



# The Avenue Infant School

## Equalities Objectives 2024-2028

### Recent school equality priorities

Ensuring all learners have the support and scaffolding resources / strategies to access the learning and be successful  
 Engaging all pupils in conversations about their learning, what helps them and how they have been successful to support pupils' self-esteem, confidence and aspirations  
 All classes have designated time for sharing quality texts, celebrating new publications from a diverse range of authors.  
 Oracy focus in curriculum- one guiding principle is 'valuing every voice' and building confidence in all pupils to express their ideas and experiences, encouraging healthy debate and presentational skills  
 Mental health and well-being focus will continue to develop pupils' aspirations (one of our Curriculum drivers) so pupils will hear about inspiring people from the past, from all backgrounds, who can inspire our goals and dreams and also to understand the opportunities that the learning in question can open up in their future.

### Objective 1:

**For pupils from disadvantaged backgrounds to have an equal chance of making good progress from their starting points from quality first teaching, effective adaptations and interventions**

Outcomes	Measured by	Actions	Lead staff	Progress Milestones
For all pupils to be able to make good or better progress from their starting points	Monitoring of EYFSP & GLD data for EYFS to identify any trends or barriers of disadvantage pupils.	Ensure all staff working with disadvantaged pupils are aware of data and alert for potential / current barriers for individuals or groups.	Class staff  Pupil Premium Lead	Data to show disadvantaged pupils are making good or better progress from starting points and that they are closing the gap with national expectations.
Quality first teaching and effective provisions for disadvantaged pupils reduces barriers	Monitoring of end of year data to identify any trends or barriers of disadvantaged pupils.  Termly review of disadvantaged group data.  Work scrutiny, pupil interviews.  Frequent attendance monitoring and work with families to address barriers	Disadvantaged pupils discussed in depth at pupil progress meetings and appropriate provision is in place to address any barriers.  Ensure pupil premium funding is deployed effectively to support pupil outcomes.  Maintain rigour in attendance monitoring and offer support where needed to improve poor / declining attendance	Senior Leadership team	Provision adapted due to the advice of other professionals and the needs of the children.  Lesson visits show effective provision and adaptations for these children



**Objective 2:**

**For pupils to see themselves represented in the curriculum and develop high aspirations for their future**

Outcomes	Measured by	Actions	Lead staff	Progress Milestones
<p>Pupils feel secure in their part of the school community and have levels of well-being.</p> <p>Pupils of all backgrounds to feel inspired by the curriculum content and be able to express their personal aspirations</p>	<p>Well-being scaling (Leuvens) over time- maintaining high / raising over time.</p> <p>Pupil voice.</p>	<p>Review of assembly themes and stories to integrate greater diversity into planned content.</p> <p>Curriculum materials, including inspiring reference figures (such as artists, designers, writers...) to reflect the diversity of the school community</p>	<p>PSHE Lead</p> <p>SLT</p>	<p>Well-being data for pupil groups is generally high or improving over time.</p> <p>Pupils talk about themselves and their learning in positive terms and can express aspirations for their future.</p>

**Objective 3:**

**For pupils with SEND and additional needs to receive engaging and appropriate adaptations and provision for their needs in order to progress well**

Outcomes	Measured by	Actions	Lead staff	Progress Milestones
<p>Pupils with SEND and additional needs receive appropriate adaptations in class or in personalised provision that is engaging and effectively meets their needs</p> <p>Pupils make good progress from their starting points, including in areas of greatest need, as a result of adaptations and provision</p>	<p>Learning walks</p> <p>EHCP reviews</p> <p>Termly reviews in pupil progress meetings</p>	<p>Implement an engaging, adaptable, broad and balanced SEND curriculum into Snug provision that links with EYFS and KS1 curriculum</p> <p>Continue to upskill support staff to deliver curriculum through bespoke tasks and effective interactions within Snug provision</p> <p>Continue to embed adaptive teaching practice within classroom provision for SEND pupils</p>	<p>SENCO &amp; SLT</p> <p>Snug staff</p>	<p>Data to show SEND pupils are making good or better progress from starting points.</p> <p>Provision adapted due to the advice of other professionals and the needs of the children. Lesson visits show effective provision and adaptations for these children.</p>