



Part 2: Equality Objectives Document 2020 - 2024

(to be read in conjunction with **Part 1: Equality and Equity Policy**)

Headteacher:	Molly Allen
Equality Governor:	Sarah Bonshor
Lead Equality Staff Members:	Molly Allen (Headteacher) Sarah Carnall (PSHE / Mental Health Lead)

Date for formal review of Equality Objectives: November 2024 (or earlier if applicable)

Equality Objectives: At Alvaston Infant and Nursery School, we are committed to ensuring equality of education and opportunity for all, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to meet this aim, we have set the following objectives:-

Objectives:

Objective 1: The attainment gap in reading between boys and girls at the end of KS1 will narrow year on year, so it is < 10% by the end of the academic year 2023-2024.

Objective 2: The number of boys attaining the GLD at the end of EYFS will increase, year on year, so there is < 10% gap between boys and girls by the end of the academic year 2023-2024.

Objective 3: To increase the representation of our workforce from local black, Asian and minority ethnic communities over a 4-year period (November 2020 to November 2024), so that this group increases from 0% to at least 6%+ of the workforce.

Objective 4: To ensure that disadvantaged / SEND children are given every opportunity to overcome barriers to their learning and future success.

- 100% of SEND and Disadvantaged children to have access to an enrichment club or opportunity of their choice during any club termly cycle.

Year on year, there will be improved levels of attainment for Disadvantaged children in reading so that by the end of the academic year 2023-2024:

- 90% of Disadvantaged children will make excellent progress from their starting points in reading and this is clearly documented through the intensive support made available to them.
- 80% of Disadvantaged children will meet ARE in reading.

Objective 1: The attainment gap in reading between boys and girls at the end of KS1 will narrow, year on year, so it is < 10% by the end of the academic year 2023-2024.

Objective chosen to address underperformance of boys compared to girls, in reading, at the end of KS1 (in line with data analysis)

Actions Required	Person/s Responsible	Timeframe	Expected Impact	Progress to Date																									
Rigorous termly data analysis, in line with school assessment practices, to swiftly identify underperforming boys in reading and implement appropriate intervention strategies.	Headteacher Year Group Leads All Teaching Staff English Lead	Termly	Boys' attainment in reading will improve so that there is a gap of < 10%, compared to girls' attainment, by the end of the academic year 2023 - 2024.	Autumn 2 nd 2021 Reading Attainment - Year 1 & Year 2 - 7% Gap between girls and boys for this at Age Related or above. <table border="1" data-bbox="1480 1321 2116 1444"> <thead> <tr> <th></th> <th colspan="2">Below</th> <th colspan="2">On</th> <th colspan="2">Above</th> <th colspan="2">On+</th> </tr> </thead> <tbody> <tr> <td>Y1 Girls</td> <td>31%</td> <td>4%</td> <td>19%</td> <td>19%</td> <td>50%</td> <td>12%</td> <td>69%</td> <td>7%</td> </tr> </tbody> </table>									Below		On		Above		On+		Y1 Girls	31%	4%	19%	19%	50%	12%	69%	7%
	Below		On		Above		On+																						
Y1 Girls	31%	4%	19%	19%	50%	12%	69%	7%																					

Pupil voice will indicate improved attitudes and enthusiasm towards reading, through pupil voice in Autumn Term (2020) and then the Summer Term (2021) to assess impact for a sample of 'reluctant' readers.

Y1 Boys	27%		38%		38%		76%	
---------	-----	--	-----	--	-----	--	-----	--

	Below		On		Above		On+	
Y2 Girls	36%	7%	36%	12%	28%	5%	64%	7%
Y2 Boys	43%		24%		33%		57%	

English Lead to lead training on reading, as a school priority area, including developing 'love of reading culture', implement new assessment practices in reading across the school (E.g. PM Benchmarking in KS1) and to closely monitor progress and attainment.

JH
Year Group Leads
All staff

INSET - Nov 2020
INSET - Feb 2020
INSET - May 2020

Termly moderation and monitoring of progress

English Lead delivered staff INSET on reading in Aut 2020 (e.g. promoting love of reading, raising priority of reading, reading assessment)

New reading assessment practices in place to align practice across school and ensure that diagnostic strategies are being used effectively. Implemented Aut 2020.

Aut 2nd 2021 - Vast majority of Year 2 Reading assessments supplemented with PM Benchmarks. For those working below Age Related, English Lead devised new 'running records'.

By Summer 2022, the attainment gap between boys and girls achieving ARE in the Year 1 phonics screening check was 1%, with boys outperforming the girls. These Year 1 children were the cohort where the reading gap was significant with the girls outperforming the boys. New intervention trackers proving to be very useful. At the end of KS1, there was a 1% gap between the boys and the girls achievement ARE in phonics.

At the end of KS1, there is a 3% reading gap, with boys outperforming the girls. Many boys have made accelerated progress to narrow this gap due to interventions done.

To ensure books in school cater for the needs / interests of all learners. English Lead to use pupil voice to ascertain what types of books appeal to boy readers. Purchase books for book corners, library and reading scheme to reflect boys' interests.

JH

Spring Term carry out pupil voice / purchase books

Pupil voice indicates that boys are enjoying their reading and the boys attending the Reading Club at lunchtime is in line with the number of girls who are attending (Summer 2022).

English Lead and MZ (Reading Champion) to continue with work relating to reluctant readers and focus on boys specifically. Further pupil voice work to

JH / MZ

Reading Programme with MZ to commence Oct 2020

Spring 2022
The majority of Year 1 children accessing Reading Recovery are male (75%). Of this group, a large number (63%) have made

<p>ascertain boys' attitudes towards reading (pupil voice in Aut and Summer Terms to assess impact). MZ to target boys across the school who are 'reluctant readers' as part of the school's reading programme.</p>				<p>expected or better progress with their decoding since beginning.</p> <p>The majority of Year 2 pupils accessing Personalised Reading are male (70%). Of this group, most have made expected or better progress since starting the intervention in Oct 2021.</p> <p>In Summer 2022, in Year 1 personalised phonics, 44% were male compared to 56% female, indicating the impact of the works done. There is also only a 1% gap at the end of Year 1.</p> <p>Whilst the personalised reading interventions remain boy heavy, this has helped to narrow the gap for them at the end on KS1, with there being a 3% boy girl gap in phonics.</p>
---	--	--	--	--

Objective 2: The number of boys attaining the GLD at the end of EYFS will increase, year on year, so there is < 10% gap between boys and girls by the end of the academic year 2023-2024.

Objective chosen to address underperformance of boys, compared to girls, in attaining the GLD at the end of the EYFS (in line with data analysis)

Actions Required	Person/s Responsible	Timeframe	Expected Impact	Progress to Date
<p>Outdoor Learning provision to continue to be used effectively, promoting Forest School and applying effective practice and pedagogy throughout the provision. Weekly planning and learning walks / lesson observations etc to reflect how the outdoor provision / Forest Schools is being used effectively to address the underperformance of boys attaining GLD.</p>	<p>EYFS / Curriculum Leads Headteacher</p>	<p>Termly - Aut / Spring / Summer Moderation - assessing impact - planning, observations of staff / pupils / learning walks by SLT</p>	<p>The number of boys achieving the GLD will improve so that there is a gap of < 10%, compared to girls' achievement, by the end of the academic year 2023 - 2024.</p> <p>Observations and pupil voice will demonstrate that boys are engaged in their learning and motivated to learn.</p>	<p>Aut 2020 - Forest School learning and environment is being established, resources purchased and bespoke items made for purpose.</p> <p>Specialised Forest School teacher working in school three days a week.</p> <p>Forest School Teacher working alongside class teachers to disseminate good practice and knowledge.</p> <p>Aut 2021 - Parental feedback regarding Forest Schools and outside learning is very positive.</p> <p>LD - Parent voice</p> <p>Aut 1st 2022 - FS2 children accessed regular sessions of Forest Schools. This will recommence in Summer 2nd 2022.</p>

				<p>Aut 2022 - Outside Learning Days have impacted on boys motivation - their speech and language in particular and their curiosity.</p> <p>In Summer 2022, the gap between boys and girls achieving GLD is still significant, at 20%. However, in Year 1, the boys are now outperforming the girls with their reading.</p>
Use pupil voice and observations to ascertain boys' interests and use this information as a vehicle to plan opportunities for exploration and teaching and learning, which will motivate them and ensure they are eager to learn. Ensure opportunities for Active Learning.	EYFS staff EYFS / Curriculum Leads Headteacher	Termly - Aut / Spring / Summer Moderation - assessing impact - Planning / Pupil voice / observations		All children are involved with planning their learning but this area has not been as easy to measure the impact. June 2022.
Development of gross motor skills, providing abundance of opportunities where children are encouraged to lie on tummy to develop core strength ready for sitting comfortably.	EYFS staff	Ongoing - embedding into practice		EYFS provision enhanced to support gross motor, purchased new resources and ensure that designated TA supports children at risk of not meeting ARE. ECAM programme and assessments completed and support put in place for relevant children.
Use assessment information effectively, observations / EExAT / ECAM etc to identify underperforming boys and put appropriate interventions in place.	EYFS staff Headteacher	Ongoing - in response to observations etc. Termly performance reviews.		<p>Aut 2020 - EYFS teachers completing ECAM assessment and provision map highlighting interventions and targeted group work.</p> <p>Summer 2022, new restructured roles has increased accountability and enabled us to identify trends / discuss children needing to remain on an intervention or be removed. This has allowed us to ensure every child receives the right support, at the right time.</p>

Objective 3: To increase the representation of our workforce from local black, Asian and minority ethnic communities over a 4-year period (November 2020 to November 2024), so that this group increases from 0% to at least 6%+ of the workforce.

Objective chosen to address the lack of representation by local black, Asian and minority ethnic communities in our school workforce.

Actions Required	Person/s Responsible	Timeframe	Expected Impact	Progress to Date
In writing any future job descriptions, ensure that cultural diversity and values are reflected and promoted, and reflect Derby City's demographic.	Headteacher Equity Governor and staff	In line with any future roles to be advertised.	Black, Asian and minority ethnic communities will represent at least 6%+ of our workforce by November 2024. Effective partnerships with local black, Asian and Minority ethnic communities and individuals will have been established, which will impact positively on our school community.	Spring 2022 - Currently there is a 7% (3) representation of Black, Asian and minority ethnic communities in our regularly employed supply staff Summer 2022, out of 47 staff, 6 are from black, Asian or ethnic minorities, which equates to 12%.
Future advertising to be promoted through the community to ensure advertised roles reach community minorities, e.g. Derby City Council, local places of worship, community groups, doctors' surgeries etc.	Headteacher Equity Governor and staff	In line with any future roles to be advertised.		Spring 2022 - Recent advertisement of MDS role advertised on Derby City Council website.
Build further and meaningful partnerships and networks with professionals, representatives and people from BAME communities. Create an internal network of community representations. 'Inviting in', not just 'Going out'. These partnerships could offer potential representation as part of any future recruitment process.	Headteacher Equity Governor and staff All staff	SIP 2020-2021 - staff to build positive, culturally diverse partnerships with individuals and communities.		Aut 2020- TD made links with Arboretum School. Further partnership work to take place during academic year 2020-2021. Summer 2022, the impact of the sister partnership in Kenya has been seen across the school. These are sustainable links. The YouTube videos fetched over 3,000 views and live links had over 60 participants and the whole school join. The school has further work to do to develop local links.

Whilst we are aware the 'disadvantaged' is not a protected characteristic, we still felt it appropriate to reflect on the provision we offer to these children due to the disparity between results.

Objective 4: To ensure that disadvantaged / SEND children are given every opportunity to overcome barriers to their learning and future success.

Year on year, there will be improved levels of attainment for Disadvantaged children in reading so that by the end of the academic year 2023-2024:

- 90% of Disadvantaged children will make excellent progress from their starting points in reading and this is clearly documented through the intensive support made available to them.
- 80% of Disadvantaged children will meet ARE in reading.

100% of SEND and Disadvantaged children to have access to an enrichment club or opportunity of their choice during each termly Club Cycle.

Objective chosen due to the relatively high number of Disadvantaged and SEND children in school and their lower starting points / barriers to success. Key area on SIP.

Actions Required	Person/s Responsible	Timeframe	Expected Impact	Progress to Date																																																						
Rigorous termly data analysis, in line with school assessment practices, to swiftly identify underperforming Disadvantaged children in reading and implement appropriate intervention strategies. Disadvantaged children to be given priority 1 to 1 reading sessions with teachers / TAs if not making expected progress.	Headteacher Year Group Leads All Teaching Staff English Lead	Termly	<ul style="list-style-type: none"> - 90% of Disadvantaged children will make excellent progress from their starting points in reading and this is clearly documented through the intensive support made available to them. - 80% of Disadvantaged children will meet ARE in reading. - 100% of Disadvantaged / SEND pupils are given the opportunity to attend an extra-curriculum club or activity during each termly offering. - Pupil voice will indicate improved attitudes and 	<p>Autumn 2021 - Year 1 52% PP at ARE+</p> <table border="1" data-bbox="1406 954 2112 1129"> <thead> <tr> <th>Reading</th> <th colspan="2">Below</th> <th colspan="2">On</th> <th colspan="2">Above</th> <th colspan="2">On+</th> </tr> </thead> <tbody> <tr> <td>Y1 PP</td> <td>48%</td> <td>31%</td> <td>28%</td> <td>3%</td> <td>24%</td> <td>28%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Y1 Non-PP</td> <td>17%</td> <td></td> <td>31%</td> <td></td> <td>52%</td> <td></td> <td>83%</td> <td></td> </tr> </tbody> </table> <p>Year 2 69% PP at ARE+</p> <table border="1" data-bbox="1406 1198 2112 1345"> <thead> <tr> <th>Reading</th> <th colspan="2">Below</th> <th colspan="2">On</th> <th colspan="2">Above</th> <th colspan="2">On+</th> </tr> </thead> <tbody> <tr> <td>Y2 PP</td> <td>58%</td> <td>29%</td> <td>13%</td> <td>24%</td> <td>29%</td> <td>3%</td> <td>42%</td> <td>27%</td> </tr> <tr> <td>Y2 Non-PP</td> <td>31%</td> <td></td> <td>37%</td> <td></td> <td>32%</td> <td></td> <td>69%</td> <td></td> </tr> </tbody> </table> <p>The gap in Autumn seems high for pupil premium children in reading. Interventions to be set up, tracked and closely monitored.</p>	Reading	Below		On		Above		On+		Y1 PP	48%	31%	28%	3%	24%	28%	52%	31%	Y1 Non-PP	17%		31%		52%		83%		Reading	Below		On		Above		On+		Y2 PP	58%	29%	13%	24%	29%	3%	42%	27%	Y2 Non-PP	31%		37%		32%		69%	
Reading	Below		On		Above		On+																																																			
Y1 PP	48%	31%	28%	3%	24%	28%	52%	31%																																																		
Y1 Non-PP	17%		31%		52%		83%																																																			
Reading	Below		On		Above		On+																																																			
Y2 PP	58%	29%	13%	24%	29%	3%	42%	27%																																																		
Y2 Non-PP	31%		37%		32%		69%																																																			

			enthusiasm towards reading, through pupil voice in Autumn Term (2020) and then the Summer Term (2021) to assess impact for a sample of 'reluctant' Disadvantaged readers.	<p>In Spring 2022, 78% of PP children make good progress from their starting point in Year 1 and 82% in Year 2.</p> <p>In Summer 2022, the PP gap in reading at the end of Year 1 for phonics was 8%. All apart from one have additional special educational needs. At the end of KS1, the PP reading gap was 26%. Whilst this appears high, we had 4 PP transient children enter in to school in Spring 2. The school needs to do further work on narrowing this attainment gap.</p>
English Lead to lead training on reading, as a school priority area, including developing 'love of reading culture', implementing new assessment practices in reading across the school (E.g. PM Benchmarking in KS1) and to monitor progress and attainment.	JH Year Group Leads All staff	<p>INSET - Nov 2020</p> <p>INSET - Feb 2020</p> <p>INSET - May 2020</p> <p>Termly moderation and monitoring of progress</p>		<p>English Lead delivered staff INSET on reading in Aut 2020 (e.g. promoting love of reading, raising priority of reading, reading assessment)</p> <p>New reading assessment practices in place to align practice across school and ensure that diagnostic strategies are being used effectively. Implemented Aut 2020.</p> <p>Autumn 2021 - Access to reading books during playtimes for KS1. PM Benchmarking and 'running records' used across KS1 to ascertain attainment.</p> <p>Autumn 2nd 2021 - All KS1 children assessed using reading Teacher Assessment Frameworks (TAFs).</p> <p>Spring 2022 - Autumn reading data entered on Eaz Mag. Bottom 20% identified by Year Group leads. These children to be tracked on Eaz Mag as a group.</p> <p>Spring 2nd 2022 - Reading Pod to be installed on main playground.</p> <p>Summer 2022, reading club at lunch being very well attended by both boys and girls.</p>
English Lead and MZ (Reading Champion) to continue with work relating to reluctant readers and focus on Disadvantaged children. Further pupil voice work to ascertain Disadvantaged children's attitudes towards reading (pupil voice in Aut and Summer Terms to assess impact).	JH / MZ	Reading Programme with MZ to commence Oct 2020		<p>Programme started Aut 2020</p> <p>Spring 2022 The majority of Year 1 children accessing Reading Recovery are male (75%). Of this group, a large number (63%) have made expected or better progress with their decoding since beginning.</p>

<p>MZ to target Disadvantaged children across the school who are 'reluctant readers'</p>				<p>The majority of Year 2 pupils accessing Personalised Reading are male (70%). Of this group, most have made expected or better progress since starting the intervention in Oct 2021.</p> <p>Summer 2022, National Tutoring Partner employed in addition to reading recovery teacher ad specialist TA to ensure that children are identified earlier. Reading recovery is now in every year group due to the very high impact this has had. These interventions are tracked closely and Quality Assurance shows that they are having a positive impact.</p>
<p>Priority given for clubs / extra-curricular activities to ensure SEND/ Disadvantaged children have the opportunity to attend chosen club / activity.</p>	<p>MA All staff</p>	<p>On-going</p>		<p>Prior to Covid Pandemic, an extensive range of clubs / activities on offer. Headteacher ensured that all SEND / Disadvantaged children awarded a priority, termly place. This is to continue when full provision is operational.</p> <p>Autumn 2022 - school reconvened range of clubs using pupil voice to ascertain what was wanted. All children offered a place.</p> <p>Summer 2022, all children have accessed a club or were offered a place. Feedback from these clubs has been extremely positive. SEND children are still not accessing clubs despite being invited to them so further work does need to be done here.</p>