

Equality Objectives 2022-2024

Review of previous objectives

Objective	Outcome	Evaluation
To increase the percentage of White European children passing the Year 1 phonics screening check from 29% to 46%	In 2019 42% of White European children passed the phonics screening check. This is in line with the target.	Achieved
To increase the number of girls participating in extra-curricular activities from 61 to 100	Attendance in extra curricular activities rose from 61 to 127	Achieved

2022-2024 Objectives

Objective	General Duty	Rationale Behind Objective	Actions to be taken	Date and by whom	Intended Outcomes	Monitored by	Evaluation
Phonics gap closes to less than 10% for PP children compared to National outcomes	Equality of opportunity	The Phonics screening check is a key measure in readiness for the next stage of education. In 2019 PP	Phonics school led tutoring for targeted PP children in Year 1 Phonics intervention	Daily for 5 week blocks – school led tutors	Gap to national closes to 20% by 2022 15% by 2023 to less than 10% by 2024	Phonics Lead	

		children were 30% below the national pass rate.	groups during the school day	Daily – TAs			
Attendance rises from 88% to 95% for White European disadvantaged pupils	Equality of opportunity	Attendance at school is key for pupils to maximise their progress. Expected attendance is 95%. Attendance in 2020-2021 for this group was 88%.	Attendance awards for 1005 attenders Parent meetings for low attenders Engagement with the Academy increased through parent cafes	Termly – Assistant Head for Pastoral and Welfare Following A1 letter if attendance continues to fall – Attendance Officer Half-termly – class teachers	Attendance is 91% by 2022 93% by 2023 95% by 2024	Head teacher AHT pastoral and wellbeing Assistant Head teachers for phases	
The progress scaled score at the end of KS2 for English and Maths for EAL pupils rises from -2.4 in 2019 to +1 by 2024	Equality of opportunity	Pupils’ attainment on entry to Gladstone Primary Academy is well below the expected level. It is only through at least good	‘Mckie Mastery teaching of maths and English’ School led tutoring for targeted pupils	Power leads School led tutors	Progress scaled score is at least: -1.5 by 2022 -0,5 by 2023 +1 by 2024	Deputy Head AHT for Pastoral and Welfare	

		progress that our pupils will be ready for the next stage of their education.	Widening reading opportunities across the curriculum PIRA and PUMA tests used to identify pupils making less than good progress and trigger intervention support	Curriculum Leads Power English lead Class teachers/Power Leads		Head Teacher Deputy Head Teacher	
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