

**Equality objective 1: To narrow the gap in attainment between girls and boys- with a focus on writing**

**Why we have chosen this objective:**

Girls are outperforming boys in writing. Both at the expected standard and writing at greater depth. This is a pattern seen both in KS2 outcomes and eyfs end of year levels of development.

**To achieve this objective we plan to:**

- Move from a specific writing area in EYFS to more purposeful writing in all areas of the provision e.g. marking making or writing in the construction area
- Embed more engaging activities to develop fine and gross motor skills in EYFS – these should involve risk or messier activities e.g. obstacle courses; letter formation in paint/ glitter; throwing and catching opportunities; manipulating play dough; scooters and bikes
- Talk4Writing in EYFS helps with oracy, in turn helping with sentence structure, as it gives children the vocabulary that they can use to develop and remember simple sentences
- Have flexible, targeted interventions across all year groups; opportunities have been timetabled during music and art, as well as additional GPS retrieval lessons
- Share our representative, high quality texts that empower and engage children across the school, as children are more engaged in a text where they can see themselves
- Embed IXL for the whole school – at the moment, children from EYFS to Y6 are engaging with it
- Continue with our weekly spelling tests and support around phonics in RWI and Fresh Start
- Embed more opportunities for shorter, incidental writing – The writing Curriculum has lots of opportunities to embed GPS elements but to also write for a range of purposes around one book, still with a piece of extended writing; this will have a particular impact on boys, as the writing can be shorter and more focused
- Embed more cross-curricular writing opportunities e.g. essay writing in Humanities – these subjects often engage more boys because of the content
- Continue to use our writing blog, where children can write app/ game reviews, sport commentaries, lyrics etc. – subjects that will engage more boys
- Courageous advocacy- children writing as agents of change

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

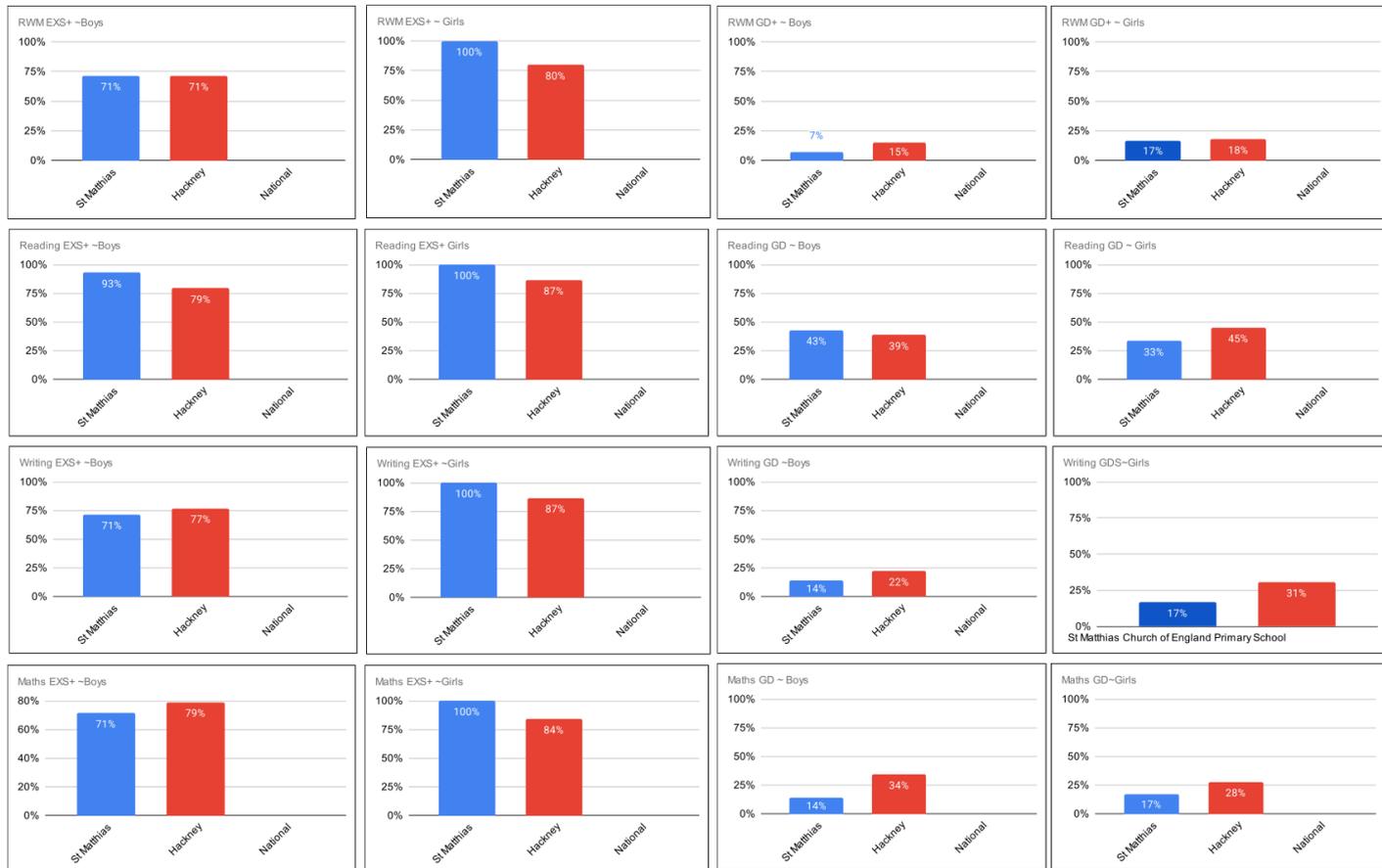
- Raising standards in writing- focus for training and SIP reviews
- Speech & Language Therapy (we have paid for an additional 1.5 days
- Project Reader Y2&3- develop readers to ensure secure writers
- Tutoring Y6- targeted writing workshops to close gaps
- Targeted interventions
- Literacy Pirates (Y5-6)- increase engagement for writers
- Shape coding/Colourful semantics- all staff have undergone training on this

## Gender

	Gender	Number	Percentage of pupils	RWM		Reading		Writing		Maths	
				EXS+	GDS	EXS+	High	EXS+	GDS	EXS+	High
St Matthias Church	Boys	14	70%	71%	7%	93%	43%	71%	14%	71%	14%
Hackney	Boys	1176	51%	71%	15%	79%	39%	77%	22%	79%	34%
National	Boys										

	Gender	Number	Percentage of pupils	RWM		Reading		Writing		Maths	
				EXS+	GDS	EXS+	High	EXS+	GDS	EXS+	High
St Matthias Church	Girls	6	30%	100%	17%	100%	33%	100%	17%	100%	17%
Hackney	Girls	1140	49%	80%	18%	87%	45%	87%	31%	84%	28%
National	Girls										

	Gap analysis: percentage point difference between boys and girls		Reading		Writing		Maths	
	RWM EXS+	RWM GDS	EXS+	High	EXS+	GDS	EXS+	High
St Matthias Church	-0.3	-0.1	-0.1	0.1	-0.3	0.0	-0.3	0.0
Hackney	-0.1	0.0	-0.1	-0.1	-0.1	-0.1	-0.1	0.1



**Equality objective 2:** Ensure that leadership, teaching, intervention and wider provision for pupils with SEND leads to children with SEN making excellent academic progress and securing strong emotional and social foundations.

#### Why we have chosen this objective:

We are committed to ensuring that pupils with SEND have a rewarding school experience which responds to their learning needs and enables them to progress and attain as highly as possible. We recognise that it is more challenging for teachers to respond to pupils' needs when they are not typically those of their year group. We are committed to ensuring that school systems and structures support all staff when providing high quality provision for pupils with SEND and ensure that provision is good or better

Research shows us that parents who engage in their children's education have a positive effect. The EEF Guidance Report *Special Educational Needs in Mainstream Schools* reinforces our view that supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an 'add on'. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer.

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

- Focus on provision for pupils with SEND in all monitoring and respond to any identified areas for development swiftly.
- Provide detailed and thorough handovers to discuss key needs of pupils, sharing one page profiles to support effective transition between year groups.
- Ensure that children with SEND are a focus of termly Pupil Progress Meetings to ensure that teachers are aware of pupils' current achievement and learning needs and to ensure that accurate and precise planning supports pupils' progress.
- Provide responsive CPD for teachers and support staff.
- Ensure effective communication with external agencies, referring pupils promptly where we have concerns about learning or other needs.
- Embed WAMHS provision to support pupils and families.
- Make effective use of pupil and parent voice to inform our actions.

#### Progress we are making towards achieving this objective: Nov 25

- High quality CPD for support staff delivered at INSET (Adaptive teaching focus)
- Monitoring of lessons, planning and books show that **all** children with SEN are making good progress from their starting points.
- Action planning includes robust evaluation of how children with SEND are progressing from their starting points

- Regular review of support plans to ensure quality-first teaching and intervention groups are responsive to the emerging needs of children with SEND
- Parent and carer evening: support plans for children with SEND discussed with children’s families for their input, reflections and questions
- First half term focus on whole-staff CPD (linked to EEF best practice principles), establishing relationships with parents/carers, teaching interventions, establishing working relationships with a range of external agencies and EHCP applications.

### Special Education Needs

SEND	Number	Percentage of	RWM EXS+	RWM GDS	Reading EXS+	Reading High	Writing EXS+	Writing GDS	Maths EXS+	Maths High
St Matthias Church EHCP	1	5%	0%	0%	100%	0%	0%	0%	0%	0%
Hackney EHCP	184	8%	22%	1%	34%	8%	27%	5%	27%	7%
National EHCP										
SEND	Number	Percentage of	RWM EXS+	RWM GDS	Reading EXS+	Reading High	Writing EXS+	Writing GDS	Maths EXS+	Maths High
St Matthias Church SEN Support	5	25%	80%	0%	100%	40%	80%	20%	80%	0%
Hackney SEN Support	433	19%	54%	4%	69%	23%	64%	11%	67%	13%
National SEN Support										
SEND	Number	Percentage of	RWM EXS+	RWM GDS	Reading EXS+	Reading High	Writing EXS+	Writing GDS	Maths EXS+	Maths High
St Matthias Church Not SEN	14	70%	86%	14%	93%	43%	86%	14%	86%	21%
Hackney Not SEN	1,687	73%	87%	21%	92%	50%	93%	33%	92%	39%
National Not SEN										

