

**ST ANN'S C.E. PRIMARY SCHOOL AND
NURSERY**



Equality Objectives & Report

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Our Equality Objectives

The following objectives have been set for the academic years 2022 – 2026 and are reviewed annually:

Objective 1
To narrow the achievement gap and improve outcomes in reading, writing and mathematics for disadvantaged learners
Why have we chosen this objective?
Data shows that there is an in-school gap in achievement for disadvantaged learners in Phonics at Year 1, for writing and mathematics at KS1 and for writing and maths at Key Stage 2.
To achieve this objective we plan to:
Have high expectation for all children. Ensure that quality first teaching is of a high standard and that Pupil Premium expenditure focuses on addressing the learning needs of disadvantaged children, including the support of interventions and equipment. Regularly monitor the progress of children who are entitled to FSM and ensure that class provision maps address teaching and learning for these children. Engage with the English and Maths Hubs Continue to monitor the attendance of Pupil Premium children in comparison to Non Pupil Premium Children
Progress we are making towards this objective:
Annually: Pupil Premium documents in place identify interventions to support disadvantaged learners. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by TAs through structured intervention. Reading Plus, Lexia & Century to develop bespoke reading support ICT based reading programs. Small group for targeted children focus on reading (fluency and phonics support), spelling and maths support.

2024 - 25

2024 – 25 Data	Key Stage 2					Y1 Phonics	Attendance autumn & spring	
	Reading	Writing	Maths	RWM combined	Grammar Punct Spelling		Abs	PA
All Pupils	76.2%	81%	76.2%	71.4%	66.7%	79.2%	94,7%	17.0%
Disadvantaged pupils	76.9%	76.9%	69.2%	69.2%	61.5%	80%	94.5%	17.0%

Objective 2

To narrow the gap and improve outcomes in reading for children whose home language is not English.

Why Have we chosen this objective?

In-school and external data shows that the in-school gap in achievement is larger than that seen nationally in phonics and Reading scores.

To achieve this objective we plan to:

SENCo is identified EAL / INA lead teacher to work with other local schools in identifying and building best practice in supporting learners.

Ensure we welcome all families and that children feel a sense of belonging, though displays and resources.

Complete timely assessments, both informally and formally, to determine children's abilities and learning needs.

Ensure that quality first teaching is of a high standard and staff understand how to support INA (International New Arrival) and EAL (English as an Additional Language) learners.

Implement new resources for swift support for INA children across school.

Work with partners from other local schools to learn from identified excellent practice.

Utilise support from LA EAL Team

Work with the LA Attendance Team to improve the attendance of EAL children.

Progress we are making towards this objective:**2024 - 25:**

Additionally, Apps have been purchased for electronic devices supporting “Catch up” learning programs, including Lexia and Fast Phonics which provide good support for learning of phonics skills for new English learners. We have Widgeo support for NIA & EAL learners

The school website has translation facilities to support parents who cannot read in English with documentation to help their children learn.

Attendance of EAL children has continued to improve.

2024 – 25 Data	Key Stage 2					Y1	Attendance	
	Reading	Writing	Maths	RWM combined	Grammar Punct Spelling	Phonics	Abs	PA
All Pupils	76.2%	81%	76.2%	71.4%	66.7%	79.2%	94.7%	17.0%
EAL pupils	71.4%	85.7%	85.7%	71.4%	71.4%	83.3%	95.1%	16.3%

Objective 3

To nurture an understanding of the importance of identifying and combatting all forms of discrimination, with a particular focus on racism.

Why have we chosen this objective?

The Black Lives Matter movement has gained momentum nationally and internationally. Our children need to understand what racism is and why standing against racism is important and how they can make a positive difference. Along with our school community, the local community has become more diverse over the past 10 years with families moving into the area from other countries and with other cultures. As a school we want families to feel welcomed and to encourage community cohesion. A small number of children in school have used racist language towards each other when playing online games out of school. Very occasionally this language has been repeated in school.

To achieve this objective we plan to:

Use all appropriate curricular and extra-curricular opportunities and our Collective Worship, School Parliament and Christian Values to increase understanding of equality.

Develop an understanding of the importance of identifying and combatting discrimination through focus weeks eg Friendship Week.

To audit and improve the resources across school to include the protected characteristics, particularly focusing on BME positive role models.

Teach our children about the impact of discrimination through our PSHE curriculum (Heartsmart) and ensure they know the Protected Characteristics.

Progress we are making towards this objective:

Annually:

In the autumn term we have a friendship week each year. Across school we use a shared book to deliver PSHCE knowledge, skills and understanding.

2024-2025:

Each year we aim to have an inspirational visitor come into school to lead on an aspect of equalities learning. Recent visitors have been from disabled sports backgrounds, female rugby and Arabic musician. One of the visitors was from the wheelchair basketball team who brought equipment for all Key stage 2 children to have a session of wheelchair basketball. He also stayed and taught a similar session at the staff meeting.

The history curriculum has been developed to include History of Warrington including migration and our courageous advocates which link to our school values include people from various ethnic backgrounds. Across the curriculum there are a range of diverse people for children to learn about including artists and in music children have been involved in workshops about music from other cultures.

The Diocesan RE scheme includes high quality resources for learning about and from other religions, including Islam which is the faith of many of our families. Our children visit different religious buildings and learn about holy books, religious practices and customs. Children are encouraged to talk about the customs, beliefs and practices of their own faith and these are treated with respect.

We have audited reading books and the novels / books used in our curriculum to ensure that BME characters, authors and illustrators are represented. We have purchased new resources following this audit and are continuing to do this.