

**Seabridge Primary School Equality Targets 2023/24**



<b>Targets</b>	<b>Success Criteria</b>	<b>Actions</b>	<b>Monitoring</b>	<b>Timescale</b>
To ensure all pupils have equal access to extra-curricular clubs	<p>There are both lunchtime and after-school clubs on offer.</p> <p>There is support provided by PP funding for disadvantaged pupils to help attendance at after-school clubs.</p> <p>Attendance is monitored and absence followed up.</p> <p>The pupils attending clubs is monitored to evaluate diversity of application/allocation.</p>	<p>CP to create termly timetables.</p> <p>Club leader to complete registers and alert office staff of absence.</p> <p>KE to evaluate whether pupils' application/attendance is reflective of school population.</p>	Application/attendance and repeated absence to be reported to KE	Termly
To ensure disadvantaged pupils' attendance is at least national	<p>Daily register checks ensure first day contact with all pupils.</p> <p>Attendance monitoring reflects improved attendance for disadvantaged pupils.</p>	<p>JH to monitor attendance half-termly (more frequently more persistent absentees).</p> <p>VIP to provide parent support if needed via attendance clinics and safe and welfare checks.</p> <p>Attendance certificates and stickers to be in use and good attendance published on social media and celebrated in assembly (Monday).</p>	Report to Academy Councillors	Termly
To ensure roles and responsibilities are allocated in a fair way through a 'job' application process, and reflect the	Children from the variety of identified groups across the school are represented through the roles and responsibilities.	<p>CB/KA/MB to scrutinise roles/responsibilities.</p> <p>Staff to encourage applications from and allocate responsibilities to a</p>	CB/KA/MB feedback to KE/SS	Annual

diversity of the school population	Children are supported in order that they fulfil their roles effectively.	proportionate range of the identified groups across the school.		
To continue to promote positive images which reflect the diversity of the world community in terms of race, gender and disability and the remaining protected characteristics where possible	<p>The school environment celebrates diversity.</p> <p>Assemblies regularly celebrate diversity and challenge stereotypes, as well as providing opportunities to learn about the British Values.</p> <p>The Seabridge wider curriculum (RE, PSHE and Citizenship curriculum) provides evidence of tackling equality issues.</p>	<p>Relevant subject leaders to ensure their curriculum areas fulfil the need to reflect diversity (KA).</p> <p>Curriculum leader (KA) to monitor classroom environment and assembly coverage.</p>	KA/SS	Termly
To improve the attainment of children within disadvantaged groups to close the gap within individual year groups	<p>Disadvantaged pupils perform at least in line with national at statutory assessment points.</p> <p>Monitor different groups through the year and ask teachers to identify specific interventions to enable all children to make at least expected progress.</p>	<p>SS/KE analyse data followed by key leader Pupil Progress meetings with class teachers.</p> <p>Intervention plans are developed based on triangulation of data, evidence from classroom practice and research-informed decisions.</p>	SLT	Termly
To continue to review school environment to make it accessible for pupils and adults, in line with the school's accessibility plan.	<p>Children have safe access to the learning environment in particular those pupils who need individual support.</p> <p>Children and adults can move around the school safely, regardless of need.</p>	KE to review Accessibility plan.	Report to SLT	Termly