

Broad Square Primary School Equality Action Plan 2017 onwards

Objectives	Actions	Who is responsible?/Timescale	Success Criteria	Evaluation
<p>To continue to close the gap for disadvantaged children in our school.</p>	<ul style="list-style-type: none"> • Children with behavioural/social and emotional difficulties will be identified and supported in our Caterpillar Room. • Pupils Premium will be used to employ staff to support with literacy and numeracy intervention. 	<p>1 Qualified teacher J. Woods (T.A.) 2017-2018</p> <p>1 Qualified Teacher for Literacy intervention 1 Qualified Teacher for Mathematics 2017-2018</p>	<p>Children attending the Caterpillar Room achieve in line with those children who continue in their mainstream class.</p> <p>Pupils receive literacy and numeracy interventions will achieve accelerated progress in tracking systems.</p>	
<p>Ensure that children with additional needs in foundation stage are identified early.</p>	<ul style="list-style-type: none"> • Link with previous settings/health visitor as needed. • Refer to Speech and Language/Outside Agencies ASAP. • Link with Clubmoor Sure Start to run parenting courses in our school. • SENCO to seek advice from local consortia. • Top-up funding applied for as necessary via LA • 	<p>A Taylor: EYFS co-ordinator Foundation Stage Staff 2017-2018</p>	<p>Children needs are identified/ supported within foundation stage quickly. Children achieve their full potential in foundation stage.</p> <p>Advice from outside agencies is adhered to and children progress well in EYFSP because of this.</p>	

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<p>To improve boys attainment in writing across the school.</p>	<ul style="list-style-type: none"> • Continue with 'Talk for Writing' across the school. • Organise training for Talk for Writing for staff. • Update resources for Talk for Writing across the school as needed. • Organise Writing/poetry Competitions. • Use GL assessment to identify progress. • Continue to use Reading Eggs, encouraging children to read home. • Foster a Love for Reading across the school. • Apply for the Gold Reading Charter Mark. • Lunchtime Library. • Reading Events- Ready, Steady Read. 	<p>Literacy Team.</p> <p>D. Jones.</p> <p>D. Jones.</p> <p>D. Jones.</p> <p>D. McNamara.</p> <p>G. Kenningham.</p> <p>Literacy Team/Class Teachers.</p> <p>All staff</p> <p>H. Seaborne.</p> <p>Literacy Team</p> <p>All staff</p>	<p>Boys' attainment in writing will improve due to new teaching strategies.</p> <p>Boys' attainment in reading will improve.</p> <p>Children will develop a love for reading and will read both at home and in school for pleasure.</p>	
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<p>Muslim pupils will be able to comply with their cultural needs.</p>	<ul style="list-style-type: none"> • School to provide a calm, quiet area within the school day for Muslim Children to complete their prayers in private. • Provide a space for prayer mats and other religious items to be stored. 	<p>A Taylor / E. Spencer. On-going: 2017 onwards</p>	<p>Muslim Pupils can complete their prayers daily in private.</p>	
<p>Improve communications with all parents /carers in order to meet their child's needs.</p>	<ul style="list-style-type: none"> • Provide text service to those who have mobile telephones. • Offer an interpreter/sign language service for those who are deaf or have an additional language as a barrier. • Offer all school documents in other formats upon request. • Offer separate Parents Evening slots and reports to families who are separated. 	<p>A Taylor. E Spencer. 2017 onwards</p>	<p>Parents/carers have up-to-date accurate information about their child.</p> <p>All parents, regardless of barriers can communicate effectively with school.</p> <p>Parents/carers can access all school documents as needed.</p> <p>Parents/carers who are separated can both access school and their child's education.</p>	

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<p>To ensure all LAC children achieve to their full potential.</p>	<ul style="list-style-type: none">• We complete and update the PEP Form.• Monitor the Children's progress and organise for outside agencies to be involved as needed.• We use the school mentor for emotional support for family as needed.• We attend all social service meetings and child protection meetings as needed.• LAC child funding used to support identified needs for individuals	<p>A Taylor. Class Teachers. 2017-2018</p>	<p>Children are happy, settled and make good progress from their starting point. Children are supported well with emotional/trauma needs. Children access all extra-curricular activities they require.</p>	
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