

# Montpelier Primary School

## SINGLE EQUALITY POLICY/SCHEME

### Introduction.

The Governors and staff at Montpelier Primary School are committed to the principle and practice of equality of opportunity and diversity.

We have an inclusive ethos which means all staff, pupils and parents work together to ensure that everyone, regardless of race, gender, sexual orientation, disability or social background can thrive.

We believe that no-one should receive less favourable treatment on the grounds of: their sex, race, disability, physical ability, age, health, income, religion/belief, colour, ethnic origin or nationality, marital status, gender or transgender, sexuality, nationality, pregnancy or marital status. We are committed to the advancement of equality to make our community stronger, together.

We are aware our community is predominately white British but we also serve pupils and their families from other backgrounds. Alongside our commitment to valuing the cultural inheritance of all the pupils in the school, the lack of diversity in our immediate area highlights the need to develop our pupils understanding and appreciation of equality and diversity in both the school and wider British society. Through our British Values, PSHE, RE, and assemblies, we ensure our pupils consider and value diversity and celebrate different cultural inheritances, even if often they have little direct experience of them. In doing so pupils are taught to respect and celebrate difference and understand that everyone, regardless of race, gender, sexuality or disability has equal value. Staff model respect and understanding in all their dealings within school.

We carefully monitor the progress of pupils who fall into particular groupings (Free School Meals, Disadvantaged Pupils, Girls, Boys, Special Educational Needs, English as an Additional Language) and put in place strategies within and outside of the class to ensure that the educational achievement of other pupils, both within the school and nationally.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### Principles.

Our approach to equality is based on the following key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

### **Purpose of the policy.**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties. These are:

1. Publish information to show compliance with the Equality Duty by April 6<sup>th</sup> 2012. This requires all public organisations, including schools to **eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups, and foster good relations between different groups.**
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6<sup>th</sup> 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

### **Links to other policies and documentation.**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, self - evaluation review, the school prospectus and school web site.

There are also references in the behaviour, admissions, SEN and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment and Selection Policy.

## **What we are doing to eliminate discrimination, harassment and victimisation.**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school.

We make a record of each specific equality consideration and this is available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

## **Behaviour, exclusions and attendance.**

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

## **Addressing prejudice and prejudice based bullying.**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

## **What we are doing to advance equality of opportunity between different groups.**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- On the school population by gender, disadvantage and ethnicity;
- On the percentage of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

We publish analysis of standards reached by different groups at the end Key Stage 2:

- White British
- Asian or Asian British
- Black or Black British
- Chinese
- Free School Meals
- EAL
- SEN Support
- SEN statements or EHC plans
- Looked after Children

We also collect, analyse and use data in relation to attendance and exclusions of different groups. This data can be found in the Equality Data Analysis on the school's website. We also provide paper copies in the school office.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or an EAL pupil joins our school.

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We provide support to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious background
- Disadvantaged pupils
- Girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

**Positive action.**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

**What we are doing to foster good relations.**

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, adoption of our key British Values across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Respect Festival, Anti- Bullying week.

**Other ways we address equality issues.**

We maintain records of all training relating the Equalities

We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well- being of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Publishing Equality Objectives (see Appendix 4)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

We produce Equality data Analysis which inform our discussions about the Equality Objectives.

### **Our Equality Objectives for 2017-18 are:**

#### **Action 1: For the school to eliminate discrimination, harassment and victimisation by:**

*Developing our pupils understanding and appreciation of equality and diversity in both the school and wider British society. This will include:*

- Organising special events to highlight Anti-bullying Week/ E Safety
- Preparing a range of assemblies and resources teachers can use based on the theme
- Explore possible opportunities to link with more diverse schools in the UK, especially Lee Forest in Birmingham

#### **Action 2: For the school to advance equality of opportunity between different groups.**

*Improvement of progress and attainment for key groups of pupils by:*

- Identify and resolve barriers to learning for key groups of pupils and develop, in all pupils, their understanding and application of learning processes.
- Ensure appropriately targeted interventions throughout school reduce gaps in learning for identified Pupil Premium children and boys
- Ensure appropriate interventions within the Foundation Stage and Key Stage 1 minimise and eventually eradicate gaps in learning developing between Pupil Premium and other children. Narrow any existing attainment gap for groups, especially Pupil Premium children and gender related gaps.

#### **Action 3: For the school to foster good relations between different groups by:**

*Becoming more proactive in engaging parents and carers especially our 'hard to reach' families.*

- Ensure all parents, specifically Disadvantaged families, are more proactively engaged in supporting their children's learning

*Building further links with our community through:*

- Organising a Community Christmas Tree Festival which celebrates our British Values and invites different members of the community in to take part in the Christmas Tree Festival

These actions are identified in our School Improvement Plan (Key Priority 1 and 4 and EYFS)

### **Monitoring and reviewing objectives.**

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

### **Roles and responsibilities.**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing body.**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

### **Headteacher and leadership team.**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

### **Teaching and support staff.**

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom;
- Challenge prejudice and discrimination;
- Deal fairly and professionally with any prejudice-related incidents that may occur;
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- Maintain the highest expectations of success for all pupils;
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- Keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

### **Equal opportunities for staff.**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Monitoring and reviewing the policy.**

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

### **Disseminating the policy.**

This Equality Policy along with the Equality Objectives and data is available on the school website as paper copies in the school office in the staff handbook on display for visitors, including parents and carers in an annual Equality Bulletin to parents as part of induction for new staff

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.



## Appendix 1

### Pupil related data using FFT Aspire data.

The Public Sector Equality Duty, requires that we publish the following information about the pupils at Montpelier Primary School

Information		Evidence and Commentary	
		School	National
Number on roll		667	269
Gender	Girls	46%	49%
	Boys	54%	51%
Pupils with free school meals		7%	26%
Pupils from minority ethnic groups		7%	31%
Pupils with first language not believed to be english		5.5%	20%
Pupils with SEN support		12.4%	13%
Pupils with an SEN statement of EHCP plan		9%	1.47 ~
Attainment		% of pupils achieving ARE	
Pupil data on Gender		Reading , Writing and Mathematics School %	Reading , Writing and Mathematics ( National 2017)
Girls		69%	65%
Boys		54%	57%
Pupil data by disability/SEN/Free School Meals / disadvantaged/ LAC		% of pupils achieving ARE	
		Reading, Writing and Mathematics School %	Reading , Writing and Mathematics ( National 2016)
Not SEN		71	61
SEN support		17	53
SEN statement or EHC plan		0	53
FSM in last six years		38	59
Non FSM in last six years		68	60
Pupil data by ethnicity		% of pupils achieving ARE	
		Reading, Writing and Mathematics School %	(National 2016 %)
English as a first Language		62	53
Other than English		100	53
White British		61	53
Indian		100	53
Other Asian		50	53
Black African		100	53
Chinese		100	53

## Appendix 2

### Attendance and exclusion data for the academic year 2016-17.

Information on attendance and exclusions for academic year 2016-17		
Pupil data by gender	Attendance Data % of	Exclusion Data
Girls	95.11%	0%
Boys	95.44%	0%
Pupil data by disability/ SEN/Free School Meals / disadvantaged/ LAC		
Not SEN	94.86%	0%
SEN support	94.59%	0%
SEN statement or EHC plan	93.39%	0%
FSM	93.1%	0%
Non FSM	95.46%	0%
Pupil data by ethnicity		
English as a first Language	95.36%	0%
Other than English	95.28%	0%
White British	95.37%	0%
European	95.86%	0%
Asian or Asian British	94.67%	0%
Indian	94%	0%
Black or Black British	94.81%	0%
Chinese	93.95%	0%

## **Appendix 3**

### **Our main equality challenges.**

This is a summary of the issues that we are most concerned about.

#### **1. Attainment of key groups**

We are prioritising closing the gap to National standards of attainment and progress of disadvantaged children, and accelerating the progress of boys reading within the revised assessment structures. For the current Y6 we are aiming to increase numbers of 'greater than expected progress of all groups to demonstrate value added within KS2.

#### **2. Widening our understanding of the diversity of our British Society**

We are aware our community is predominately white British but we also serve pupils and their families from other backgrounds. Alongside our commitment to valuing the cultural inheritance of all the pupils in the school, the lack of diversity in our immediate area highlights the need to develop our pupils understanding and appreciation of equality and diversity in both the school and wider British Society

We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school.

## Outcomes Action Plan 2017-18

<b>Key Priorities 1 &amp; 2:</b> 1) Improve outcomes for specific groups of pupils. <ul style="list-style-type: none"> <li>Narrow any existing attainment gap for groups; especially PP, SEND, &amp; boys and improve outcomes for HAPs.</li> </ul> 2) Key strategies for raising progress/attainment in core subjects are effectively implemented & consolidated. <ul style="list-style-type: none"> <li>AET Mathematics &amp; development of oracy, vocabulary, spelling.</li> </ul>	<b>Year 2017-18</b> Lead person accountable for the plan: JH, AW, TS.	<b>Finance Plan</b> How much will the plan cost - Which account code/s will fund the plan -
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<b>Success criteria:</b>	<b>Focus on outcomes. Specific, measurable impact on pupils (write this before you identify the actions to be taken).</b> 1) 90% of PP pupils, 75% of SEND pupils and 85% of boys make progress in line with other pupils. 2) HAPs at least in line with national data.
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Action	Lead person accountable	Time scale start & end dates	Training & CPD needs	Resources, costs & time
Ensure early identification and appropriate interventions in EYFS and KS1 minimise gaps developing between PP and other children.	FS, Y1 and Y2 Unit Leaders	Throughout 2017-18	As interventions are identified	£ PP Funding
Mini-bus provision ensures targeted PP individuals arrive at school for Breakfast Club and receive learning support.	DHT AHT	Throughout 2017-18	None identified	£ PP Funding
Targeted PP and boys/girls to receive additional learning support through after school provision.	DHT Headteacher	Throughout 2017-18	Staff INSET provided	£ PP Funding
Conduct a pupil-led needs analysis (with a focus on under attaining groups) exploring what engages and motivates them to learn.	DHT	By 12.2017	None identified	Nil
Ensure AET mathematics is effectively taught throughout the school following 2017-18 amendments.	Sarah Green Laura Harris	By 12.2017	Visit & communicate with link school	Scheduled release time
Review AET maths and its impact throughout the academic year.	Sarah Green Laura Harris	By 06.2018	Sharing of identified best practice	Scheduled release time
Review the GR and phonic consistencies across the school and ensure these are adhered to. Monitor and evaluate impact.	Danielle Jones Laura Dyer	Termly	PTSA Oracy and Y1 phonics training	Scheduled release time
Ensure PIRA/PUMA tests are administered and subsequently analysed to establish areas requiring development – action necessary improvements.	Danielle Jones Laura Dyer	3x year – towards end of each term	Shadow leads trained: gap analysis	Scheduled release time
Facilitate the regular sharing of best practice within staff meetings and INSET, especially with regard to English and AET mathematics.	Unit Leaders En/Ma Leaders	Throughout the academic year	Sharing of identified best practice	Staff meetings and INSET days

### Monitoring

Who	What	Where	When	External Validation
Staff member responsible	What monitoring activities will be taking place?	Where will these be reported?	When will you review/ report the outcomes of monitoring activities	Will there be any external validation of your work (e.g. School Improvement Partner, Governors etc.)
SLT and middle leaders	Observations, scrutinies & reporting from senior and middle leaders	Governors meetings	Fortnightly & monthly	Governors and Reach (monthly)
		SLT meetings	Weekly	
		Pupil Profile meetings	Termly	

<b>Impact</b> <i>What will the outcomes on pupils be?</i>	<b>Update</b> <i>How close are you to the stated outcomes?</i>	<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
Attainment gap between identified groups is diminished in each year group in line with targets set by SLT.		

### Personal Development, Behaviour & Welfare Action Plan 2017-18

<b>Key Priorities 4:</b> Ensure all parents, specifically PP, are more proactively engaged in supporting their childrens' learning by increasing opportunities to engage in school. Specifically target support with homework, listening to children read, attending parents' evening, willingness to approach staff directly.	<b>Year 2017-18</b> Lead person accountable for the plan: Aaron West (Deputy Headteacher)	<b>Finance Plan</b> How much will the plan cost - Which account code/s will fund the plan -
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<b>Success criteria:</b>	<b>Focus on outcomes. Specific, measurable impact on pupils (write this before you identify the actions to be taken).</b> <ul style="list-style-type: none"> <li>Parent questionnaire responses indicate an improved perception towards communication with school.</li> </ul>
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<b>Action</b>	<b>Lead person accountable</b>	<b>Time scale start &amp; end dates</b>	<b>Training &amp; CPD needs</b>	<b>Resources, costs &amp; time</b>
Conduct 'Meet the Teacher' sessions within first three weeks of term in order to establish effective parent relationships from the outset.	Unit Leaders Teaching Staff	By 10.2017	Nil	Nil
Ensure greater degree of support is provided for the PTFA to extend their membership and the capacity to deliver events during the year.	AHT	Throughout the academic year	Nil	Nil
Organise, promote and deliver a range of parental information workshops, especially for PP parents (e.g. reading support, AET maths tips, etc.).	AHT & Subject Leaders	Termly (3)	Nil	£550
Organise a special event to which parents are invited to watch or take part in an aspect of learning with the year group (three per year).	Unit Leaders	Termly (3)	Nil	Nil
Review successes, seek/act upon suggestions and parental opinion regarding accessibility to and communication with school.	IT Leader & IT Technician	By 12.2017	Nil	Nil
Seek further funding to relocate and/or extend the Community Café in order to increase its appeal and availability.	SBM	By 04.2018	Nil	£700

#### Monitoring

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>External Validation</b>
Staff member responsible	What monitoring activities will be taking place?	Where will these be reported?	When will you review/ report the outcomes of monitoring activities	Will there be any external validation of your work (e.g. School Improvement Partner, Governors etc.)
SLT and middle leaders	Parent questionnaire	Governors meetings	Fortnightly & monthly	Governors and Reach (monthly)
		SLT meetings	Weekly	
		Pupil Profile meetings	Termly	

<b>Impact</b> <i>What will the outcomes on pupils be?</i>	<b>Update</b> <i>How close are you to the stated outcomes?</i>	<b>Final Evaluation</b> <i>Have the intended outcomes been achieved?</i>
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The attainment gap between PP, boys & girls has been reduced in every year group and systems established to ensure this trend continues in subsequent years.		
PP and 'hard to reach' parents more actively participate in their child's learning.		

Early Years Action Plan 2017-18				
<b>Key Priorities</b> <ul style="list-style-type: none"><li>To diminish the differences in attainment for all groups from different starting points.</li><li>Outcomes for attainment in the Foundation Stage at least meet national expectations, especially in writing.</li><li>Develop the FS learning environment in order to create a better balance between child-initiated and teacher-led learning.</li></ul>		<b>Year 2017-18</b> Lead person accountable for the plan: Aaron West (Deputy Headteacher) and Charlotte Johnson (FS Unit Leader).	<b>Finance Plan</b> How much will the plan cost - Which account code/s will fund the plan -	
<b>Success criteria:</b>	<b>Focus on outcomes. Specific, measurable impact on pupils (write this before you identify the actions to be taken).</b> <ul style="list-style-type: none"><li>FS GLD data moves just above national and % FSM remains above national. 70+%/ ELG in writing.</li></ul>			
Action	Lead person accountable	Time scale start & end dates	Training & CPD needs	Resources, costs & time
Baseline> Move from Early Excellence to a self-designed system linked to development matters to provide an increasingly accurate judgement of individual starting points.	Unit Leader & Teaching Staff	By 06.10.2017	Staff INSET September 4th	Nil
Ensure Class groupings are established to ensure a balance across the unit. (Gender, PP, DOB).	EYFS Team	By 29.09.17	Nil	Nil
Ensure early identification and appropriate interventions in EYFS minimise gaps developing between PP and other children.	EYFS Team DHT & AHT	Throughout 2017-18	As interventions are identified	£ PP Funding
EYFS team to implement through a series of small amendments a balance between child initiated and focused learning. The learning environment will be adapted to provide a space that is accessible and does not place limitations of what, where and when the children learn.	EYFS Team & DHT	Throughout 2017-18	Staff INSET	TBC
To provide more writing opportunities both indoors and outdoors – to raise the achievement of EYFS children achieving >70% of ELG in Literacy by 2018.	EYFS Team & subject leaders	Throughout 2017-18	Nil	Nil

To develop the outdoor area in the EYFS learning environment to enhance the learning experience of the children and impact GLD.		EYFS Team	Throughout 2017-18	Nil	TBC
Monitoring					
Who	What	Where	When	External Validation	
Staff member responsible	What monitoring activities will be taking place?	Where will these be reported?	When will you review/ report the outcomes of monitoring activities	Will there be any external validation of your work (e.g. School Improvement Partner, Governors etc.)	
SLT and middle leaders	Parent questionnaire	SLT and middle leaders	Parent questionnaire	Governors and Reach (monthly)	
		SLT meetings	Weekly		
		Pupil Profile meetings	Termly		
Impact What will the outcomes on pupils be?		Update How close are you to the stated outcomes?		Final Evaluation Have the intended outcomes been achieved?	
End of EYFS attainment is in line or better than targets set for national Age Related Expectations (GLD).					