



St Bartholomew's C of E Primary School

Action Plan 2024 - 2027

Leader(s)	Kathryn Brown / Megan Hartnett / Emily Schofield / Lyndsey Smith
Links to School Improvement Plan	<ul style="list-style-type: none"> Vulnerable groups - a key priority area on the School Improvement Plan. SEND and EAL are a priority and are an identified group within the equality policy and statement. The school is working on the development of systems to support children with additional needs and the development of provision for these pupils. This will ensure progress and that the children develop the capacity to become independent learners. Anti-Racism Award – to ensure all children make better progress. To support underachieving groups compared to others nationally and at our school.
Rationale:	We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of the protective characteristics, race, gender, disability, belief, religion or socio-economic background. Should anyone feel any effects of inequality at St Bartholomew's, we will seek to obtain the person's views and make the necessary adjustments to ensure that the feeling of inequality is eliminated. The school is currently working towards the anti-racism award in order to improve race equality within schools while promoting safety and wellbeing for BAME staff, students, parents, carers, and those in the community. The school is also looking to ensure that all stakeholders have a thorough knowledge of the protective characteristics and the reasons for these.

Key Objective	Actions	Time Scale	Who	Cost/ Resource Implications	Success Criteria / evidence
To raise attainment in Reading for SEND pupils acting on the data that indicates that these pupils require support.	<ol style="list-style-type: none"> Analyse attainment data for SEND pupils in reading, identifying gaps in relation to school, Leeds and National figures Ensure a range of interventions are in place to support SEND pupils in reading Raise attainment in core subjects and reduce the gap between national and school level for different groups To Publish attainment data to show whether certain groups are in need of support on the school website 	2024-27	All Staff DN Assessment KB SENDCo ES MH	Time	Attainment in reading is raised for SEND pupils. Gap is narrowed between non-send and SEND pupils, Leeds and National Data Pupils are fully supported to make accelerated progress.
To raise attendance levels of children from White Eastern European backgrounds and children	<ol style="list-style-type: none"> Analyse attendance data Meet with parents of children with unacceptable attendance 	2024-27	All staff JW – Attendance	Time	Attendance levels are increased for children from White Eastern European backgrounds

with SEND support acting on the data that indicates that these pupils require support.	<ol style="list-style-type: none"> 3. Complete home visits 4. Daily phone calls 5. Work with relevant officers 6. Publish data in newsletters and encourage attendance 7. Other initiatives and support for these pupils on an individual level and as appropriate. 		CL – Safeguarding Lead		Attendance levels are increased for children at SEND Support.
To achieve the anti-racism award	<ol style="list-style-type: none"> 1. Meet with Becket Park University to gain a thorough understanding of the award and criteria. 2. Work towards the criteria objectives 3. Share information with all stakeholders in order to meet objectives and achieve the standards. 4. Put action in place to achieve standards required. 5. Submit evidence / complete assessment to achieve the award 	2024-2027	LS – EAL Lead KB - SEND MH ES Helen – Gov All Staff	Time	The school achieves the anti-racism award Race equality is improved within school. Wellbeing for BAME staff students, parents, carers and those in the community is improved. while promoting safety and wellbeing for BAME staff, students, parents, carers, and those in the community
To increase the knowledge of all stakeholders of the protective characteristics and the impact that they can have on opportunity, success, involvement and equality.	<ol style="list-style-type: none"> 1. Review and revise equalities policy and policy statement 2. Write a quick guide with pupils in order to make key pupils eg school council fully aware of Equalities policy and protective characteristics. 3. Pupils to disseminate throughout school 4. PHSCE lessons to include protective characteristics as part of every lesson 5. Share importance with all stakeholders through newsletters, flyers and quick guide. 6. Lessons and assemblies on Equalities. 7. Equality event 	2024-2027	JW KB All Stakeholders	Time	All stakeholders have a thorough knowledge of the protective characteristics and the impact that they can have on opportunity, success, involvement and equality. All stakeholders have equality of opportunity whether they have a protective characteristic or whether they do not.
Monitoring cycle (how will I check this is working/ having impact – include governor linking where applicable)					
Monitoring		People Involved		When	
OBJECTIVE 1 Attainment data Headlines Pupil Progress Meetings	DN JW	Ongoing			

Data Reports Intervention records Progress Data Meeting Records	KB MH ES All Staff	
OBJECTIVE 2 Attendance Data Files Meeting minutes Letters to parents	JW CL All Staff	Ongoing
OBJECTIVE 3 Anti –Racism Files Meeting Records Governor Records Evidence Files	LS KB MH ES All Staff	Ongoing
OBJECTIVE 4 Training Records Meeting Records Quick Guide School Council Minutes Staff meeting Notes PHSCE Planning / Slides	JW CL KB MH ES SLT All Staff Governors Community	Ongoing