

Wimborne Primary School - Equality Objectives
Equality Information Statement Review - July 2024



Objective 1 - To ensure that the curriculum effectively supports the needs of all children.

SENCO and Curriculum Lead have reviewed the curriculum in place and ensure LTPs, MTPs planning etc supports the needs of all pupils by identifying individual children and adjustments made to ensure equal opportunity with lessons.

The learning environment in each classroom is similar to ensure consistency and children know what to expect in each room. Meeting children's needs is taken into account when setting up classroom learning environments. e.g. visual timetables, table set up and seating organisation. Teachers meet with SENDco in September to ensure they understand the needs of all their learners from the beginning of the year.

Leaders at all levels are engaged in monitoring the quality of provision. Leaders have developed an ambitious and balanced curriculum which helps pupils to acquire knowledge, understanding and skills through well sequenced programmes of study. See Ofsted outcome June 2023.

Provision for pupils with SEND is personalised and inclusive, using digital technology to enhance teaching and learning and to ensure equal opportunity for all pupils to have full curriculum access. This is a strength of the school. See Ofsted outcome June 2023 and Digital Impact Day 2024.

Introduced this year has been the fortnightly phase meetings, moving to weekly next year. This has been a focused meeting where the phase lead has led a discussion round the specific needs of children in specific areas of the curriculum. The impact of this has been evident e.g. curriculum changes and adaptations to meet children's needs, specific children highlighted across the year group and analysis of outcomes regularly in order to inform future planning and interventions. This will be developed further next year with the introduction of our third Assistant Headteacher, which will ensure weekly meetings with phase leads who are also class teachers in the phase they lead.

Objective 2 - To diminish the difference in pupils' progress between disadvantaged pupils and non-disadvantaged pupils; including boys and girls.

Objective 2 and 3 focus on diminishing the difference between disadvantaged and non-disadvantaged pupils. Whilst we have not managed to diminish the difference between the disadvantaged children and the non-disadvantaged children (impact from the pandemic increased this gap), we can clearly see in the data tables that in this academic year we have effectively begun to 'catch-up' disadvantaged children. Significantly more children are on track for EXS at the end of 2024 than were at the end of 2023. This has been due to our active policies and procedures that have focused on this group of children.

Writing

	Summer 2022		Summer 2023		Summer 2024	
	Writing EXS+	Writing GDS	Writing EXS+	Writing GDS	Writing EXS+	Writing GDS
End of KS1						
PP	39%	0%	44%	13%	31%	0%
All	52%	0%	63%	3%	54%	0%
End of KS2						
PP	38%	0%	53%	9%	58%	3%
All	61%	10%	62%	6%	64%	3%

- KS2 has continued to diminish the difference between PP and all pupils this year and we can see over the last three years we have gone from 23% difference to just 6% difference in KS2
- Unfortunately, we have not had the same success in KS1 in writing, with the gap widening this year to 23% from 19% last year. This is partly due to the focus in KS1 being on phonics and reading. If we get this right in KS1, it then leads to the successful improvement on writing in KS2, which our data shows.

Reading

	Summer 2022		Summer 2023		Summer 2024	
	Reading EXS+	Reading GDS	Reading EXS+	Reading GDS	Reading EXS+	Reading GDS
End of KS1						
PP	44%	17%	31%	0%	53%	0%
All	64%	25%	54%	0%	73%	12%
End of KS2						
PP	56%	19%	58%	3%	61%	3%
All	73%	28%	64%	3%	70%	14%

- Year 1 phonics screening percentage rose from 66% in 2022 to 93% in 2024 due to the huge input and focus on early reading. The success of early reading in the school was referred to in our Ofsted report, June 2023.
- 92% of Pupil Premium children achieved their phonics screening in year 1, this is in line with non-Pupil Premium children.
- We have adopted the 'Destination Reader' programme in school this academic year to developing the reading in KS2, which will help us to build on the success of Monster Phonics on developing early reading in EYFS and KS1. We are already seeing the impact of this in KS2

Maths

	Summer 2022		Summer 2023		Summer 2024	
	Maths EXS+	Maths GDS	Maths EXS+	Maths GDS	Maths EXS+	Maths GDS
End of KS1						
PP	40%	0%	38%	0%	57%	0%
All	70%	0%	70%	3%	74%	6%
End of KS2						
PP	64%	5%	54%	8%	54%	17%
All	74%	16%	60%	19%	68%	22%

- We have seen improvement in the MTC data over the past 3 years, although not as high as we are aiming for in the achieving the full mark of 25, the Mean average score has improved over three years from 16.5 to 21.6 this year.

- The introduction of the Mastering Number programme next year will further target children's understanding and application of multiplication, division and fraction facts and concepts.

Objective 3 - To ensure the bottom 20% of readers have regular opportunities to read to an adult to become as fluent as possible.

We had an improvement in children who were on track in their reading in every year group.

Year Group	Autumn 2023-2024	End of Year 2023-2024
Year 1	74%	77%
Year 2	67%	73%
Year 3	54%	76%
Year 4	51%	67%
Year 5	66%	78%
Year 6	58%	70%

Our in-house data now shows that all of the bottom 20% children are heard to read daily, this may be by a teacher, TA or a volunteer, who has been trained by our English lead. A system has been introduced across the school to ensure this is tracked, meaning when a year group is short staffed, we know where to target volunteers or TAs to ensure that all bottom 20% children are read with daily.

The change to our KS2 reading practices with the introduction of Destination Reader, has also meant that teachers have a greater understanding of their pupils' abilities as readers and can then target support more effectively. This has impacted the reading progress over the year, and we expect this to continue as we move into the embedding stage of this program in it's second year.