



# Yorke Mead



**Yorke Mead Primary School**

## 8: Action Plan

### Making progress on equality issues

| Priority issue and objective  | Category                    | Diversity strand   | Task   | Responsibility              | Review/impact assessment |
|---|-----------------------------|--|--|-----------------------------|--------------------------|
| 1 To further accelerate the progress of PPG with a key focus on more able PPG | School improvement target 1 | More able Pupil Premium<br><br>Pupil Premium Children and SEND children combined | Those PPG children who are more able often fall behind their peers and do not achieve at the highest levels. These children need additional teacher focus to ensure they attain to the highest levels.<br><br>Too often the children who need the greatest support work with the least qualified staff. Moving forward it is essential that PPG children and SEND children spend more time with the teacher during focused group sessions.<br><br>PPG/ SEND pupils to work with the teacher daily. | HT INCO and leadership team | July 2021                |

**2018-19**

*By the end of Year 6 attainment of PPG at the expected standard was broadly in line with those achieved nationally and in reading particularly (a key focus due to reading being the cornerstone of all learning) our PPG children attained well. Progress of disadvantaged children was less successful especially in maths and writing and these are key areas of focus this year. Attainment at the higher standard continues to be an area of focus though it should be noted that in the 2018/19 cohort there were considerable needs and a number of PPG children had multiple barriers to their learning. Many of the needs for this cohort were of the kind that presented later in their education. Prior attainment of the PPG children was strong (16.75) and the needs resulted in these children struggling to make the expected progress over Key Stage 2.*

**CONTINUE TARGET with a key focus on progress in writing and maths**

**2019 -20**

*The events of 2020 and closure of schools means that no data has been updated in the summer term. As a result of this, we are aware that the data indicates that all children across the school are in a negative progress. This is natural given the closure of the schools since March 2020. Unfortunately, the impact of this school closure will have been greatest on the pupil premium, many of whom have not engaged in the home learning set during the lockdown. Of the 26 children currently eligible for Free School Meals, only 3 children accepted the offer of attending the school. Packages were produced each week containing work for the children to collect paper copies of work, but these were not collected and even when we dropped these at houses, work was not completed other than for one child. As schools re-open to all pupils in September 2020, the key focus will be on enabling all children to get back on track with their learning, but the children eligible for pupil premium will be the group with by far the greatest gaps in their learning.*

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|---|--|----------------------------------|----------------------------------|---|-------------------------------------|-----------|
| 2 | To raise attainment of pupils on FSM who are also SEN and so have a double barrier to learning | School improvement plan Target 1 | Financially Disadvantaged pupils | Staff to focus on PPG children daily with the aim to be raising attainment from current 'good' progress to 'very strong' progress. Teachers to focus on individual children and their potential so that EVERY child can achieve to their full potential – this means ensuring more able PPG children continue to achieve at the highest level and that good progress made in one year is not lost by average progress the following year.<br><br>Expected progress of individual PPG children £+ points/ year | HT, INCO and school leadership team | July 2021 |
|---|--|----------------------------------|----------------------------------|---|-------------------------------------|-----------|

*Based on internal data (Dec 2019) this cohort of children with the double barrier of SEND/Current FSM are on the whole making good progress, and other than in Year 4 progress is positive across all areas of learning. Progress is strongest by the end of Year 5 and Year 6 suggesting positive build over the key stage. By far the most challenging situation is how we accelerate the progress of those children for whom a social need is the biggest barrier. There are still too many hard to reach families who we need to find a way to engage in their child's learning.*

**CONTINUE TO FOCUS ON FSM CHILDREN AS INDIVIDUALS INCLUDING OTHER DOUBLE BARRIER e.g. EAL, multiple settings and social need**

### **2019 -20**

*This group, with a double barrier, will have been greatly impacted and will need to be a priority moving forward from September 2020. See above for details.*

|   |                                  |                                  |            |  |                          |           |
|---|----------------------------------|----------------------------------|------------|--|--------------------------|-----------|
| 3 | Achievements of pupils with SEND | School improvement plan Target 1 | Disability | Too often, the children who need the greatest support work with the least qualified staff. Moving forward it is essential that SEND children spend more time with the teacher during focused group sessions. | SENDCo<br>Teaching staff | July 2021 |
|   |                                  |                                  |            | SEND pupils to work with the teacher frequently throughout the week and to have a 'double dipping' of key teaching.  |                          |           |
|   |                                  |                                  |            | Focus on curriculum delivery with age related expectations but support available to enable access to learning  |                          |           |

*Based on the 2018/19 end of year data SEND children with EHCPs achieved well with 75% reaching the expected standard and one child achieving the higher standard in reading. These children generally had SEMH needs. This impacted their attainment in writing, as a number were reluctant to engage in the process at points throughout the year due to the predominance of the need. Attainment of SEN support children was similar in reading but lower in writing and maths, which impacted on the progress made.*

*SEND children across the school are generally making strong positive progress from their starting points, although in Year 4 where there are a higher number of needs this progress is less effective. School is addressing this by focusing a greater amount of qualified teacher time on this cohort, a plan that will continue in Sept 2020.*

### **2019 -20**

*Given the closure of schools we would expect progress to have fallen behind and currently a progress score of -2.0 indicates progress in line with expectations. For SEND children maintaining progress is challenging. It is pleasing therefore that other than in Year 2 and Year 4, where the numbers and extent of SEND needs are higher than average across the school, progress is around the -2.0 mark and therefore, at the currently expected level. Progress generally for SEND children is stronger in maths, which is natural given the impact of specific difficulties with language children often have, but it is pleasing to see progress in writing being stronger in all years but one year group. During lockdown SEN children were given highly differentiated work, with some children provided with individualised planning. As above we will need to focus on supporting this group to close learning gaps as school re-opens to all pupils from September which will be a school development priority and a key element moving forward.*

|   |   |                                      |        |   |                                 |           |
|---|---|--------------------------------------|--------|---|---------------------------------|-----------|
| 4 | Increase attainment in literacy for boys and maths in girls | School improvement plan Target 1 & 2 | Gender | Work done so far has had a very positive impact on boys across the school – and on girls in Years 5 and 6. However, this work needs to continue as issues remain, in part due to stereotypical attitudes the children bring to school.<br>It is essential the school reflects the positive gender roles for both sides. | HT and leadership team.<br>INCO | July 2021 |
|---|---|--------------------------------------|--------|---|---------------------------------|-----------|

*Across the school generally there is not a significant difference in attainment overall between boys and girls – however, there is a tendency for boys to be stronger in maths and girls to be stronger in English based tasks, especially writing. Some cohorts, such as the last Year 6 cohort, have significantly more ‘quiet’ girls and this affected greatly on the progress made by girls in a cohort of boys with extensive SEND needs. We continue to evaluate the curriculum and aim to ensure that needs of individual classes are met. Currently, it would seem that we have strong progress with boys reading and writing is the key issue, and there is work to do to enhance girls’ mathematical work further.*

***CONTINUE TARGET – focused on the individual class needs rather than overall***

**2019 -20**

*Based on the data as of Spring 2020 – boys are making stronger progress than girls in KS1 (it should be noted that there are a large number of girls with SEND in Year 2 and all children eligible for FSM in key stage 1 (see above) are girls. It is therefore felt that the lower progress is not gender driven but related to other factors, including SEND and PPG. Across the key stage 2 there is a more balanced picture, but classes do have some gender gaps and, where these have emerged, that girls tend to make stronger progress in literacy and boys make stronger progress in maths.*

|   |   |                                  |               |   |   |         |
|---|---|----------------------------------|---------------|---|---|---------|
| 5 | To effectively support the large group of adopted children at Yorke Mead to ensure they have a positive school experience | School improvement plan Target 1 | Disadvantaged | We recognise that pupils who have been adopted have faced significant trauma in their lives which impacts on their emotional wellbeing and on their education and life chances. At Yorke Mead we adapt policy and curriculum to ensure their needs are effectively met so that school has a positive impact on their lives. | INCO<br>Pastoral TA Adopted children<br>All staff | Ongoing |
|---|---|----------------------------------|---------------|---|---|---------|

*We are now in the second year of the Penn Resilience Programme and the children are engaging well with this. The adopted children are now able to cope with more adults supporting them and are becoming less reliant on one key person which is a mark of the work the support for adopted children has achieved. Generally the adopted children are making strong positive progress even if they are not able to meet EXS. There are currently none of them working at the higher standard, but given the time they have had and the emotional impact of their situation this is not surprising; many have needs that mean it is very difficult for them to achieve at the expected standard, which must be the first goal. The key thing we must do is ensure they leave us emotionally secure and with the right support in place for secondary school. It seems that we can support them well in our school but how they manage when they leave us is also an indication of the impact of our work.*

**CONTINUE TARGET – next steps are to continue to explore the PENN resilience programme and the impact of this work.**

### **2019 -20**

*Adopted children are extremely well supported at Yorke Mead and we have been extremely successful in helping this group of children feel secure in school and able to access support. All staff have been trained in trauma informed teaching and understand the direct impact of trauma and the importance of maintaining good open and positive relationships. The PENN resilience programme was delivered until school closed in March 2020 and this also proved effective support for the Year 6 adopted child. Unfortunately, the key driver of this work is now emigrating and we will need to replace this staff member and manage successful continuity planning.*

|   |  |               |               |  |                            |           |
|---|--|---------------|---------------|--|----------------------------|-----------|
| 6 | Ensure vulnerable children who have emotional/mental health difficulties are appropriately supported | School policy | Mental Health | We recognise that for many reasons some children have emotional difficulties that impact on their own wellbeing and their ability to access their learning. The school and staff will ensure these children are well supported to reduce the impact on their mental wellbeing. | Pastoral Team<br>All staff | July 2021 |
|---|--|---------------|---------------|--|----------------------------|-----------|

*We now have staff trained to deliver Lego therapy, drawing & talking and theraplay interventions. All staff are trained in STEPs training and we also have most staffed trained in emotion coaching. The school buys in play therapy/art therapy as required. Therapeutic support is the key structure of additional support and the behaviour for learning policy is built around positive behaviour strategies. The school is now well focused on supporting children, and the work we are doing is recognised by outside agencies who can see we are confident and assured in our work. We increasingly have children seeking early support and parents who approach us for support for their children.*

***CONTINUE TARGET – ensuring new staff are fully inducted***

#### **2019 -20**

*This target has been very successfully achieved and the whole staff are fully aware of the support available. During the lockdown a number of parents reached out and we were able to continue to support children at home, meaning that the success of the work has extended to all staff and parents connected to the school. Yorke Mead is now highly recognised as a leading school in supporting mental wellbeing, which is extremely positive. This target will now be about maintaining this with new staff.*

|   |  |                             |                    |  |      |         |
|---|--|-----------------------------|--------------------|--|------|---------|
| 7 | To ensure school presents positive images for the achievements of all cultures, religions and ethnic backgrounds | School improvement target 3 | Cultural diversity | Establishing positive images of all cultures is essential. | Inco | Ongoing |
|---|--|-----------------------------|--------------------|--|------|---------|

*Staff endeavour to have a range of resources depicting cultures, ethnic backgrounds, religions etc. There is probably scope to complete a full assessment of classroom resources, which subject leaders may do as part of their assessment of SMSC work as they plan and develop subject specific policies. We have introduced a number of positive images through the celebration of Black History Month each year and encourage the celebration of difference.*

#### **CONTINUE TARGET**

#### **2019 -20**

*Following the tragic events of 2020 and the death of George Floyd we have reflected as a school on the impact of this target. Whilst we have made progress with the target above, we recognise that there is much more for us to do if we are going to allow all cultural and religious groups to leave us with high confidence. This would enable us to be a leading school in supporting the strength of cultural diversity and enabling children to grow in confidence so that they are able to extend from being non racist to anti-racist and can support the required global reform. This will be a key target of the next equality scheme plan.*

|   |  |     |            |  |                         |          |
|---|--|-----|------------|--|-------------------------|----------|
| 8 | To maintain regular review of the accessibility plan | DDA | Disability | School business manager to maintain the accessibility plan keeping positive eye on the changing needs of the YM community. | School Business Manager | On going |
|---|--|-----|------------|--|-------------------------|----------|

*The school business manager leads on this work, liaising closely with the SENDCo. The plan is updated to ensure all known needs are met for all members of the school community, and that planning is in place for the general range of needs.*

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|---|------------------------------|-----------|-----------------------------------|--|-------------------------|----------|
| 9   | Policy review                | Statutory | All                               | Continue to ensure annual review of policy and reporting of impact assessments.  | Leadership team         | Ongoing  |
| <i>Each policy, as reviewed, has an impact assessment complete</i>  |                              |           |                                   |  |                         |          |
| 10  | Stakeholder consultation     | Statutory | Disability<br>Gender<br>Ethnicity | Ensure consultations with all stakeholders include diversity strands.<br>Conduct more detailed questionnaire during parent evening every 2 years   | Governors               | Ongoing  |
| <i>This is due this year and will be held as part of the next consultation in the spring term 2020.</i>   |                              |           |                                   |  |                         |          |
| 11  | Impact assessment            | Statutory | All                               | Ensure consistent reporting to GB and return of statutory proforma to LA and DCSF when required.   | HT and leadership team. | Ongoing  |
| <i>Done as part of policy reviews</i>   |                              |           |                                   |  |                         |          |
| 12  | Communication and publishing | Statutory | Disability<br>Gender<br>Ethnicity | Ensure communications with the school community are accessible and easy to read.<br>Update our website to include more explicit reference to our commitment to equality and diversity.<br>Tell the school community about equality plan and make appropriate copies.<br>Investigate service for translating documents into other languages | Ht and GB               | On going |
| <i>Twitter introduced and update of website to include dates for further ahead. Newsletter has been improved to provide even more information for parents on supporting their children, and explanations of key educational practice.<br/>Increasingly as key policies are reviewed parents are informed of these and where they can be found- and revised policies are distributed to staff to read via email.</i> |                              |           |                                   |  |                         |          |