

St Catherine's School Equality Objectives Progress Tracker



Objectives	Specific Actions How?	Specific Monitoring	Making Progress (some of the actions taking place)				Impact
			2024-2025	2025-2026	2026-2027	2027-2028	
<p><u>Quality Teaching</u> Narrow the gap in attainment between our children who are in receipt of the Pupil Premium and those that are not</p>	<p>CPD is Quality First Teaching CPD in adaptive teaching Lesson Study focusing on PP children Family support</p>	<p>Teaching and Learning over time Children's attainment monitored termly Pupil Book study with PP children Statutory data</p>	<p>CPD has taken place for all teachers and TAs in adaptive teaching, including scaffolding, flexible grouping, metacognition and explicit teaching.</p>	<p>SLT undertook training in Supporting Underserved Learners. Training on adaptive and responsive teaching remains a focus.</p>			<p>There remains a gap in attainment.</p>
<p><u>Respect for All</u> Reduce the small number of occasions that a few children use discriminatory language</p>	<p>PSHE teaching Respect taught through Collective Worship Additional support for individual children.</p>	<p>PSHE and behaviour curriculum Incidents Provision Map</p>	<p>Collective worship on thankfulness, trust, valuing others. Reflective and restorative conversations</p>	<p>Collective worship has taken place on how we speak to each other. Anti-racist lessons introduced. Reflections and restorative</p>			<p>Children understand what racism is and are now consistently reporting any instances.</p>

			have taken place for individuals	conversations being supported by staff.			
<u>Inclusive on Entry</u> Ensure the best introduction for children who join the school through in-year admissions	Good transition from previous setting. Parent meeting on arrival. Class buddy. Initial Assessments 6 monthly check-in Additional support as needed.	Pupil Voice Pupil Book Study Termly assessments Pupil Voice	Meeting with families. SENCO liaises with previous school. New children given a buddy.	In addition, new families are offered support by our new Attendance and Early Help Co-ordinator. Baseline assessments carried out.			Families are reporting that children are settling quickly.
<u>Trauma Support</u> Provide interventions for children who have experienced trauma	Family Support Referrals to agencies. Suitable support in place, e.g. counselling, art therapy, drawing and talking therapy	Numbers of behaviour incidents Pupil Voice Attainment and progress tracking	All staff trained in Attachment Theory and Trauma informed approach. Private EP commissioned. Drawing & talking therapy taking place. Funded music lessons. Counselling/ Mentoring through sport being investigated.	Attachment training on ACES delivered for new staff and as a refresher for others. Kick counselling took place in Autumn term. Children are being referred to Strength in Mind Counselling and also support from the behaviour base.			Progress being seen in individual children being able to manage their emotions in more prosocial ways.

				Continued use of private EP, Drawing and Talking Therapy. Wellbeing Worker is delivering The Hidden Chimp Intervention.			
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