



**Equality objective 1:** By the end of the 2025 school year to narrow the attainment gap between the disadvantaged and non-disadvantaged pupils in writing at the end of KS2.

### Why we have chosen this objective:

Our disadvantaged pupils perform either in line with or better than those nationally in Reading and Mathematics however school data and published end of key stage data show that in writing disadvantaged pupils are out performed by non-disadvantaged pupils with a gap of 7.2% at the expected standard and a 5% gap at greater depth.

### To achieve this objective, we plan to:

- End of year transition meetings in place to ensure clear handover to new class teachers.
- Robust induction is in place for all new teachers.
- Moderation of data occurs each assessment cycle so starting points are accurate.
- Ongoing, daily assessments feed into planning.
- Data from assessments is analysed and gaps identified.
- Pupil progress meetings run termly and challenge staff on the provision to meet the needs of all learners.
- Lessons planned with incremental steps that are reviewed in lessons to keep learners on track and learning is not left behind.
- INSET time is dedicated to meeting the needs of pupils at the time and not planned too far in advance.
- Teachers are supported to make changes in planning following assessments from leaders.
- Staff supported with providing provision for class interventions.
- Support staff CPD is routinely organised, and needs **based**.
- Two key types of interventions are running, some with a specialist member of support staff and others run by teachers and class-based support staff.
- Interventions are monitored carefully to ensure that they have the desired impact.
- Referral process is being reviewed to ensure that all staff know who to speak to in regard to the children's different needs.
- Outside agencies consulted regarding programmes.
- Specialist SALT support bought into and additional training of staff to reduce the number of children leaving the EYFS with underlying SALT needs.
- CL has high status and quality of talk and adults modelling language is high.
- Key vocabulary explicitly taught for core subjects. These words will be used as a scaffold to teach key concepts and knowledge.

### Progress we are making towards achieving this objective:



Nov 2023

- Induction and mentors are in place for new teachers.
- Focus on the establishment phase with induction for all children **each** September and revisited at the beginning of each term.
- INSET time is dedicated to meeting the needs of pupils at the time and not planned too far in advance.
- The writing cycle has been reviewed to provide more opportunities for writing, targeted Spelling , Punctuation and Grammar interventions.
- Ongoing, daily assessments feeding into planning, teachers supported through this process by subject leads & SLT.
- Initial assessments and pupil progress meetings held with all staff for each cohort and staff supported in identifying the appropriate provision for running interventions, these groups are fluid as children make progress and move on or other gaps are identified in other children.
- Training **is** run for all staff to be able to run effective interventions such as precision teaching and pre-read sessions.
- Oracy champion in place and regular INSETs time is dedicated to training, focusing on talk partners, oracy actions, visual reminders, language development.
- Outside agencies supporting Holy Trinity; REU, Ufton Court, SALT programme. LaunchPad is run in school by a specialist SALT TA - trained and based in the school.
- Additional interventions running after school targeting readers most at risk under achieving - focussing on vocabulary development .