

John Ball Primary School

Annual update on equality objectives - (October 2018)

Equality Objective:

- 1.** To explore and better understand the issues / barriers to learning of Pupil Premium progress preventing more pupils accessing the higher levels of exceeding expected (EE) attainment.
- 2.** To improve the attendance of PP pupils so that the gap between them and non PP decreases over next 3 years.

October 2016 update:

End of 2016 data shows that across almost every measure at both expected and exceeding expectations our PP children are above both the national average for all pupils as well as the National Average for PP pupils.

We continue to have an in school gap and this remains a target for all staff in their PM in 2016/17.

It was reported to the GB in July 2016 that the attendance gap between PP and Non PP has been significantly reduced to almost 0.1% which is negligible i.e. the gap is almost shut. We will of course need to monitor this over the next two years.

October 2017 update

End of 2017 invalidated data shows that across almost every measure at both expected and exceeding expectations our PP children are above both the national average for all pupils as well as the National Average for PP pupils. There are some areas for focus and consideration eg

- Below NA and LA ave in Y1 Phonics – see SEF for further context would these pupils.
- Below NA in Y6 GPS
- Below LA ave for Y2 RWM – mainly to do with maths. However the cohort were ave NA for their peers.

The school has now commissioned a Pupil Premium review being led by 2 National PP champions – Nov 7th 2017. A full action plan, review of the existing strategy and development of a new one will come out of the review. Members of the GB will be part of this process and sit on the working party to take this forward.

October 2018 update

End of 2018 invalidated data shows that across all measures our Pupil Premium children performed better than all others nationally. However, we continue to see an in school gap between progress and attainment of pupil premium children compared to their peers. We have begun to have individual conversations with parents of pupil premium children with a view to forming a focus group to better understand the barriers and challenges these children and families face.

Following the pupil premium review, we have adapted the way in which we track pupil premium children to ensure each individual teacher understands the whole educational journey of that child. In addition, we have adapted the policy around access to and funding of extra-curricular clubs.

Equality Objective: Continue to raise awareness of differences between us and tolerance towards difference e.g. family structures, religious belief or none, sexuality and promote positive attitudes towards difference.

October 2016 update

This is on-going and we continue to work on ensuring that staff awareness of differences within the school community is central. It may well be necessary to revisit the inset we ran in January 2015 with Sean Dellenty from Inclusion for All at some point over the next two years. One thing we may consider doing is to sign up for and work with an organisation such as <http://www.educateandcelebrate.org/> We have also requested to work with the organisation Show Racism the red card this year in KS2.

We are planning to re-run the family difference week held in 2015 in 2017.

October 2017 update

The school has carried out training with the Educate and Celebrate organisation to take this work forwards. A working party of staff, parents and governors is to be formed and an action plan is now being written after the Inset day in Sept 2017.

October 2018 update

As a result of the working party the school has achieved the bronze level award from the Educate and Celebrate foundation. The working party will continue to work with the school community to achieve further awards, with a view to eventually getting the gold mark award.

Equality Objective: To continue to employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve.

Staff Ethnic Categories – October 2018			
White British	60	Black/Black British Caribbean	9
Irish	2	Asian or British Asian or any other	2
Any other white background	1	Black or Black British African	1
White Eastern European	2	Any Other	4
Black or Black British any other background	1	Undeclared	3

October 2016 update

We will update the GB on this objective in January 2017 once the workforce census has been completed in Nov 2016.

October 2017 update

Our staff team are the most diverse they have been in the past 7 years.

October 2018 update

Although our staff team represents a diverse range of backgrounds, we recognise that it does not reflect our pupil and parent community. We plan to explore ways and adapt the recruitment process to ensure it is not unintentionally biased.

Additional Objective:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:

- In order to keep a high profile on Religion or Belief we will continue to deliver the RE syllabus through our RE days and other aspect of the curriculum. This is more important than ever as part of our agenda to develop the communities awareness of difference as part of our anti radicalisation strategy. We need to consider developing visits to different places of worship as part of our school curriculum activities. *See RE Subject Action plan in 15/16 SIP.*
- We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for John Ball Primary School are contained within the school improvement plan, which is operational from each summer term, and are monitored by the Governing Body.

October 2018 Update

We have appointed a TLR position to RE/SMSC/PSHCE to further enhance the subject profile across the school. In turn, this will ensure the curriculum reflects the diverse community we serve.