

Seaton Valley Federation of Schools Equalities Objectives 2016-2020

ACTION	STRATEGIES	TIMESCALE	SUCCESS CRITERIA	REVIEW OF ACTIONS APRIL 2017
<p>Ensure the gap is narrowed between Pupil Premium pupils and other pupils in terms of achievement, attendance, persistent absence, exclusions etc.</p>	<ul style="list-style-type: none"> • Further analysis to be undertaken by data manager based on this specific group. • Allocation of specific targets in SDP and via appraisal where appropriate. • Achievement, attendance and behaviour issue to be tracked for this group and action plans identified based on data analysis. • Monitoring via SLT meetings and Governors. 	<p>From Summer 2016</p>	<ul style="list-style-type: none"> • Achievement gap – pupil premium v other pupils is reduced in all year groups. • Attendance of pupil premium pupils is increased and their persistent absence is decreased. • Exclusions for pupil premium pupils are in line with other groups. 	
<p>Narrow the gap between SEND pupils and other pupils in terms of achievement, attendance, persistent absence, exclusions etc.</p>	<ul style="list-style-type: none"> • Embed the role of the cross federation Assistant Headteacher Inclusion • Further analysis to be undertaken by data manager based on this specific group. • Develop staff training, particularly learning support staff on specific SEND issues using outside providers. • Achievement, attendance and behaviour issue to be tracked for this group and action plans identified based on data analysis. 	<p>From Spring 2016</p>	<ul style="list-style-type: none"> • Achievement gap – SEND v other pupils is reduced in all year groups. • Attendance of SEND pupils is increased and their persistent absence is decreased. • Exclusions for SEND pupils are reduced. 	

	<ul style="list-style-type: none"> Monitoring via SLT meetings and Governors. 			
Embedding of Education Health and Care Plans (EHC Plans) and increase use of Early Help Assessment (EHA) forms to support young people.	<ul style="list-style-type: none"> Training for key staff on the new plans and their use within school. Further develop teaching staff awareness and skills via sharing lessons from the training undertaken by key staff. Parents of pupils with an EHC plan or EHA plan awareness is raised through regular home-school communication and review meetings. 	From Spring 2016	<ul style="list-style-type: none"> New plans are in place for the appropriate pupils to ensure their needs are met. Use of EHA is embedded and a number are in place and work effectively. SEND pupils continue to make appropriate progress. 	
Review whole school awareness of homophobia/homophobic bullying issues with a specific focus on language used.	<ul style="list-style-type: none"> Assemblies held to raise awareness of the issues and to focus on positive role models with a specific emphasis on the negative implications of language used. Lead teacher for SMSC to organise other activities. Staff awareness to be raised to these issues and requested to challenge ALL such behaviour in and out of lessons. Peer supporters made aware of issues and able to challenge/support other young people. 	From Spring 2016	<ul style="list-style-type: none"> Staff and students more aware of issues. Fewer incidents recorded for homophobic bullying. Whole school questionnaire shows improvements with regard to bullying. 	