**Equality Objectives 2021-25**

**Dale Community Primary School and Stonehill Nursery School**

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| **Objective** | **Action** | **When** | **Who** | **Measure** | **Outcome/impact** |
| *Dale Community Primary and Stonehill Nursery*  To improve staff and Governor understanding of equal opportunities and non-discrimination particularly with regards to statutory duties when teaching RHE | Staff and Governor training on the Equality Act, protected characteristics and links to the PSHE curriculum  Implementation of PSHE curriculum | September 2021  By July 2022  By July 2023 | LF | Staff report increased understanding of the Equality Act, equal opportunities and discrimination  Statutory RHE guidance covered in the PSHE curriculum whilst sensitive to the needs of the community  Pupils demonstrate an increased understanding of the protected characteristics | End of year review – Year 1 (July 2022)  PSHE scheme of work covers all areas of the statutory RHE guidance. The teaching of the protected characteristics has been identified throughout the PSHE scheme of work.  Assemblies reviewed for next academic year to include protected characteristics. |
| End of year review – Year 2 (July 2023)  The teaching of protected characteristics has been identified from FS1-Y6 and collated in a mapping document. Assemblies have been reviewed and the links between the content and the protected characteristics has now been made, which is also made explicit to the children. This will be continued next year including pupil voice around protected characteristics. |
| End of year review – Year 3 (July 2024) |
| Final evaluation – Year 4 (July 2025) |

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| **Objective** | **Action** | **When** | **Who** | **Measure** | **Outcome/impact** |
| *Dale Community Primary School*  Increase the number of pupils with SEND participating in extra-curricular sports activities | Actively encourage pupils with SEND to attend after school clubs  Register for ‘plus’ events *(when COVID restrictions are lifted)*  Actively encourage pupils to participate in competitive events *(when COVID restrictions are lifted)* | By July 2024 (review annually)  Monitor termly as part of the Sports Premium action plan | Sports Team | Increase the number of SEND pupils taking part in after school clubs | End of year review – Year 1 (July 2022)  No SEND festivals were attended due to COVID-19.  SEND pupils have attended additional swimming sessions.   |  |  |  | | --- | --- | --- | |  | How many children attended in total (2022-23) | How many of these children are on the SEND register (2022-23) | | After school clubs | 104 | 4% | |
| End of year review – Year 2 (July 2023)  Pupils with SEND have continue to attend additional swimming sessions.   |  |  |  | | --- | --- | --- | |  | How many children attended in total (2022-23) | How many of these children are on the SEND register (2022-23) | | After school clubs | 123 | 8% | | Sporting events | 22 | 9% | |
| End of year review – Year 3 (July 2024) |
| Final evaluation – Year 4 (July 2025) |

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| **Objective** | **Action** | **When** | **Who** | **Measure** | **Outcome/impact** |
| *Dale Community Primary School*  Reduce the number of persistent absentees for pupils with EHCPs so that it is in line with national average  *(2018-19 ASP Dale EHCP persistent absence 23.1%, national EHCP persistent absence 19.8%)*   |  |  |  |  | | --- | --- | --- | --- | | 2018-19 | National | Dale | Gap | | Persistent absence | 19.8% | 23.1% | 3.3% | | Half termly attendance analysis of data for pupils with EHCPs  When appropriate, meetings with parents  Regular attendance celebrations | By July 2024 (review annually) | AB | Reduce the number of persistent absences so that it is in line with national or lower | End of year review – Year 1 (July 2022)   |  |  |  |  | | --- | --- | --- | --- | |  | National | Dale | Gap | | Persistent absence | 31.3% | 35.3% | 4% |   Of these pupils, 4 had significant medical conditions. |
| End of year review – Year 2 (July 2023)   |  |  |  |  | | --- | --- | --- | --- | |  | National | Dale | Gap | | Persistent absence |  |  |  |   Of these pupils, 1 had significant medical conditions.  *\*Add data from 22-23 ASP when released\** |
| End of year review – Year 3 (July 2024) |
| Final evaluation – Year 4 (July 2025) |

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| **Objective** | **Action** | **When** | **Who** | **Measure** | **Outcome/impact** |
| *Stonehill Nursery School*  To increase levels of parental engagement in courses and classes e.g. ESOL, PEEPs | Organise a programme of classes run by members of staff and external partners  Identify parents who would benefit from participating and support them to engage | By July 2024 (review annually) | CT | Parents report an increased understanding of how to support their child’s learning | End of year review – Year 1 (July 2022)  Six classes have been run during the summer term following Covid restrictions being lifted. Parental feedback from these sessions were positive.  ESOL classes (run by an external provider) did not run due to low numbers following Covid. |
| End of year review – Year 2 (July 2023)  Parent sessions have been positive. 115 parents attended 21 different sessions. Sessions have included a focus on health, supporting independence, communication and language, behaviour, maths, e-safety, school readiness, regulation of emotions and routines at home. Feedback from parents has been positive including how the sessions have helped them to support their child. |
| End of year review – Year 3 (July 2024) |
| Final evaluation – Year 4 (July 2025) |