

Crook Primary Equality Action Plan 2022-2025



| | Issue | Action | Who | When | Monitoring Lead | Start date | End date |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|--------------------|----------------|---------------|
| Teaching and Learning and Assessment | To improve the quality of writing by ensuring that children's gaps in vocabulary are closed. | Through the curriculum ensure vocabulary is specifically taught to close gaps | All staff | September 2022 | L Taylor | September 2022 | Review yearly |
| | To prepare children to be readers for the twenty first century | To ensure children have access to high quality English lessons to improve writing and reading fluency | | | | | |
| | To increase children's oracy skills | | | | | | |
| | To increase the number of pupils in each year group that attain age related expectations in combined subjects of reading, writing and maths by the end of KeyStage 2, | To develop a mastery curriculum in all subjects focussing on skills and depth so that children who do not have the same background knowledge can then access the curriculum with greater ease. | SLT with staff | September 2022 | L Sheffield | September 2022 | Review yearly |
| | | | | September 2025 | L Sheffield /S Lee | | |

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| | | To introduce daily maths fluency lessons to ensure that children have automaticity | | | | | |
| | Attendance reducing the proportion of PA | Rigorous attendance procedures working with PSA and attendance /improvement team | Y Woodard/A Lupton | Continuous | AIT Governors A Lupton | Continuous | Review Yearly |
| Ensure pupils are free from prejudice bullying | To ensure that Crook Primary is free from prejudice based bullying | To ensure that there is provision to support vulnerable children to make them more resilient. | C Bryson | September 2022 | A Lupton | September 2022 | Review Yearly. |
| Transition/ Support for parents | Some children find it more difficult to start school than others due to various factors | Vulnerable children highlighted.DHT of EYFS to make contact with parents and provide transition programme for nursery/reception intake and staff to work with feeder comprehensive schools as well as any in year. | E Dickinson/ Year 6 teachers | Continuous | Mrs Lupton | Continuous | Review Yearly |

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