

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 – AL</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. Provide pupils with opportunities to find out more about differences through books – fiction and non-fiction.</p>

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	<p>Aian church assemblies - festivals in yearly timetable -3x RE day with focus on additional religion by year group</p> <ul style="list-style-type: none"> • Purchase and introduce a diverse range of books into the curriculum for reading and reading for pleasure 	Reading lead - ZM	<p>Time to plan</p> <p>Reading budget</p>	<p>Each term</p> <p>September</p> <p>Half-termly</p>	
<p>To further narrow the gap for disadvantaged pupils and boys in Reading, Writing and Maths in all year groups.</p>	<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 	<p>Assessment, English and Maths subject leaders (ES, ZM and KR)</p> <p>All staff to monitor and embed</p>	<p>Time allocated for meetings</p> <p>Time allocated for assessment input</p> <p>PP report to indicate interventions</p>	<p>Ongoing through the year particularly at assessment points 3 x yearly</p>	<p>Proposed impact: A narrowed gap between disadvantaged pupils and boys Pupils individual targets and needs are identified.</p>

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	<ul style="list-style-type: none"> Reducing the gap for reading and writing in EYFS Attendance above 96% for all pupils Identify pupils for interventions and school-led tutoring to narrow the gap 	<p>LP, SLT and AC</p> <p>LP and SLT</p>	<p>Weekly phone calls to parents</p> <p>SLT meeting time to review pupils</p>	<p>Weekly</p> <p>Half-termly</p>	
To improve provision for pupils for whom English is an additional language	<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 	<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>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; and therefore can access more of the curriculum.</p>

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	<ul style="list-style-type: none"> • ELSA to support transition into school 		ELSA time		
To improve provision and progress for pupils with a special educational need and/or SEMH need.	<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 and SEMH pupils • Train staff to teach pupils with SEND and SEMH effectively to make progress • Provide interventions and resources • Identify pupils with SEMH needs • Provide ELSA time for identified pupils • Provide additional resources and interventions • Liaise with parents/carers 	<p>Head of School, SLT and SENCO to lead</p> <p>All staff to monitor and embed</p> <p>Head of School, SLT and SENCO to lead</p> <p>ELSA, SENCO and LP</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>ELSA time x2 TAs</p>	<p>Ongoing</p> <p>Half-termly reviews</p>	<p>Proposed impact: Pupils individual needs are identified, and targets created to meet those needs. Pupils with SEND and SEMH needs are well-supported to make progress in their learning and development. Use of ELSA sessions develops confidence and resilience which impacts on learning in the classroom.</p>
Evaluation					

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(July 2024)	
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Reviewed annually