



## Equality Objectives 2021 for The Radstone Primary School

At The Radstone Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

### Our School within the Wider Context (as at September 2021)

The national demographic presents an ever-changing picture in terms of ethnicity, disability and social deprivation.

<b>Gender:</b>	Girls	52%	Boys	48%
<b>SEN/D:</b>	14% (39 pupils)		<b>Pupils with EHC plans:</b>	2 (YR & Y3) + 2 pending
<b>EAL:</b>	2% (5 pupils)			
<b>PP:</b>	9% (24 pupils)			
<b>FSM:</b>	8% (21 pupils) – Low			
<b>Ethnicity:</b>	Predominantly British White Community			

Aspect of the Duty	Action	Action by	Monitored by	By	Annual Review RAG rate + commentary
To promote equality of access to a full and rich range of experiences, both in and beyond the school for all pupils, especially our most vulnerable and disadvantaged.	Monitor and support participation in sport and enrichment to ensure vulnerable groups have access and take part in to NHPS programme (SEN/D / PP)	Sports Premium Leader	Executive Principal	Monitor annually	
To close the gaps in the achievement and progress of different groups.	Reduce the attainment gap between boys and girls in reaching expected outcomes in reading (girls outperforming boys in most year groups).	English Lead	HoS/ EP	Monitor annually in data at End of Year	
Diminish the difference in attainment between those children considered to be 'disadvantaged' and those who are not.	Reduce the gender gap in boys achieving the expected standard in writing at the end of KS1 Implement engaging writing topics and monitor impact of writing approach on boys writing Pupil voice in writing	Writing Lead	HoS / EP	Monitor annually in data at End of Year	
	Use baseline / summer assessments to identify and track our most disadvantaged learners progress termly	HoS / Year Groups / SENCo	HoS / EP	Monitor annually in data at End of Year	



	Set up intervention groups and monitor impact thorough assessments and pupil work scrutiny				
To expose children to a wider range of cultural diversity through first hand experiences and resources which are representative of a modern, culturally diverse community	Select visitors and visits that expose pupils to first hand experiences of different cultures / faiths	Curriculum leaders	HoS and Executive Principal	Report / adjustments on progress annually	
To reduce prejudice and increase understanding of equality through direct teaching and celebration of diversity across the curriculum	Ensure resources are reflective of different families / cultures and faiths including representations in books / toys				
	Teach directly about diversity and reflect diversity in Arts themes				
	Monitor, report carefully and analyse all incidents of prejudice in order to address issues / planning / teaching.				
	Promote awareness and understanding via PSHE units and assemblies				