



Equality Objectives Plan of Action

2023-2027

Strand 1: Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.

Objective 1 Ensure that all pupils have the opportunity to access extra-curricular provision.

Why?
Research discussed in An Unequal Playing Field: Extra curricular activities, soft skills and social mobility (Social Mobility Commission, 2019) highlights that ‘extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.’ The Clifton area, of which Herringthorpe is a part, has a high % of unemployment, underage pregnancy, drug use, with a lower than average life expectancy. The majority of our pupils live in one of the lowest 10% Super Output Areas in Britain, many come from deprived homes where aspirations are low. We have approximately 58% of our pupils living in one of the 30% most deprived areas in the borough. We know that many of our pupils outside of school do not have access or opportunities to participate in extracurricular activities and are often left to their own devices or allowed to wander the streets with no structure to their social time. Pupil voice highlights the importance that pupils place on extra curricular activities to develop new skills, engage in interests and to socialise with peers from across school.
INTENT - What we hope to achieve:
● Increase pupils’ cultural capital through experiences offered through extra curricular opportunities offered at and through school. ● Offer a broad range of extra curricular clubs for all pupils to access ● Share with the school community extra curricular opportunities available in and around the local area ● Use Children’s University as a driver to promote and encourage and celebrate extra curricular participation
Implementation - To achieve this objective, we plan to:
● After school clubs on offer all year round including additional teacher led clubs run 3 x per year in 5 week blocks ● A broad range of extra curricular clubs on offer e.g. sport, cooking, art, gardening ● Family Learning programme running throughout the year ● Groups and families identified and targeted to attend extra curricular provision ● Coffee mornings signposting parents to clubs and activities on offer at and through school ● Sharing on Dojo of activities on offer and available in the local area ● Actively promote HAF clubs ● Direct and encourage pupils to take up and opportunities that are available celebrating their successes ● Run the Children’s University scheme through school > all children having a login, activities logged, certificates of participation and graduations to take place
Progress we are making towards achieving the objective:
Autumn and Spring Term 2023/24 A range of after school clubs on offer for all pupils across the two terms. Young Voices feeding into an arena event Parent workshops happened with good attendance Family Learning programme advertised on Dojo and on the School website > attendance has been satisfactory All children have been set up on the Children’s University platform and clubs have been logged. HAF, Rotherham Healthy holidays, run by Early Help > targeted to FSM plus children who are open to social care or EH. Information sent out and support offered for signing up.

Sharing of events and activities being run by Grimm & Co, Wentworth Woodhouse and sports clubs available
Summer Term 2024

Impact:

Family Learning

Autumn terms	total	boys	girls	pp	SEND	BAME
Create hanging baskets and bag Y5 and Y6	14	8	6	4	2	4
Create hanging baskets and bag Y3 and Y4	15	9	6	3	5	3
Look at Me, Im scruffy	15	7	8	7	3	5
Funky Gnomes	23	13	10	8	5	6
Christmas Stockings	20	11	9	4	7	1
Sock Creatures	20	9	11	6	7	5
Christmas Cards	20	8	12	3	6	2
total	127	65	62	35	35	26
Spring term	total	boys	girls	pp	SEND	BAME
Valentines Boxes 1	20	8	12	8	1	6
Valentines Boxes 2	20	11	9	7	5	5
Mothers Days cards 1	20	7	13	6	5	4
Mothers Days cards 2	20	13	7	11	4	7
total	80	39	41	32	15	22

After School Clubs

Autumn term	total	boys	girls	pp	SEND	BAME
Homework	16	7	9	6	1	10
Land Learn Wed 1	17	16	1	3	1	9
Gardening 1	12	8	4	4	7	3
Cooking 2	12	6	6	1	4	4
Football	16	12	4	4	4	7
Live and Learn Mon 1	9	9	0	1	1	3
Sewing 1	7	1	6	1	1	4
Cooking 1	12	4	8	6	3	7
ICT	19	14	5	2	3	8
Young Voices 1	29	6	23	5	5	3
Sewing 2	15	4	11	5	2	3
Gardening 2	9	7	2	4	5	1
Live and Learn Mon 2	20	15	5	4	0	8
Live and Learn Wed 2	15	13	2	2	1	5
Young Voices 2	26	5	21	5	5	2
Dodgeball	13	9	4	5	6	5
Spring term	total	boys	girls	pp	SEND	BAME
Young Voices	21	5	16	6	5	1
Live and Learn Mon	11	10	1	1	0	4
Live and Learn Wed	12	10	2	2	3	4
Art	6	1	5	2	1	2
Gardening	2	1	1	2	1	1
Cooking 1	12	10	2	6	3	2
Cooking 2	12	4	8	6	3	7
Ball games	14	12	2	3	4	7
Sewing	7	0	7	3	0	2
ICT	6	5	1	0	1	2

- Pupil voice used to decide on after school clubs run > pupils have ownership and clubs are geared towards interests
- All groups access extra curricular clubs and actively encouraged to attend
- 10 x children have completed the Bronze award and continue to work towards Silver.
- Extra Curricular opportunities have ensemble pupils to have experiences that would not previously had if not on offer eg. BMX, Parkour

Strand 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Objective 2

To monitor and analyse pupil achievement by gender, SEN, pupil premium and in year transfers and act on any trends or patterns in the data that require additional support for pupils.

Why?

Our school population ethnically reflects the diversity of the community.

At present 102 children are entitled to a free school meal (28.5%).

We have 47.2% (169) BAME children.

Approximately 18 different languages are spoken including Urdu [most common], Punjabi [2nd most common], Chinese, Polish, Arabic, Malayan and Lithuanian.

At present 78 children are on the SEND register in total, 22%. SEND need per year group: Y3 - 22.4%, Y4 - 24.4%, Y5 - 21.5%, Y6 - 18.6%. With 25 children accessing SEND plan targets. 10 children have EHCPs and 2 more in progress. We then have a further 5 in the process of evidence gathering to submit an application. 6 children accessing IBP targets.

Overall, the data shows that pupil groups are achieving well. However it also identifies that disadvantaged groups, although achieving above the national average in Reading, are performing well below their counterparts in school Reading, Writing and Maths. Our disadvantaged pupil groups remain a focus group for provision moving forward into 2023/24, especially in maths and writing in order to close the in-school gap

INTENT - What we hope to achieve:

- Pupils highly achieve at Herringthorpe Junior School, irrespective of gender, EAL, SEND or Pupil Premium/FSM.
- The school has robust systems of tracking various groups' progress on a termly basis. Leadership have a thorough overview of any gaps between groups and analyse trends of gaps.
- The school has effective plans of action to support any underachievement of pupils.
- Disadvantaged and vulnerable groups achieve at least in line with national expectations at the end of KS2.

Implementation - To achieve this objective, we plan to:

- Pupil progress meetings will be centred around the data submitted by teachers on a termly basis; focusing on various groups and attainment.
- SLT will track identified pupil groups on a termly basis to identify if the gaps between groups are increasing/decreasing for each year group.
- Provision maps and action planning will be based around closing any gaps identified and offering fast track tutoring for identified underperformance.

Pupil premium strategy outlines curriculum support tailored to disadvantaged groups.

Progress we are making towards achieving the objective:

Autumn Term 2023

- Autumn Term Pupil progress meetings for all year groups identified any gaps for identified groups of pupils
- Action plans/provision maps put in place to address any gaps in groups of learners
- Outcomes of Autumn Term Data shared with the Governing Board

Year 3:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M

Year 4:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Girls Maths

Year 5:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Boys reading & writing

Year 6:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Boys reading & writing

Spring Term 2024

- Spring Term Pupil progress meetings for all year groups identified any gaps for identified groups of pupils
- Action plans/provision maps put in place to address any gaps in groups of learners
- Outcomes of Spring Term Data shared with the Governing Board

Year 3:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Girls - R,W, M

Year 4:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Girls maths

Year 5:

Analysis of performance groups and focus:

- Pupil Premium
- SEND

Year 6:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Boys reading, writing and Maths

Summer Term 2024

- Summer Term Pupil progress meetings for all year groups identified any gaps for identified groups of pupils
- Action plans/provision maps put in place to address any gaps in groups of learners
- Outcomes of summer Term Data shared with the Governing Board

Year 3:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Girls R,W,M

Year 4:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Boys in reading and writing

Year 5:

Analysis of performance groups and focus:

- Pupil Premium & SEND - R,W,M
- Gap between girls and boys in maths and writing

Year 6:

Analysis of performance groups and focus:

- EOY assessment outcome

Impact:

Pupil Progress Data Spring Term demonstrated that school achieved:

Year 3

5% Gap closure between PP pupils and non-PP pupils in year 3 in maths
1% Gap closure between PP pupils and non-PP pupils in year 3 in reading
5% Gap closure between PP pupils and non -PP pupils in year 3 writing.

Year 4

6% Gap closure between PP pupils and non-PP pupils in year 4 in maths
2% Gap closure between PP pupils and non-PP pupils in year 4 in reading
6% Gap closure between PP pupils and non -PP pupils in year 4 writing.
Gap reduced by 9% between boys and girls in maths- gap closed.

Year 5

3% Gap closure between PP pupils and non-PP pupils in year 4 in reading
6% Gap closure between PP pupils and non -PP pupils in year 4 writing.

Year 6

Gap closed between PP pupils and non-PP pupils in year 6 in maths (1% difference)
12% Gap closure between PP pupils and non-PP pupils in year 6 in reading
19% Gap closure between PP pupils and non -PP pupils in year 6 writing.
Gap reduced by 7% between boys and girls in reading

Pupil Progress Data Summer Term demonstrated that school achieved:

Strand 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Objective 3

Increasing the extent to which SEND and/or disabled pupils have access to the school curriculum.

Why?

Herringthorpe Junior School is currently 4.7% above national average (17.3%) for the number of SEND pupils on roll. The school currently has 22% of pupils with SEND. This is broken down as:
32% of pupils accessing SEN Support and 13% of pupils with EHC plans.
By Summer Term 2024 the number of pupils with EHC plans is predicted to increase to 16%

As reflected nationally, Herringthorpe Junior School is experiencing the most complexity of needs for pupils to date. The Social, Emotional Mental Health of our children is becoming an increasing concern. In the current cohort for 2024 there are 6 with SEMH as the primary need, out of 78 pupils on the SEN register. However where SEMH is a secondary need, as a result of their primary need, there has been an increase over the past 3 to 19 in 2023/24 which is a rise of almost 5%.

Reflecting on the provision offered to pupils this year; it has become apparent that funding additional adults is not the most effective way to support need and is not sustainable. Herringthorpe Junior School has therefore made the decision to take on a new pathway model to support pupils with additional needs. A bespoke curriculum and carefully planned spaces to deliver this, will ensure that provision is person centred, responsive and effectively equipped and resourced to meet need. This will in turn mean that pupils are able to remain in our mainstream provision; easing the enormous pressures on specialist provisions.

INTENT - What we hope to achieve:

- All pupils regardless of SEND and or disabilities are offered a curriculum pathway that enables appropriate next steps for learning.
- The school has a clear and cohesive curriculum pathway model for all pupils at Herringthorpe Junior School.

- Pupils are profiled to ensure that they are accessing the right pathway of learning.
- Staff are highly trained to deliver a holistic, robust and appropriately challenging curriculum for highly complex pupils.

Implementation - To achieve this objective, we plan to:

- Provision maps collated on a termly basis
- Pupil Progress meetings led by SLT/teachers; focusing on underperforming groups and next steps of provision
- Team around the Class meetings discuss pupil need across the classroom supporting with early identification of pupils in need of additional support
- Robust data collection that feeds into the Hierarchy of Need triangulating information allowing for effective triage and directing to relevant and pertinent support
- Ensure a strong commitment to SEND as a high priority across the school
- Ensure provision enables children to develop independence
- Ensure children's strengths, abilities and successes are noticed and celebrated rather than a focus on barriers and needs
- Continue to develop parental partnership and enable parent voice with regard to inclusion, using this to inform improvements to practice and provision
- Review of resources and practices to ensure all children are valued and positively reflected
- Review of current staffing structure relating to SEND provision to ensure this meets the needs of children effectively and builds capacity and expertise in staff
- Utilise experts to provide guidance, training and identify areas for development
- Provide ongoing training and support for staff regarding SEND practice and provision
- Review of current interventions to consider if they are having the desired impact and revise accordingly

Progress we are making towards achieving the objective:

Autumn Term 2023

- SEND reviews taken place with all pupils on SEND Register
- Aspire outreach support in place
- Provision maps populated for all classes
- Materials for refining early identification processes in place across WTA by FE

Spring Term 2024

- SEND reviews taken place with all pupils on SEND Register (either held with SENCo or class teacher)
- Review of provision currently in place > restructuring of support to better suit need
- Building and setting up of LEAF@HJS
- Trauma Informed School CPD for all staff
- Provision maps updated for all classes
- SEN coffee mornings increasingly well attended with good feedback - engaging parents in collaboration to meet pupils needs
- New website design and signposted on class dojo
- Monitoring of SEND pupils accessing breakfast club and after school clubs
- Further enrichment engagement through our LEAF offer
- Strengthened impact of the team around a class meetings - these feed into team around a child meetings, individual timetables and more recently, pastoral triage meetings as part of the LEAF @ HJS offer

Summer Term 2024

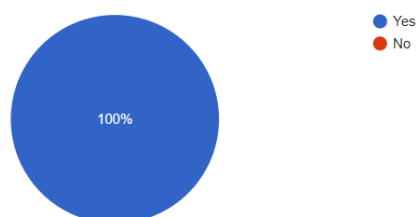
- Support staff training around supporting SEND learning, offering coaching opportunities to develop confidence and strengthen intent.
- Year group meetings with SENCO and curriculum leader around supporting disadvantaged pupils; ensuring approaches and best practice is shared and at the forefront of Quality First Teaching
- Excellence briefings - adaptive teaching / supporting the bottom 20%/ trauma informed practice
- Twilight 2b - the graduated response - positive feedback around opportunities to fine tune knowledge and understand the language of SEND

Impact:

- Good progress made by disadvantaged pupils and those with SEND against national disadvantaged and non-disadvantaged pupils.
- Consistently good parental engagement with SEN reviews, SEN coffee mornings and other planned events.
- LEAF @ HJS feedback from staff and pupils is positive and continues to drive forward the vision set out within the rationale
- Positive CPD responses (trauma informed practices, the graduated response and adaptive teaching)
- Positive parental engagement and feedback:

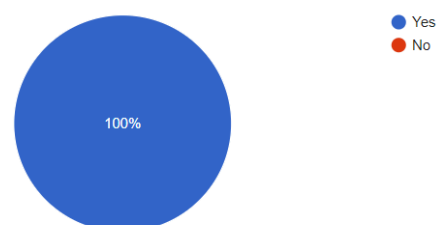
The school tells me about my child's learning and progress (Parents Evening/Interim Reports/End of Year Report/SEN reviews/ Class Dojo etc)

21 responses



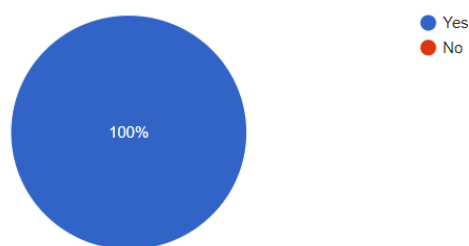
Teachers listen to my concerns

21 responses



I am involved in reviewing my child's needs/targets (SEN Review meetings)

21 responses



Strand 3: Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Objective 4

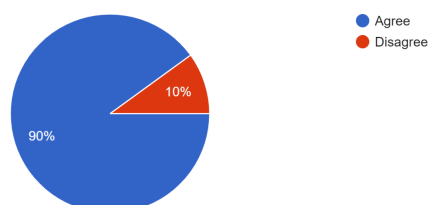
To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why?

Parent surveys completed in March 2023 and again in March 2024 demonstrate that:

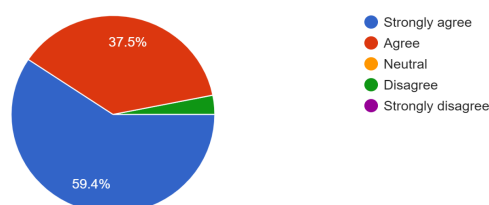
The school regularly communicates with parents through class dojo, email and letter

50 responses



The school regularly communicates with parents through class dojo, email and letter

32 responses



The outcomes of the survey demonstrate that we are making positive steps towards clear communication with parents/carers.

School will continue to ensure that communication is accessible for all parents both in terms of written communication (letters, ClassDojos, Records of Achievement etc) and verbal communication (stay and play sessions, parent/carers workshops, Parent/Carer evenings. School aims to ensure that all school ethnicities are represented in school events and school decisions.

As a school we value working with parents in the education of our pupils. Our offer and ambition for a profound primary experience would not be possible without this. We will continuously strive for this partnership working to help break down barriers between home and school where they are present and to promote the school at the heart of the community.

INTENT - What we hope to achieve:

- Working in partnership with parents and carers in the education of their pupils
- A whole school approach to enhancing parental involvement by ensuring all school staff are clear about their roles and responsibilities.
- All staff understand the possible barriers to involvement for parents of EAL learners, particularly those who are new to English.
- School communications encourage a positive dialogue about learning for all parents/irrespective of a parents/carers first language
- Working with parents to improve attendance and therefore outcomes

Implementation - To achieve this objective, we plan to:

- Termly parental engagement activities planned for
- Parental engagement events on offer to include::

Coffee mornings

Attendance Breakfasts

Whole school celebrations: Harvest, Christingle, Christmas Play, Easter Service, Herringthorpe Got's Talent, X Factor, Christmas Fayre, Sports Day, Leavers Assembly

School visits

TTRS day

Reading celebration

Family Learning

Open Classroom

Parents Evenings x 3

Multiply Maths sessions

- Fortnightly newsletter to include key diary dates
- Communication from school office to be timely
- Dojo used as a notice board to share updates and notices
- Class teachers and support staff to communicate face to face with parents where possible or over the phone
- Individual Class Dojo used to send reminders for parents and to share events from the day
- School website to host year group blogs > regularly updated with learning
- Parent survey to take place once a year and concerns discussed and acted upon > 'you said, we've done'
- SEND parent voice survey carried out annually and concerns discussed and acted upon > 'you said, we've done'
- Staff available to support with translation where needed
- Termly curriculum maps and knowledge organisers shared with parents
- Parents to complete evaluation forms when they have attended family learning events.

Progress we are making towards achieving the objective:

Autumn Term 2023

- Parent voice gathered in terms of workshops on offer from 'experts' this year > Sleep, anxiety, hygiene > booked and advertised
- SEND coffee morning - 9 parents attended
- SEND Newsletter shared with parents
- TTRS morning in lower school
- Attendance breakfast - 12 parents joined
- Sleep workshop 6 parents attended
- Harvest celebration - 26 parents attended

- XFactor - 21 parents attended
- Christingle - 31 parents attended
- Christmas Play - 83 parents attended
- Parents evening - 95% of parents attended

Spring Term 2024

- Parent survey March > analysed and shared with governors
- Newsletter has included actions and information summary from parent questionnaire
- SEND coffee morning - 10 parents attended
- SEND Newsletter shared with parents
- Attendance breakfast - 14 parents joined
- Stay and Plays session - 6 parents attended
- Easter celebration - 20 parents attended
- Multiply maths parent workshop sessions 51 parents across the sessions joined
- Parents evening - 96% of parents attended
- Whole school attendance for February was 96%

Summer Term 2024

- PA is lower this year at the same point last year

Impact:

- Parents are feeling well informed
- Events set on Dojo offer reminders at intervals so parents know what is happening and when
- Parents know that they are listened to and views are taken into consideration
- Parents feel welcome to come into school
- Parents are comfortable to discuss concerns/worries with staff and know that action will be taken