	The Pupil Premium Strategy is a three-year plan, but will be reviewed half termly.
<b>Success criteria:</b>	There will be an ongoing narrowing of the gap between PPG and Non-PPG with a particular focus on writing progress.
<b>Review:</b>	

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**Objective 2**

<b>Identified concern:</b>	<b>Disparity between girls' and boys' achievement seen in maths and English; an unbalanced uptake of playtime activities with girls reporting they feel excluded; few disadvantaged pupils enrolled in school clubs.</b>
<b>Objective:</b>	To ensure there is equity in access to and achievement in the curriculum for pupils of all groups.
<b>Aims:</b>	<ul style="list-style-type: none"> <li>• For all pupils to partake in lessons and activities in equal numbers and to report feeling confident and included.</li> <li>• To increase the number girls achieving the greater depth standard in maths to be in line with boys.</li> <li>• To increase the number boys achieving the greater depth standard in reading to be in line with girls.</li> <li>• To increase the number boys achieving the expected standard and greater depth standard in writing to be in line with girls.</li> <li>• For all children to adopt an inclusive approach to lessons, playtime and school life.</li> <li>• For all disadvantaged pupils to enrol in an extra curricula club.</li> </ul>
<b>Action:</b>	<p>To achieve this objective, the school will:</p> <ul style="list-style-type: none"> <li>• Expect teachers to foster learning environments where all pupils feel confident to take part and challenge themselves.</li> <li>• Introduce whole school maths initiatives aimed at maths fluency and problem solving with the intention of increasing numbers of pupils achieving the greater depth standard.</li> <li>• Introduce whole school English initiatives with the intention of increasing numbers of pupils achieving the expected and greater depth standard.</li> <li>• Run assemblies and lessons aimed at improving the attitudes of pupils at playtimes.</li> <li>• Keep more detailed records of provision provided for disadvantaged pupils, including any extra curricula activities.</li> <li>• Actively arrange for disadvantaged pupils to join school-based clubs for free and offer financial help with outside providers.</li> </ul>
<b>Responsibility:</b>	The headteacher will be responsible for developing this objective and implementing the appropriate actions.
<b>Affected parties:</b>	Boys, girls, disadvantaged pupils
<b>Timescales:</b>	Review each term alongside assessment cycle.

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<b>Success criteria:</b>	Improvement in girl's achievement in maths (narrowing gap). Improvement in boys' achievement in English (narrowing gap). Improvement in pupils voice perceptions of equality of opportunity at lunch times. Increase in numbers of disadvantaged pupils enrolled in clubs.
<b>Review:</b>	

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**Objective 3**

<b>Identified concern:</b>	<b>Some instances of SEN pupils being over-supported impacting on independence; learning targets lacking specificity and impacting on small steps progress.</b>
<b>Objective:</b>	To ensure pupils with SEND develop the same level of independence as their non-SEND peers and achieve the best possible outcomes relative to their starting points.
<b>Aims:</b>	<ul style="list-style-type: none"> <li>• Reduce the over-reliance of SEND pupils on teaching assistant support.</li> <li>• Improve the quality of targets for SEND pupils</li> </ul>
<b>Action:</b>	<ul style="list-style-type: none"> <li>• Training for teaching assistants to enable them to provide the most effective level and style of support.</li> <li>• Training for teachers to ensure tasks are suitably adapted to enable SEND pupil independence.</li> <li>• Review of how teaching assistants are deployed and utilised.</li> <li>• Review the Passport for Learning content to ensure targets are truly SMART</li> </ul>
<b>Responsibility:</b>	SEND Coordinator
<b>Affected parties:</b>	SEND pupils
<b>Timescales:</b>	Termly review in line with termly lesson observations.
<b>Success criteria:</b>	Learning walks and observations to report improved SEND pupil independence.
<b>Review:</b>	