

Key Area: Equality Objectives 2017-2021						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Increase the proportions of disadvantaged children reaching the highest levels of performance by the end of key stage 2	a. Develop mastery approaches in English and Mathematics across the school b. Continue to strengthen early identification of needs and allocation of resources early on c. Introduce tutoring and support across Key Stage 1	Disadvantaged children attain the highest possible levels and make excellent progress from starting points	Termly data analysis (curriculum committee)	Allocated in plan	1	
Narrowing the in-school gap between girls and boys performance in mathematics	a. Implement different group structures in mathematics at Key Stage 2 to address any historical gaps in performance b. Promote positive attitudes to girls mathematics by the use of after school clubs and profile raising initiatives. c. Develop mastery approaches in the curriculum to ensure that children build secure understanding early on. d. Develop the teaching of mathematics in Reception and the early years	In-year performance of girls is at least as good as boys	Termly data (curriculum committee)	Allocated in plan	1	
Promote culture of mutual respect based on excellent	a. Develop the teaching of Religious education across the	Children are highly respectful of each other.	Book monitoring	Allocated in plan	2	

<p>knowledge and understanding of different faith and cultural perspectives</p>	<p>school, fully implementing the LDBS scheme of work</p> <p>b. Ensure that children's self evaluation and thinking in RE fully encompasses the requirements of the curriculum and promotes spiritual development and theological discussion.</p> <p>c. Continue to develop the use of assemblies to explore school core Christian values and fundamental British values</p> <p>d. Maintain provision high status events celebrating different language cultures.</p>	<p>They use their learning in RE well and have very positive attitudes to each other.</p> <p>Book work in RE is of an excellent standard.</p>	<p>Pupil survey and observations of behaviour for learning</p>			
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