



Griffin Primary School
Equality Action Plan
2020-2021



Equality objectives					
To promote understanding and respect for differences, including staff training on equality and diversity.					
To further narrow the gap for disadvantaged pupils and boys in Reading, Writing and Maths in all year groups.					
To improve provision for pupils for whom English is an additional language.					
To improve provision and progress for pupils with a special educational need and/or disability.					
Aim	Specific actions	Responsible	Budget / resources	Timeframe	Impact
To promote understanding and respect for differences, including staff training on equality and diversity	<ul style="list-style-type: none"> • Follow Jigsaw lessons which have been updated with changes to RSE • Promote British values and SMSC through: <ul style="list-style-type: none"> ○ school events ○ school council meetings ○ assembly focus based on Jigsaw ○ identified opportunities within the curriculum • Promote a range of beliefs - Rev. Aian church assemblies - 	<p>LP, PT, JS, DM, KR and PSHE subject leader to lead</p> <p>All staff to plan opportunities through MTPS and embed</p> <p>RE lead - LW</p>	<p>Allocated trip/ experiences budget</p> <p>Time to plan</p>	<p>Weekly Jigsaw lessons</p> <p>Yearly review</p> <p>Weekly</p> <p>Each term</p>	Proposed impact: Greater understanding about differences Issues are covered through lessons, assemblies and CPD



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	festivals in yearly timetable -3x RE day with focus on additional religion by year group		Time to plan	Each term September	
To further narrow the gap for disadvantaged pupils and boys in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> • Pupil Premium report and plan produced and reviewed annually • Pupil progress meetings termly • Attainment trackers termly and data analysis • Decrease gap between PP and national others • Boys focus for book look and moderation cycle • Interventions for gaps in learning • Reducing the gap for reading and writing in EYFS • Attendance above 96% for all pupils 	<p>Assessment, English and Maths subject leaders (JS, ZM and KR)</p> <p>All staff to monitor and embed</p> <p>LP, SLT and AC</p>	<p>Time allocated for meetings</p> <p>Time allocated for assessment input</p> <p>PP report to indicate interventions</p>	Ongoing through the year particularly at assessment points 3 x yearly	Proposed impact: A narrowed gap between disadvantaged pupils and boys Pupils individual targets and needs are identified.
To improve provision for pupils for whom English is	<ul style="list-style-type: none"> • Audit language levels of EAL pupils 	LP, PT, JS, DM and KR to lead	EAL budget	Ongoing based on need of pupils	Proposed impact: New pupils are supported and their needs identified



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<p>an additional language</p>	<ul style="list-style-type: none"> • Designated EAL lead • Teacher to make early baseline assessments when new pupils start at school • Buddy system • Home to school support by Safeguarding and Welfare Liaison Officer • CPD for staff to meet needs of EAL pupils 	<p>All staff to monitor and embed</p>	<p>CPD opportunities identified and staff attendance</p> <p>Safeguarding and Welfare Liaison Officer time</p>		<p>early on. The pupils make rapid and sustained progress in their language skills</p>
<p>To improve provision and progress for pupils with a special educational need and/or disability</p>	<ul style="list-style-type: none"> • Track pupils progress and identify small next steps through evidence in books • Plan effective 'quality first' teaching for SEND pupils • Train staff to teach pupils with SEND effectively to make progress 	<p>LP, PT, JS, DM, KR and SENCO CH to lead</p> <p>All staff to monitor and embed</p>	<p>Pupil tracking data Monitoring of books Time to plan</p> <p>Staff meeting time</p> <p>SEN budget SEN report to indicate interventions</p>	<p>Ongoing</p>	<p>Proposed impact: Pupils individual needs are identified, and targets created to meet those needs. Celebrate inclusion and diversity through assemblies. A range of visitors in school who have disabilities. Provide larger text where needed</p>



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	<ul style="list-style-type: none">• Provide interventions and resources• Celebrate the achievements of disabled role models nationally and globally.• Ensure a range of visitors enable pupils to engage positively with disabilities				
Evaluation (July 2021)					

Reviewed annually