

Objectives	Person(s) Responsible	Actions Required	Timescale	Outcomes	Monitoring
<p>Narrow the gap between boys and girls by the end of Foundation Stage</p>	<p>EYFS Lead ALT EYFS Practitioners</p>	<ul style="list-style-type: none"> • Initial data meeting held • Key marginal boys identified and targeted in provision • Provision is designed to engage boys in purposeful learning e.g. small world/construction a main focus to tackle gender gap • Outdoor provision has more personalised provision • Interventions are put in place to accelerate progress (small group speech and language support) • Extra reading and phonics sessions • Termly tracking and analysis of data • Venn diagrams highlight groups of learners and vulnerable groups • Writing opportunities in all areas 	<p>End of each term</p>	<p>Attainment gap between boys and girls will have reduced from the starting point</p>	<p>ALT</p>
<p>Narrow the gap between boys and girls in phonics</p> <p>2018 KS1 Phonics screener: Boys 67% Girls 83%</p>	<p>ALT Class teachers Phonics Lead</p>	<ul style="list-style-type: none"> • Male learning mentor to be in Y1, phonics CPD undertaken in summer term • Phonics action plan developed with ALT • EP problem solving discussions for current Y1. 	<p>End of each term</p> <p>Half termly</p>	<p>Attainment gap between boys and girls will have reduced from the starting point</p>	<p>ALT</p>

		<p>Focus upon supporting boys' attention and concentration.</p> <ul style="list-style-type: none"> • Daily Mile to promote active, healthy life styles and promote attention and concentration • Regular phonic screening tests • Initial data meeting held. Venn diagrams identify vulnerable groups. • Termly tracking and analysis of data • Key marginal children identified through pupil progress meetings • Appropriate interventions are put in place e.g precision teaching of phonic sounds 			
<p>Narrow the gap between boys and girls in writing in KS1</p> <p>KS1 Sats ARE: Boys 50% Girls 68%</p>	<p>ALT Class teachers English Leads</p>	<ul style="list-style-type: none"> • Initial data meeting held. Venn diagrams identify vulnerable groups. • Termly tracking and analysis of data • Key marginal children identified through pupil progress meetings • Appropriate interventions are put in place e.g precision teaching of phonic sounds • Termly tracking and analysis of data 	<p>Termly</p>	<p>Attainment gap between boys and girls will have reduced from the starting point</p>	<p>ALT</p>

		<ul style="list-style-type: none"> • Key marginal children identified through pupil progress meetings • Appropriate interventions are put in place e.g pre and post teaching • Engaging and active curriculum e.g. WW2 hospital set up • Reading for writing: Reading books used for home reading and during English sessions are boy appropriate • Reading for writing: Additional Guided Reading Sessions in school library to promote reading habits 			
<p>Narrow the gap between boys and girls in maths in KS2</p> <p>KS2 sats ARE: Boys 71% Girls 80%</p>	<p>ALT Class teachers Maths Lead</p>	<ul style="list-style-type: none"> • Initial data meeting held. Venn diagrams identify vulnerable groups. • Termly tracking and analysis of data • Key marginal children identified through pupil progress meetings • Maths Lead developing Maths Mastery Curriculum across the Academy. Approach promotes mixed ability pairings. 	<p>Termly</p>	<p>Attainment gap between boys and girls will have reduced from the starting point</p>	<p>ALT</p>
<p>Maintain accelerated progress for disadvantaged pupils in our academy</p> <p>KS2 sats ARE: Reading</p>	<p>ALT Class teachers</p>	<ul style="list-style-type: none"> • Termly tracking and analysis of data • Key marginal children identified through pupil progress meetings • Daily Mile to promote active, healthy life styles 	<p>Each term</p>	<p>Attainment gap between disadvantaged and non-disadvantaged pupils will continue to be reduced</p>	<p>ALT</p>

<p>Disadvantaged 77% Non-disadvantaged 35%</p> <p>Writing Disadvantaged 87% Non disadvantaged 76%</p> <p>Maths Disadvantaged 79% Non disadvantaged 65%</p>		<p>and promote attention and concentration</p> <ul style="list-style-type: none"> • Appropriate interventions are put in place e.g. pre and post teach, Reading Inference, Nurture Room social and emotional interventions • TA support enables focused teaching for disadvantaged groups who need to accelerate progress • Mixed ability pairings in Maths Mastery lessons 			
<p>Promote spiritual, moral social and cultural development through curricular opportunities with particular reference to issues of equality and diversity.</p>	<p>ALT Class teachers Sports Lead</p> <p>Art Lead</p> <p>Assistant Head – EAL Lead</p> <p>Curriculum Lead Curriculum Deputy PSHE Lead</p>	<ul style="list-style-type: none"> • Develop sporting opportunities by taking part in Sport competitions within the local area (basketball, football, athletics and hockey) • Develop club provision in response to pupil voice by delivering Art Club • Develop Curriculum in response to pupil voice through Art Week • Analyse data to ensure children whose first language is not English are making good progress • Personal, social and emotional development promoted through Oasis 9 Habits and displayed in each class with the 9 habit trees. Embed these within the new curriculum ready for Autumn 2019. 	<p>From Sept 2018 ongoing</p> <p>Spring 2</p> <p>June</p> <p>Termly</p> <p>Ongoing Themes developed during staff meetings in Summer 2019 ready for launch Aut 2019</p>	<p>Range of sporting opportunities throughout the year</p> <p>Wide range of children attending clubs</p> <p>Art will have a raised profile in the Curriculum</p> <p>EAL pupils make good progress in comparison with other groups</p> <p>9 habits mapped across new curriculum</p>	<p>ALT</p>

	<p>Safeguarding Lead – ACES PSHE Lead</p> <p>Hub team</p>	<ul style="list-style-type: none"> • Develop PSHE curriculum in line with ACES project (Adverse Childhood Experiences) to support emotional wellbeing. • Maintain links with Oasis Mozambique and support initiatives with fundraising 	<p>Summer 2019</p> <p>Ongoing</p>	<p>Global partnership visit in Autumn 2019</p> <p>Fundraising event in Spring</p> <p>Additional fundraising and awareness raising in the aftermath of storm</p>	
<p>Promote a nurturing school ethos that is supportive of pupil, staff and parent wellbeing</p>	<p>ALT Safeguarding Lead</p> <p>Teaching and Learning Deputy Safeguarding Lead</p>	<ul style="list-style-type: none"> • Train all staff on ACES awareness training half/full day (Adverse Childhood Experiences) • Train 2 x members of staff to become ACEs awareness trainers • Establish ACEs action plan • Maintain links with local agencies working on the ACEs initiative: Early Help, Social Care, Big Manchester 	<p>Throughout 2018-19 (50% done)</p> <p>Spring 2019</p> <p>Spring 1 2019</p> <p>Ongoing</p>	<p>School will be a trauma-informed organisation</p>	<p>ALT ACEs group</p>

	<p>Safeguarding Lead</p> <p>Safeguarding Lead and T&L Deputy with Big Manchester</p>	<ul style="list-style-type: none">• Attend the ACEs steering group• Deliver Parent and Child Toolkit	<p>Throughout 2018-19 termly</p> <p>Summer 2018 – Autumn 2019</p>		
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