



Lower Halstow and Newington CEP Schools Federation and Nursery

EQUALITY OBJECTIVES 2024– 2028

Objective 1 – To continue to close attainment gaps for children in receipt of pupil premium and those with SEND.

Why?
The attainment gap in Reading, Writing and Maths between children in receipt of pupil premium and children with SEND and those without continues to be significant.
To achieve this objective we plan to:
<ul style="list-style-type: none"> • Continue to use experienced, additional teachers to enable small group and targeted teaching for phonics and introduce groups for writing • Continue to use 1:1 online tutoring in Maths for specific Y6 pupils • Maintain the expanded Inclusion team to include a Senco as well as inclusion manager • Ensure high expectations for all children including children’s own expectations – to be achieved through a focus on the use of adaptive strategies in the classroom • Have a focus on independence and resilience, particularly for our pupils with PP and SEND to prevent learned helplessness • Continue to develop and improve oracy skills in all children as part of our core pedagogy • Take part in the Nursery NELI pilot project to support early literacy skills (NCEP) • Pupil Premium Strategy Statement details further strategies in place for disadvantaged children and the impact.
Progress we are making towards achieving this objective:
<ul style="list-style-type: none"> • Implementation of daily protected reading sessions in KS2 (using Complete Comprehension scheme) • Review of provision for those pupils who still struggle with phonics in KS2 by an educational psychologist and new KS2 reading intervention introduced (Sounds Write) to address this • Review of reading in KS1 by The English Hub and English Lead & Phonics Lead with further training provided to ensure high quality provision for all • Focus on teachers teaching the most vulnerable pupils for intervention and catch up where possible • The small group and targeted teaching in Year 6 for Reading (teacher led) and Maths (Third Space learning) was successful. All children made good progress from their starting point. • The 1:1 teacher-led phonics programme was very successful in Year 2. 100% of these children passed in Year 2 (LHS). This will be rolled out at NCEP. • The small group phonics catch up programme was very successful in Year 1 for those without specific Speech and Language needs resulting in <ul style="list-style-type: none"> • LHS - 80% pass. 4/6 who did not pass made significant gains. • NCEP -70% pass. 1/8 who did not pass made significant gains. • Those who did not pass all have specific needs which the SEND Little Wandle program is not addressing – we need an alternative for high need pupils. • 2024 data shows the disadvantaged gap continues to vary significantly year on year from 0 to 20%, particularly in writing & maths. This remains a focus for the coming year.

Objective 2 – Promote self-esteem, ambition and opportunity for all children, especially those with Gypsy, Roma, Traveller Heritage

Why?
Our school data shows that within our school demographic, the Gypsy, Roma, Traveller children are routinely underperforming. Pupil voice has demonstrated that many of these children have low self-esteem and/or confidence in relation to their learning and their aspirations for the future.
To achieve this objective we plan to:
<ul style="list-style-type: none">• Invite in visitors to showcase work options to children and to inspire them and talk about the skills they need for their jobs• Use subject focus days and weeks to inspire all children about possibilities for them within that area including use of visitors and specialists from a range of cultural backgrounds• Review the curriculum and identify areas to improve engagement• Develop provision for outdoor play to support children to develop risk taking and problem-solving skills• Develop outdoor learning to inspire and excite children and allow them to share their skills• Plan strong transition from nursery to Reception/home to reception and primary to secondary school• Develop relationships with families to ensure all local traveller children start school on time and learn successfully with their peers and stay in school for their entire primary education and beyond• Recruitment of staff that is reflective of the demographic of the local community
Progress we are making towards achieving this objective:
<ul style="list-style-type: none">• We hosted a music showcase to support raising self-esteem• We hosted Meet the Experts to give children access to professionals linked to their career aspirations. We aim for every child to have a dream or goal to work towards and we survey the children every year and use the outcome to inform our events, curriculum and discussions in class. We host Heritage month each October where we celebrate ourselves and our families.• PSHE Lead wrote a buddy training programme (4 sessions) and delivered it to 17 pupils. They are now school buddies and support children at playtimes. We ordered two buddy benches for children to sit on if they are unhappy or lonely. These are being monitored by the buddies and proving successful. There have been many positive reports on the difference they are making. They wear hi vis jackets and badges and are visible role models for the children.• Den building training for MSAs took place in Autumn 2• Enriched play in place for lunchtimes have improved behaviour and supported positive relationships outside• Culture Week planned for the last week of the Spring Term.• Rocksteady concerts took place for children on the Rocksteady programme – children (from the targeted group named above) performed• School performances – Christmas, Class Assemblies include all children and give them the opportunity to perform.• Staff team is increasingly reflective of the demographic of the local community• Mentoring Lab – impact for children who attended to support their self-esteem and ambition.

Objective 3 – Ensure genuine inclusion of all children with regards to protective characteristics, particularly SEND

Why?
<p>Historically the approach to SEND has been a model where children were well supported but not always fully included in everyday classroom life. Reviews of resourcing and staff voice demonstrate that whilst improvements to provision have been made with regard to representation and inclusive classroom approaches there is still room for improvement. We have ensured representation of all protected groups within our curriculum, through resources and content and now need to look for the next step.</p>
To achieve this objective we plan to:
<ul style="list-style-type: none">• Ensure a strong commitment to SEND as a high priority across the school• Ensure provision enables children to develop independence and resilience• Ensure children’s strengths, abilities and successes are noticed and celebrated alongside acknowledging their barriers and needs• Introduce SEND Coffee Mornings for parents to develop our parental partnerships and support our parents to advocate for their children with a range of agencies that provide support and use this to inform improvements to practice and provision• Review of resources and practices to ensure all children are valued and positively reflected• Continue the successful ‘Show Racism the Red Card’ work to eliminate this in our schools• Review of current support staff deployment relating to SEND provision and ensure this meets the needs of children effectively and builds capacity and expertise in staff.• Provide ongoing training and support for staff regarding SEND practice and provision• Review of current interventions and the associated evidence base, to consider if they are having the desired impact and revise accordingly• Utilise experts to provide guidance, training and identify areas for development• NPQSEN to be offered to all teaching staff.
Progress we are making towards achieving this objective:
<ul style="list-style-type: none">• Promotion of SENCO to Inclusion Manager• Promotion of teacher to SENCO and NASENCO training provided for this staff member• Awareness of SEND and pathways to support clearly shared with parents and staff• SEND children are part of the school council. SEND children are also buddies. SEND children play an active role in school enrichment activities including delivering assemblies, hosting visitors etc.• Continued recruitment drive for strong teaching assistants with career progression available through our Growing Our Own program.• Partnership work with our commissioned Speech Therapist and our in house SALT specialist and training for TAs to enable them to provide interventions• Lodge provision at each school to ensure sensory and quiet spaces are available to SEND pupils.

Objective 4 – To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress

Why?
Attendance levels since Covid has been slow to recover with persistent absence particularly high for some groups of pupils. There has been sustained improvement year on year across both schools, but this is still an area that impacts negatively on some groups.
To achieve this objective we plan to:
<ul style="list-style-type: none">• Use the ‘Working Together to Improve Attendance’ DfE guidance led by Senior Attendance Champions• Provide mental health and wellbeing support for children through mental health practitioner, pastoral team, safe spaces and referrals to school health to support those at risk of emotional school avoidance• For those with EBSA, work with external agencies to provide wrap around support and a pathway back to full-time school attendance.• Use of communication at parent teacher meetings and newsletter to promote importance of good attendance• Ensure the curriculum is engaging and that playtimes are positive to increase the pull factors for school attendance.
Progress we are making towards achieving this objective:
<ul style="list-style-type: none">• In 2024, overall absence was in line with national at both schools. Persistent absence at LHS is half national and NCEP in line with national.• The FLO and well-being leads work hard with children and their families to support good attendance. Including accessed support and training for EBSA.• Our personal development and well-being program (see PSHE curriculum webpage) is beginning to mature and increase engagement.• There are well mapped pathways of support for SEMH as part of our whole school provision map. Universal > Targeted > Specialist• Attendance Team formed and supported by Local Authority Attendance Officer to ensure clarity of procedures and robust approach to supporting attendance.• Increased use of Breakfast Club (NCEP)• Use of pastoral leads to follow up with families regarding attendance and to identify root causes for non-attendance.• End of term celebrations relating to attendance• Training sessions attended by SLT regarding attendance• Attendance is currently above national average at 94.8% and persistent absence is 15% and is below national average by 2% and decreasing.• Addressing attendance from nursery to support attitude to attendance from an early stage.

Objective 5 – To ensure that the curriculum content and associated materials are representative of the diversity of modern Britain and allow pupils to access the wider world and broaden their horizons and understanding of protected characteristics.

Why?

Our rural locations mean that pupils do not all have easy access to the wider world. Whilst our schools are becoming more diverse they are still majority white British. This also links with our personal development aim for pupils to leave us as confident individuals who are ready to play a positive role in society in modern Britain.

To achieve this objective we plan to:

- Continue to use Picture News to revisit protected characteristics and how diverse Modern Britain is.
- Continue membership of the local diversity forum and work with other schools on representation across the curriculum
- Continue and expand the range of educational visits and experiences available to the pupils.
- Review the experiences passport and ensure that additional suitable experiences to broaden horizons are included in the next version
- Undertake a review of literature used in school to check that each child 'is able to see themselves' in a book and to 'see others' and begin to understand different viewpoints.
- Continue with heritage month with a focus on family games in 2024 to ground the pupils in their heritage and promote open conversations about the diversity of modern Britain.

Progress we are making towards achieving this objective:

- Successful use of Picture News in assemblies and worship to educate pupils about protected characteristics and global society.
- Ongoing membership of the local diversity network focusing on curriculum adaptations and training for staff.
- Curriculum has been reviewed with additional materials purchased to increase representation and specific changes to ensure a broad range of role models are shared. e.g. list of scientists from ethnic minorities included in science curriculum.
- We have invested in minibuses to enable us to travel regularly out of the area and access opportunities more easily, not being limited by coach fees.
- We have a schedule of educational visits and experiences for each class which includes cultural and diverse spaces.
- We have established links abroad to help pupils learn about growing up in other countries e.g. German pen-friend program at LHS.
- We have a well established Heritage month on a 3 year cycle (instead of black history month – as we ensured black history was represented throughout our curriculum as part of our 2020 review)
- We have run annual career events 'Vision Day' NCEP and 'Meet the Experts' LHS (previously a combined 'world of work' event). At these events we have a diverse range of professionals sharing their job. This includes females, as representation of this group for our GRT community is important. We cover gender as a protected characteristic by ensuring we challenge stereotypes during this event e.g. having female farmers and firefighters attend.