



**Devonshire Primary School**  
**Equality Action Plan 2023 – 2024**

	<b>Intent</b>	<b>SDP link</b>	<b>Implementation (including timings)</b>	<b>Resources/ costs</b>	<b>Staff involved</b>	<b>Intended impact</b>	<b>Review</b>
1	<p>To implement our new attendance policy to ensure that all <a href="#">groups</a> have attendance that is good.</p> <p>To support and improve the attendance of the SEN support group (their attendance in 2022/23 was lower than other groups)</p>	Objective 8	<p>Regular monitoring of attendance of all pupils – identifying any patterns of attendance that need addressing – throughout the year.</p> <p>Analysis of attendance data for all groups - with a particular focus on the attendance of the SEN support group – half termly.</p> <p>Meet with parents/carers where necessary.</p> <p>Liaison with EWO, where appropriate and necessary.</p> <p>Support from the family support worker and AHT (inclusion) for families where attendance is a concern – as necessary.</p>	EWO	<p>AHT (inclusion)</p> <p>Family Support Worker</p> <p>Office manager</p> <p>Class teachers</p>	<p>New attendance policy is implemented.</p> <p>Support provided brings about improvements in attendance.</p> <p>Attendance of the SEN support group increases and is in line with the attendance of other groups.</p>	
2	<p>To raise the attainment of the pupil premium group and close the attainment gap between them and their peers.</p>	Objective 8	<p>Teachers to ensure that they are aware of the PPG children in their class – Autumn 1.</p> <p>Planning to ensure that all pupils are appropriately challenged and engaged through well planned learning opportunities – throughout the year.</p> <p>Necessary provision is allocated according to children’s needs – throughout the year.</p> <p>Monitoring of the attainment of the PPG group’s attainment and progress – focus pupil of progress meetings – termly.</p>	<p>PPG grant</p> <p>School led tutoring grant</p> <p>Additional provision as set out in planning/IEPs</p>	<p>Class teachers</p> <p>Teaching assistants</p> <p>SLT</p>	<p>The attainment gap between the pupil premium group and their peers decreases.</p> <p>The attainment of the pupil premium group improves.</p> <p>Provision that is put in place to support learning is effective.</p>	

3	To ensure that provision and allocation of resources promotes good outcomes for pupils with SEND or vulnerable to under achievement.	Objective 8	<p>Children at risk of under achievement and/or who have SEND are identified by the teacher – Autumn 1</p> <p>Planning to ensure that all pupils are appropriately challenged and engaged through well planned learning opportunities – throughout the year.</p> <p>Appropriate support for children’s learning put in place and where necessary is recorded on provision mapping– in class adaptations and provision provided through additional support – throughout the year.</p> <p>Teachers to identify gaps in learning and reasons for potential under achievement and address them through their planning – throughout the year.</p> <p>Children in these categories are specifically discussed at termly progress meetings. Teachers to draw SLT’s attention to children in these groups in the progress meeting.</p> <p>IEPs contain SMART targets that will bring about improved outcomes – termly IEP writing and reviews and implementation of IEP targets – throughout the year.</p> <p>Monitoring of attainment, progress and impact of additional support – termly monitoring by SLT and class teacher.</p> <p>Monitoring to include pupil voice – termly.</p>	<p>Costs associated with provision</p> <p>School led tutoring grant</p> <p>Additional provision as set out in planning/IEPs</p>	<p>Class teachers</p> <p>TAs</p> <p>SENDCO</p> <p>SLT</p>	<p>Provision mapping software reflects the effectiveness of provisions put in place to support learning.</p> <p>Additional support put in place is effective and improves outcomes.</p> <p>Children with SEND and at risk of under achievement have their needs met and make at least good progress from their starting point.</p>	
4	To ensure that there is a closer link between the provision in place to support children with EAL, outside of the classroom and the provision in place in the classroom.	Objective 8	<p>Complete an audit of EAL provision – drive forward with actions from the audit.</p> <p>Trial Flash academy to support children in class with EAL children. Consider its implementation depending on review.</p> <p>Review impact of EAL interventions.</p>	<p>Costs associated with Flash academy</p>	<p>Class teachers</p> <p>TAs</p> <p>EAL TAs</p> <p>AHT (Inclusion)</p>	<p>Ensure the effectiveness of provisions to support learning.</p>	