



## EQUALITIES POLICY ACTION PLAN 2013-14

### Equality Objective

- To ensure that **all** students are supported in meeting their academic potential

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> <li>To meet FFTD estimates and Goal Grades/levels with students eligible for Pupil Premium and SEND</li> <li>To raise the attainment of Upper Ability boys</li> </ul>	<ul style="list-style-type: none"> <li>Case Studies for vulnerable students i.e. those eligible for PP and SEND</li> <li>Analysis of data from Progress Trackers for Upper Ability boys</li> </ul>

Activity	Lead	Progress Milestones	Targets Achieved
<p><i>Faculty/Pastoral/SLT focus on the progress of those students eligible for Pupil Premium:</i></p> <ul style="list-style-type: none"> <li>To monitor and track progress for students eligible for Pupil Premium</li> </ul>	LRa Heads of Faculty; Heads of Year; SLT	Improved student outcomes for those eligible for Pupil Premium – <i>Evidence in the Case Studies based on Interim and Annual Reports.</i>	<p>In Year 11 the gap between FSM and the cohort is negligible at -0.05 against their FFTD estimations. There is a minor gap between FSMever and the rest of the cohort is -0.27, which can be attributed to two or three students underachieving.</p> <p>Progress Trackers and Case Studies are complete for all Year Groups</p> <p>Y7 – FSM, LAC and SEND making excellent progress</p> <p>Y8 – Pupil premium and SEND in line with whole cohort</p> <p>Y9 – PP and SEND fractionally below cohort</p> <p>Y10 – All cohorts of students on track to meet FFTD on average although PP slightly lower than whole cohort.</p>

<ul style="list-style-type: none"> <li>To capture and share good practice when working with students across the county/nationally through Staff Meeting/INSET.</li> <li>To build on previous targets of Achievement for All by making teaching and learning, literacy and good assessment and feedback priorities for the whole school – Cross reference with the SDP</li> </ul>		<p>INSET is run on good teaching and learning strategies and specific intervention (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> wave) to improve learning outcomes for those eligible for Pupil Premium eg based on Sutton Report.</p> <p>Outcome of regular Mentoring sessions for those in Year 11 and at KS3.</p> <p>Narrow the progress gap of Upper ability boys and girls (2012 0.63 difference, 2013 – 0.3 difference).</p> <p>Upper Ability boys are meeting FFTD estimations and/or Goal Grades/levels</p> <p>INSET – whole school focus on Teaching and Learning strategies to engage the AGT</p> <p>Targeted boys complete the Extended Project</p>	<p>TLC focussed on good Teaching and Learning – disseminated to all staff through Newsletter; excellent Teaching and Learning strategies shared at INSET sessions led by staff members throughout the year.</p> <p>Increased number of lessons graded Outstanding and Good in Faculty Reviews – suggests excellent practice is being disseminated and embedded.</p> <p>Academic and Pastoral Board encouraged to look at teaching across the ability ranges and to plan lesson/assessment opportunities to suit all; INSET on 4<sup>th</sup> September 2014.</p> <p>15 students identified for mentoring improved upon their Year 10 predictions. Action needed on more effective mentoring in 2014-5</p> <p>Progress gap continues to narrow – 2014 0.13 difference compared to 0.3 in 2013.</p> <p>Upper Ability boys slightly under their FFTD estimations at -0.16</p> <p>INSET delivered in October 2013; AGT Co-ordinators role extended to embed good practice</p> <p>5 Upper Ability boys completed the Extended Project – 3 of the 5 boys attained excellent GCSE results, exceeding their FFTD estimations</p>
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<p><i>Faculty/Pastoral/SLT focus on the progress of Upper Ability boys :</i></p> <ul style="list-style-type: none"> <li>To Monitor and track progress for the more Upper Ability boys, along with the whole school</li> <li>To share good practice on strategies that work with motivating Upper Ability boys based on good practice identified through Faculty Review; to talk with Upper Ability boys and parents/carers about strategies that work</li> <li>Targetted inclusion in extra-curricular provision for the most able through the Extended Project</li> </ul> <p>Cross Reference with focus in SDP – i.e. appointment of AGT Co-Ordinator</p>	<p>SLT; Heads of Faculty; Heads of Year; AGT Co-Ordinator</p>	<p>Improved student outcomes for those students on SEND register – especially with regards to literacy, numeracy and learning behaviour</p> <p>Evidence would be Case Studies based on Interim and Annual Reports. Tracking and monitoring the of effectiveness of intervention for groups or individuals, including literacy and numeracy catch up</p> <p>Records of SEND surgeries</p>	
<p><i>SLT/ SENCO/ Year Teams focus on the best ways to differentiate and support the learning of the SEND students:</i></p> <ul style="list-style-type: none"> <li>To make the use of an IEP more systematic when planning lessons and planning for student progress</li> <li>To develop student ownership over the IEP</li> </ul> <p>(NB This builds on the improvements made in the way the IEPs are collected and reviewed 2011-13)</p>	<p>SENCO; Heads of Year and subject leaders; SLT; TAs</p>		<p>SEND students in Year 11 were below their FFTD estimations by -0.32.</p> <p>Progress Trackers and Case Studies are complete for all Year Groups –</p> <p>Y7 – SEND making excellent progress  Y8 – SEND in line with whole cohort  Y9 – SEND fractionally below cohort  Y10 – All cohorts of students on track to meet FFTD.</p> <p>Case Studies demonstrate that Literacy interventions have a direct impact on Reading comprehension and Accuracy and Spelling as shown by Reading Test scores.  Numeracy Catch Up is supporting students with confidence in Maths and functional skills.</p> <p>Action needed to support the transference of these literacy skills to KS3 and GCSE English skills</p>

			<p>Case Studies track Learning Behaviour – SEND students' Learning Behaviour levels in Years 7 and 8 are good with only specific individuals persistently needing support; in Year 9 there have been more inconsistencies; in Year 10 there have been significant improvements with key individuals. These reflect their progress levels.</p> <p>SEND surgeries were held twice in the year; feedback was very positive.</p>
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