



Equality objective 1: Over the next four years, the percentage of disadvantaged pupils achieving the expected standard in reading in the end of Key Stage tests will increase to 70%

Why we have chosen this objective:

Our data shows that historically, more non-disadvantaged children reach the expected standard in reading and outperform disadvantaged children. We want to ensure that all pupils, from all backgrounds are able to reach their full potential and aim to diminish the attainment gap between disadvantaged and non-disadvantaged children. We currently have 54 pupils who are disadvantaged (22.4%).

To achieve this objective we plan to:

Analyse data in order to identify any pupils who are not making the expected progress or are at risk of not meeting the expected standard.

Ensure disadvantaged children are discussed at all pupil progress meetings in order to identify pupils as mentioned above.

Provide interventions and targeted work to support those pupils who may need additional input or support. E.g. Catch Up reading programme, 1:1 or group work, booster sessions etc

Liaise with parents of pupil premium pupils who may need additional resources or support to encourage reading at home.

Track pupils' reading at home and in school to identify those pupils who may benefit from additional reading intervention, support or opportunities. This will include the use of Salford Reading Tests, Rising Stars and Reading Records.

Provide extensive reading opportunities in school for those pupils who may not have access to reading opportunities or materials at home.

Provide information and workshops for parents to help to support them with reading at home with their child/ren.

Progress we are making towards achieving this objective:

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Equality objective 2: The cultural awareness and understanding of pupils will improve through a rich range of experience both in and beyond school.

Why we have chosen this objective:

The local school community is primarily White British families from a working-class background and is not representative of the cultural diversity in Britain. It is important that as a school, we actively ensure that pupils are presented with a wide range of experiences and opportunities beyond those available in their daily lives to allow pupils to develop awareness, tolerance and an understanding of equality and diversity.

To achieve this objective we plan to:

Ensure SMSC and British Values are firmly embedded within the school ethos and culture. Hold Picture News sessions regularly in class to allow for opportunities for open discussion around equality and diversity.

Plan opportunities for pupils to learn about other cultures and faiths across the curriculum including in core subjects.

Provide opportunities for all pupils during their time at Ryhill to have first-hand experiences and opportunities to interact with a diverse range of different cultures, ethnicities, faiths and backgrounds.

Address and discuss openly issues of equality and diversity through direct teaching, assemblies and stories.

Visit different places of worship in the local community and beyond and invite a wide range of visitors into school.

Further develop the teaching and learning of PHSE and Relationships Education throughout school. See Pastoral Action Plan for further details.

Progress we are making towards achieving this objective:

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Equality objective 3: The attendance of Free-School Meal (FSM) pupils will increase over the next four years to 95% by working in partnership with parents.

Why we have chosen this objective:

The attendance of pupils in receipt of FSM typically falls between 1% and 3% lower than non-FSM pupils. At the end of the Autumn Term 2019 the attendance of FSM pupils was 92.7% compared with 95.3% for Non-FSM pupils. As attendance has a significant impact on the attainment, progress and wellbeing of pupils, we recognise the importance of ensuring good attendance and punctuality at school for all pupils.

To achieve this objective we plan to:

Share details and data with parents about the impact of poor attendance and lateness

Send termly colour-coded attendance letters home to parents to highlight poor/satisfactory and good attendance.

Monitor and analyse data to identify any possible attendance issues and persistent absentees. This will be discussed with SLT and Governors.

Have open and clear discussions with parents around attendance and help to overcome any barriers to good attendance and punctuality.

Offer rewards and incentives for pupils with good attendance

Publish weekly attendance figures on the school newsletter and Dojo.

Progress we are making towards achieving this objective:

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