



L.E.A.D. Academy Trust

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Windmill L.E.A.D. Academy

Equality Plan 2020 - 2021



Windmill L.E.A.D. Academy

A L.E.A.D. Academy

Review of Previous Plan Objectives	Work Undertaken	Impact
To reduce the gender gap in reading by improving outcomes for Boys through accelerated progress.	Reading was the primary whole school focus in the School Improvement Plan. A range of measures including improved resource, staff development, new planning and approaches and improved provision for reading.	Boys made accelerated progress with the school percentage at EXS remaining at an average 2/3 children in school. (Mobility causes percentages to change during the year).
To diminish the difference between pupil premium pupils and non-pupil premium pupils.	As shown in the Pupil Premium Strategy for 2019-2020 there were a significant number of strategies employed to support this.	In every year group, in reading, writing, grammar and maths pupil premium pupils made accelerated progress. Many of these pupils made the equivalent of four terms of progress in one year.
To increase the number of EAL pupils who achieve the expected standard in reading.	Specialist input for new to English learners, additional booster teachers for Years 2, 5 and 6 to support key EAL learners.	The gap between EAL and Non-EAL learners diminished to 6%. 67% of EAL learners achieved the expected standard. This is a sustained period of development with EAL learners now bridging the gap within two years of arrival (6% gap)

Current Plan Objectives for 2020-2021	Planned Actions	Expected Impact
<p>Screening: To screen children and identify those most in need of additional support to ameliorate the impact of COVID 19.</p>	<p>Mass targeted screening programme for children known to have missed most schooling (both on site and not engaging with inline learning)</p>	<p>Accurate identification of children's catch up needs in KS1 and KS2</p>
<p>Catch Up – Reading: To provide targeted intervention and support for children who require additional reading teaching and learning due to COVID 19</p>	<p>Target children to receive a range of interventions and additional support mechanisms, including: TA intervention groups (including pre and post teaches) NTP 1:1 sessions Extra sessions before school Extra sessions after school 'Switch On' intervention</p>	<p>Key children make accelerated progress in reading Key children diminish the difference between their return point and predicted outcomes in reading.</p>
<p>Catch-Up Writing: To provide targeted intervention and support for children who require additional writing teaching and learning due to COVID 19</p>	<p>Target children to receive a range of interventions and additional support mechanisms, including: TA intervention groups (including pre and post teaches) NTP 1:1 sessions Extra sessions before school Extra sessions after school 'Switch On' intervention</p>	<p>Key children make accelerated progress in writing Key children diminish the difference between their return point and predicted outcomes in writing.</p>
<p>Catch-Up Maths: To provide targeted intervention and support for children who require additional maths teaching and learning due to COVID 19</p>	<p>Target children to receive a range of interventions and additional support mechanisms, including: TA intervention groups (including pre and post teaches) NTP 1:1 sessions Extra sessions before school Extra sessions after school 'Catch Up Numeracy' intervention</p>	<p>Key children make accelerated progress in maths Key children diminish the difference between their return point and predicted outcomes in maths</p>

<p>Community Cohesion: To celebrate cultural events throughout the year to increase pupil awareness and understanding of our own diverse community</p>	<p>A programme of assemblies and special events, such as our annual international day, alongside integrating cultural awareness and diversity throughout the curriculum</p>	<p>A greater awareness, understanding and acceptance of our own culturally diverse community and the world beyond Celebrating both our similarities and differences</p>
<p>BAME: Develop the prominence of BAME figures, people, communities, role models and great achievers throughout history in all aspects of our curriculum</p>	<p>Comprehensively review the curriculum to ensure that those figures, people, communities and role models that are taught in our curriculum reflect the community that we serve and celebrate cultural diversity within and beyond our community</p>	<p>A greater awareness, understanding and acceptance of our own culturally diverse community and the world beyond An implicit and explicit understanding that everyone can succeed and has the opportunity to shine at Windmill L.E.A.D. Academy Celebrating both our similarities and differences</p>
<p>Disability Act: To ensure pupils with a disability are actively involved in school activities – ensuring full and fair access and provision at all times</p>	<p>Ensure key provision is in place to attend to any additional and/or different needs are put in place in every practicable way possible at all times.</p>	<p>Fair access and equality of opportunity for success for all learners and staff.</p>
<p>Gender Equality Duty: To ensure gender equality is provided at all times in all aspects of school life To attend to the specific data patterns and requirements of all genders</p>	<p>Focus on key aspects that arise, such as measures to raise attainment in Boys writing in KS1 and Girls attainment at GDS in Upper KS2</p>	<p>Balanced outcomes for all – irrespective of Gender</p>
<p>Race Equality Act: In addition to the educating, celebration of, development of awareness and all other measures already mentioned above we will ensure that: Any incidents of prejudice will be followed up formally and in line with all policies appertaining to this.</p>	<p>Ensure a clear programme of follow up is put in place to support anyone who is a recipient of prejudice and a programme of follow up is put in place to educate any perpetrator of prejudice.</p>	<p>Incidents of prejudice are reduced to zero.</p>