

• Rosemellin School Equality Objectives 2018 – 19

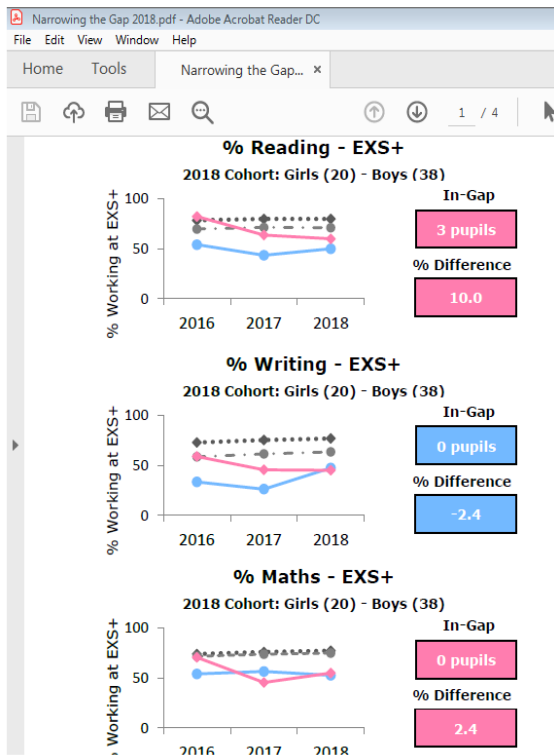
Attainment of Pupils by gender at the end of KS2

Girls and boys



	All pupils	Girls	Boys
Progress in reading (score, description and confidence intervals)	-2 (-3.8 to -0.2)	-2.5 (-4.8 to -0.2)	-1.2 (-4 to 1.6)
Progress in writing (score, description and confidence intervals)	-0.7 (-2.4 to 1)	0.1 (-2.1 to 2.3)	-1.9 (-4.6 to 0.8)
Progress in maths (score, description and confidence intervals)	-1.5 (-3.1 to 0.1)	-2 (-4.1 to 0.1)	-0.9 (-3.5 to 1.7)
Percentage of pupils meeting the expected standard in reading, writing and maths	53%	62%	41%
Percentage of pupils achieving at a higher standard in reading, writing and maths	2%	4%	0%

Key Stage 1:





It is not appropriate to publish data where the numbers of pupils concerned are less than 5 as this could risk identifying individuals in addition to any differences in pupil data being unsound statistically.

Number of bullying incidents recorded in 2017-18 related to protected characteristics.	0
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Attendance	2017-2018	2018-2019	2019-2020
All pupils	95.01%	95.65%	
Gender (girls / boys)	Girls 94.9% / Boys 95.1%	Girls 95.53%/Boys 95.75%	Girls 89.54%/Boys 88.75%
Special educational needs	SEN support 94.27%	95.10-%	89.20%
English as an additional language	95.81%	95.21%	89.36%
Gypsy, Roma, Traveller	N/A	92.72%	72.97%

The data above has been analysed (supplemented by internal review feedback) and the following objectives identified as priorities for Rosemellin. See School Development Plan for further details.

2018 – 22 Equality Objectives	Key actions	Progress updates/ milestones
By the end of the 2021 school year, the percentage of boys in Key Stage 2 achieving expected standard in reading, writing and mathematics will increase to be in line with National average (64%)	<ul style="list-style-type: none"> - Focus on quality first teaching, linked to school development plan. - Introduction and implementation of White Rose maths. - Introduction and implementation of whole class reading. - Introduction and implementation of Read Write Inc spelling. - Introduction and implementation of Pen Pals handwriting scheme. - Accelerated Learning Review to focus on 5 boys in KS1 and 5 boys in KS2, starting in September 2019. 	<p>Reviewed April 2021:</p> <ul style="list-style-type: none"> • Covid severely impacted assessments and no end of year assessments available for July 2020. • On full re-opening of schools assessments utilised to identify gaps and interventions provided to accelerate progress.
The attendance rates of Pupils with special needs will improve year on year to meet a target of 96% attendance by the end of 2022.	<ul style="list-style-type: none"> - Attendance monitored daily. Phone calls made to parents to obtain reasons for absence. - SEND manager to meet and greet lates. - Agree procedures for dealing with attendance issues. - Attendance meetings to monitor attendance and persistent absence to be held every four weeks. - Attendance surgeries. - Support from EWO. - Traffic light letters sent to parents termly. - Letters sent to parents after 3 lates. - Attendance, attainment and progress discussed in pupil progress meetings. - Newsletter to display attendance data and lates. - Attendance trophies and displays to celebrate good attendance with the children. - Introduction of Magic Breakfast scheme. - Half termly rewards for key stage classes with the best attendance. - SENDCO to monitor and liaise with families. 	<p>Reviewed April 2021:</p> <ul style="list-style-type: none"> • School closure severely impacted attendance of individuals and groups. • On full re-opening attendance stands at 96%. • During school closure rigorous procedures in place to ensure safety and well-being of all children.