



Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
The main categories regarding equality are represented across the curriculum.	<ul style="list-style-type: none"> SLT to work with AHTs/LOL and teaching staff to ensure there is a diverse range of people studied across the curriculum Leaders develop, model and monitor a school culture of maintaining and presenting positive regard for the BAME community where there are significant concerns and/or challenging events. 	<p>Senior Leadership Team (SLT)</p> <p>All staff</p>	<p>Summer 2021</p> <p>On-going</p>	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> ✓ Pupils and their families feel included and their experiences are valued by the school community. ✓ Pupils demonstrate an increased confidence in who they are and feel valued. ✓ All pupils will have an awareness of a diverse range of cultures, abilities and beliefs.
Children have high aspirations and challenge themselves within their learning and the opportunities given around school as they feel that there is not a ceiling on their success.	<ul style="list-style-type: none"> Behaviour for learning guidance promotes a positive attitude to learning through growth mindset and character behaviour. Independently selecting levels of work within lessons showing willingness to challenge their own ability 	<p>Senior Leadership Team (SLT)</p> <p>All staff and pupils</p>	On-going	Cost of resources to support learning.	<ul style="list-style-type: none"> ✓ Children have high aspirations and through their language are able to communicate their aspirations for the future as well as how they are challenging themselves on a daily basis to be the best that they can be.

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Promote understanding and respect for differences.	<ul style="list-style-type: none"> Celebrate diversity during whole school events which involve the Members of Parliament and School Council in Year 6. Continue to embed opportunities in the curriculum to look at a variety of cultures, using worldwide events or charities to further support this work. Continue to embed the Bowes Values every half term through SMSC assemblies, Achievement Assemblies, Anti-bullying week and general behaviour for learning. 	<p>SLT, Pastoral and Learning Manager, MPs and School Council.</p> <p>All staff and pupils.</p> <p>All staff and pupils.</p>	<p>Half – termly meetings with MPs and SLT.</p> <p>On-going</p> <p>On-going</p>	<p>Time for meetings.</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> ✓ The school ethos and curriculum continue to promote respect for the differences within the school and local community. ✓ Greater understanding and respect for differences. ✓ Issues are covered through lessons, assemblies and staff training
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> Increase the number of Pupil Premium pupils working at the expected standard for their age. Monitor the achievement of Pupil Premium pupils. Plan and deliver interventions to address gaps in learning as identified through on-going assessment. 	<p>Pupil Premium Ambassador to regularly monitor the progress of Disadvantaged pupils and complete an annual strategic plan and review.</p> <p>Update Pupil Premium Report onto the website.</p>	<p>Annual Report to be published on school website and share with LEC</p> <p>Termly tracking</p> <p>Termly Pupil premium reports completed by CT</p>	<p>See pupil premium report for breakdown of resources and cost.</p>	<ul style="list-style-type: none"> ✓ Improved outcomes for disadvantaged pupils including those who are working at the expected standard and greater depth. ✓ The gap between disadvantaged and non-disadvantaged pupils narrows.

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Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.	<ul style="list-style-type: none"> Ensure appropriate training is rolled out throughout the year to support teachers in the delivery of teaching and learning for EAL pupils. Monitor provision of resources. Further enhance opportunities for parents to understand how to support their learning. Develop rigour of identification, assessment monitoring, evaluation of provision and outcomes of EAL pupils at all stages of English acquisition. Develop detailed baseline assessment and regular tracking in order to identify additional needs/barriers to learning. Interventions implemented where appropriate across a year group. 	Senior Leadership Team, Middle Leaders, Teachers, Support Staff.	<p>Weekly CPD organised by the Deputy Headteacher</p> <p>Termly progress meetings.</p> <p>Termly achievement and progress data reported to LGB.</p> <p>Termly monitoring visits by the LGB.</p> <p>Termly visit from School Improvement Advisor</p>	<p>Time for meetings/plan training.</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> ✓ Effective and purposeful feedback for learning. ✓ Improved outcomes of pupils new to English, particularly in EYFS and KS1 in core subjects. ✓ Teaching and learning observations demonstrate a range of ways to meet the needs of pupils with EAL (use of resources, differentiated planning, focus groups, key vocab etc). ✓ Clear progress in pupils' books identified through book scrutiny.