



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Equality Objectives

Policy written:	February 2022
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Governor committee responsibility:	Local Governing Body



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Equality Objectives

The school's current Equality Objectives are:

1. To ensure the school embeds the teaching of its Relationships & Health Education scheme (Ten: Ten 'Life to the Full') so that lessons promote pupils' understanding of the protected characteristics
2. To provide effective early interventions in teaching for pupils with Reading, Communication & Language difficulties so that they catch up with peers.
3. To reduce the attainment gap between disadvantaged pupils (including those pupils who are 'International New Arrivals') and their peers by ensuring this group have full access to a broad curriculum as well as receiving effective interventions when required.

How the school has developed its objectives:

The school's current equality objectives represent the school's priorities and are the outcome of a careful review and analysis of data and other information. They also take into account national and local priorities and issues. In particular:

- The objectives are based on consultation conducted with staff, children, governors and parents and carers and evidence collected and published;
- The objectives are integrated into the School Development Plan;
- The objectives will be reviewed annually and will be updated at least every four years.

Short term objective:

(Within 12 months)

To ensure the school embeds the teaching of its Relationships & Health Education scheme (Ten: Ten 'Life to the Full') so that lessons promote pupils' understanding of the protected characteristics

Why have we chosen this objective?

The RHE scheme has been implemented this year. Whilst the scheme covers most aspects required for our PSHE curriculum, there has been a need to supplement the scheme with some lessons which promote an understanding of some protected characteristics

To achieve this objective, we plan to:

- Review the scheme alongside the PSHE 'Statements to Live By' and identify where additional lessons are required within the overall curriculum overview
- Ensure that resources and materials are purchased, produced and available to teachers for any additional lessons (eg posters etc)
- Ensure that all teachers are confident in teaching the additional lessons.
- PSHE Lead & SLT to monitor and evaluate the implementation of the scheme including any additional lessons provided.
- PSHE Lead & SLT to conduct Pupil & Parent Voice activities as part of their evaluation.
- PSHE Lead & SLT to report to the Local Governing Body on how effectively this scheme has been embedded.

Medium term objective:

(Within 2 years)

To provide effective early interventions in teaching for pupils with Reading, Communication & Language difficulties so that they catch up with peers.

Why have we chosen this objective?

The COVID-19 pandemic has had a major impact on the development of our youngest children particularly in terms of their reading, communication & language development.

On entry to both our nursery and reception classes, pupils' levels of attainment in these areas are below national expectations.

These skills are fundamental to all future learning for our children if they are to enjoy a broad and balanced curriculum.

To achieve this objective, we plan to:

- Screen all pupils on entry using the Wellcomm assessment tool.
- Ensure appropriate interventions take place to support the lowest attaining pupils in both Nursery & Reception.
- Secure the services of a Speech & Language Therapist for one day a week to provide support programmes for individual pupils and to provide CPD for staff in order to deliver group intervention programmes for pupils working well below expectations.
- Teach the RWI Phonics to all pupils in Rec upwards. Begin to teach RWI Phonics in Nursery from the summer term.
- Ensure teaching assistants and other support staff are fully trained to act as reading tutors so that that the lowest attaining 20% of pupils can receive the teaching they need to become successful early readers.
- Review data on a half termly basis and plan any next actions required to help pupils 'catch up'.

Long term objective:

(Within 4 years)

To reduce the attainment gap between disadvantaged pupils (including those pupils who are 'International New Arrivals') and their peers by ensuring this group have full access to a broad curriculum as well as receiving effective interventions when required.

Why have we chosen this objective?

Since returning to school following the lifting of national restrictions imposed during the COVID-19 pandemic, it is noticeable that the attainment between disadvantaged pupils and their counterparts has widened in most year groups. In addition, the school has welcomed an increasing number of international new arrivals to school. Some of these pupils are refugees, asylum seekers or have had to leave their country because of war / conflict.

To achieve this objective, we plan to:

- Use the termly Data Summary report to identify disadvantaged pupils who have not made 'expected' progress and / or whose attainment is below national expectations.
- Ensure appropriate interventions are planned for these identified pupils to help them 'catch up' in English & Maths.
- Carefully timetable any interventions so that identified pupils do not 'miss out' the same lessons each week.
- Teachers to ensure that these pupils receive a broad and balanced diet of lessons across all curriculum subjects.
- For those International New Arrivals who need support with English, plan and deliver a programme of lessons to which helps them to acquire language quickly so that they can access other subjects more effectively.
- Where necessary provide support for pupils in their home language.
- Parent support to be provided for families of INA as required.
- Ensure any vulnerable pupils receive personal, social and emotional support if required through our developing nurture programme.
- Evaluate progress on a termly basis and report to the Local Governing Body.