

Equality and Diversity Action Plan 2022-2023					Impact of Actions
Action	Monitoring impact of action	Person Responsible	Timescale	Success Indicators	September 2023
Sign the GRTBS pledge , have this accepted by the University of Buckinghamshire and ensure their monitoring proves that we ensure provision is made for Showman children when they are travelling, that any incidents of bullying against Showman families is dealt with in accordance with our policy and that Showman data is tracked with measures in place to ensure these children attain their full potential.	RAG progress of fairground/traveller children	Principal Class-teacher	Ongoing	Fairground/traveller children have a portfolio of work completed on Seesaw when they travel. They access Zoom lessons. They attain their target levels in reading, writing and maths.	GRTBS pledge signed and accepted by University of Buckinghamshire. Provision made for showman children at fairs (where notification is given by families before they travel)-although internet access on showgrounds proved inconsistent. There have been no incidents of bullying against showman families. All Year 6 showman children attained age related standard in reading, writing and maths. In Year 2, 2/4 GRTBS children attained age related standards in the reading, writing, maths SATS and 3/4 in the Phonics screening In Year 1, 5/9 GRTBS children attained age-related standards in the Phonics Screening. In FS2 1/2 attained GLD.
Continue to celebrate Fairground Week to highlight the showman culture and in particular this year art .	Fairground Week held in June 2022	Principal Subject leaders	July 2023	Notable increase in participation and confidence of targeted groups – especially Fairground community and travellers	Since the start of 2022-2023 an additional 10 GRTBS children have joined HWPS. Fairground Week was well-supported by the whole school community – evidence in the quantity and quality of homework produced. The focus of the week however was geography and D.T.
Further develop the use of Oracy with the support of Voice 21 and the introduction of	Continue to narrow the gap / attain parity	English subject leader SLT	Data analysed termly	Analysis of teacher assessments / annual	Using data from FS2 to Year 6 across the whole school:

Votes for Schools to broaden boys vocabulary and structure writer's voice engage boys in reading and writing. Also to retrain all staff in Talk 4 Writing techniques to support this further	between boys and girls attainment	Principal		data demonstrates narrowing of gap between boys/girls attainment in reading and writing	<p>In reading – the gap between boys and girls is 7% 84% of boys are working at ARE 88% of girls are working at ARE</p> <p>In writing -the gap between boys and girls is 15% 64% of boys are working at ARE 79% of girls are working at ARE</p> <p>This is better than last year when the gap was 8% in reading and 16% in writing. Parity was attained in Reading in Year 6 where 100% of the children attained ARE (8% gap in 2022)– and more children attaining ARE in writing (4 children were below in 2022 and only 3 in 2022) showing the new strategies work for both boys and girls. We intend to continue developing these strategies to embed them further.</p>
Continue to ensure that assemblies, the curriculum and displays in classrooms and corridors promote increasing diversity in terms of race, gender and ethnicity to compensate for our lack of diversity in the make-up of school community	Increase in pupil participation, confidence and positive identity – monitor through PSHE	SLT Subject leaders	Reviewed termly by SLT and subject leaders	Diversity reflected in school curriculum, assembly planning and displays across all year groups	<p>Assemblies this year have included exploration of Christian, Jewish, Hindu, Buddhist and Muslim stories and practices. Through our Votes for Schools, children have looked at Pride month, attitudes towards refugees and young carers -in addition to anti-bullying themes.</p>
Monitor our aim to ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election),	Increase in diverse pupil participation, confidence and positive identity	Principal SLT	Ongoing	Diversity in membership – boys/girls PP/non SEN/non	<p>School council during 2022-2023 has had equal number of boys and girls. The council is elected by the children and does not show diversity in disadvantaged or SEN pupils. However where teachers chose responsibilities: dinner</p>

play leaders, representing the school at events.					ambassadors 10% are Sen and 10% are disadvantaged Librarians: - 40% are SEN
SLT to monitor and analyse pupil progress and attainment. Particular focus on raising the attainment of Pupil Premium and SEN children for 2022-2023 by monitoring the graduated support plan system and ensuring all referrals are followed up promptly Report termly to AAB	Data analysed with – particular focus on SEN children for 2020-2021. Reports termly to AAB	Principal SLT AAB	Data analysed termly	Analysis of teacher assessments / annual data demonstrates SEN data in line with national data for SEN children Gap narrowing between SEN children and those without SEN SEN children aspiring to achieve to the best of their ability	SEN: - In Year 6 86% of children on the SEN register attained ARE in reading, writing and maths (National data for 2022 was 18%) In Year 1 Phonics 100% of the children on the SEN register attained the national standard. (In 2022 nationally 38% of year 1 SEN pupils attained) Pupil Premium: In Year 6 100% of our disadvantaged children attained ARE in reading, 83% writing and 83% Maths. Nationally in 2022 the figures for reading was 62%, writing 55% and maths 56% In year 1 100% of our disadvantaged children attained the national standard in Phonics. For 2022 the national data for FSM6 children was 62% In FS2 100% of our FSM6 children attained GLD.