



Griffin Primary School
Equality Action Plan
2021-2022



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 SEMH need.					
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"> ○ assemblies and themes ○ school events ○ school council meetings ○ assembly focus based on Jigsaw ○ identified opportunities within the curriculum • Promote a range of beliefs - Rev. 	<p>Head of School, SLT 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>	<p>Proposed impact: Greater understanding about differences. Issues are covered through lessons, assemblies and CPD. Celebrate inclusion and diversity for all pupils through assemblies.</p>



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	Aian church assemblies - 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 (ES, 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.



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<p>To improve provision for pupils for whom English is an additional language</p>	<ul style="list-style-type: none"> • Audit language levels of EAL pupils • Designated EAL lead • Teacher to make early baseline assessments when new pupils start at school • Buddy system • Use of laptop with translation websites • Home to school support by Safeguarding and Welfare Liaison Officer • CPD for staff to meet needs of EAL pupils • ELSA to support transition into school 	<p>Head of School and SLT to lead</p> <p>All staff to monitor and embed</p>	<p>EAL budget</p> <p>CPD opportunities identified and staff attendance</p> <p>Safeguarding and Welfare Liaison Officer time</p> <p>ELSA time</p>	<p>Ongoing based on need of pupils</p>	<p>Proposed impact: New pupils are supported and their needs identified 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</p>	<ul style="list-style-type: none"> • Track pupils progress and identify small next steps through evidence in books 	<p>Head of School, SLT and SENCO to lead</p>	<p>Pupil tracking data</p> <p>Monitoring of books</p> <p>Time to plan</p> <p>Staff meeting time</p>	<p>Ongoing</p>	<p>Proposed impact: Pupils individual needs are identified, and targets created to meet those needs.</p>

