



Equality objective	Impact
<p>1. Address differences in pupil outcomes in order to ensure that every pupil maximises their progress.</p>	<ul style="list-style-type: none">• All reading, writing and maths initiatives, implemented to improve progress and narrow attainment gaps have been monitored and evaluated by the SLT, Subject Leaders, SENCO and Headteacher as appropriate.• Governors have been fully informed on a regular basis of the attainment and progress of all groups of pupils, which includes: boys, girls, those in receipt of Pupil Premium, SEND, EAL etc.• Parents and carers are informed about the data of the school through the web site. For more information, see Pupil Premium Evaluation and Data reports.
<p>2. All pupils will understand their citizenship responsibility to uphold British Values</p>	<ul style="list-style-type: none">• Pupils were nominated each week for star and worker certificates. All pupils received at least one certificate across the school year and parents were invited to the celebration assemblies. At the end of the year in July 2018 five pupils from each class were nominated for PROUD Awards and other appropriate awards in line with school policy.• The revised ‘Learning Challenge’ Curriculum was developed further to include and enhance pupils’ spiritual, moral, social and cultural development and understanding of British Values. An overview of each years’ curriculum links for British Values is now available on the school web site.• Programmes of learning for Relationships and Sex Education (Journey in Love) were explored with all pupils from Nursery to Year Six. Pupils were most respectful and mature in their attitudes to new learning in this area. An information meeting for parents was attended by two parents. Further information about the programme is available on the school web site.• Work around racism and British Values was carried out through work with a visitor to our school, Refat Mahmood, in order to promote understanding of other faiths and cultures in our predominantly white British area. (September 2017)• Pupils from Year Three visited the Mosque in Manchester and were warmly welcomed. Learning about Islam was very strong, with learning from first hand experiences really appreciated.• All pupils across the school learned about Judaism and Islam as part of their work in Religious Education.



Equality Objectives 2017 – 2020

Evaluation October 2018

	<ul style="list-style-type: none"> • Staff training in British Values and the PREVENT strategy was carried out in September 2017 to improve staff knowledge and understanding, so that we are able to keep our community safe and people feel that they belong.
<p>3. Pupils will be offered opportunities to access learning opportunities outside of the school day and in off site visits</p>	<ul style="list-style-type: none"> • As a result of discussions with pupils we widened our range of after school clubs so that more children can access this provision e.g. Multi-Sports with Wigan Athletic
<p>4. The needs of specific groups/individual parents/carers will be taken into account</p>	<ul style="list-style-type: none"> • Any needs arising from questionnaires or direct contact have been monitored. • Parents from split families are both invited to parental consultations • Specific needs of disabled individuals have been met through relevant adjustments, along with support and advice from external agencies • The Lancashire Value Added Pupil Questionnaire was carried out with pupils in Year Four and Year Six and outcomes analysed. <p>Overall, pupils feel most positive about school, they feel safe and well cared for.</p> <p>There are very positive attitudes to incidents of racist behaviour. Work in this area was given high priority in Sept 17.</p> <p>Tootoot introduced – positive feedback from pupils about anti- bullying strategies</p>
<p>5. All displays, books and resources within school will be diversity rich and will be free from any discrimination or stereotyping</p>	<ul style="list-style-type: none"> • School staff will be vigilant and will inform Assistant Head teachers of any concerns – no concerns have been reported. • The libraries have been sorted and any older books have been removed.
<p>6. Attendance of all pupils will improve to enable all to access their educational entitlement and maximise progress</p>	<ul style="list-style-type: none"> • The Pastoral Team have monitored attendance of individual pupils and by vulnerable groups e.g. boys, SEN pupils and have swiftly followed up concerns and involved the LA attendance enforcement team where needed. • The Headteacher has report attendance outcomes to the Governing Body on a termly basis • Overall attendance has improved over time for all pupils, however, there are two vulnerable groups with lower attendance which are SEND and those pupils in receipt of Pupil Premium Funding.



7. Socio-economic inequalities will be addressed.

- Vigorous monitoring of disadvantaged groups by the Deputy Headteacher has impacted on narrowing the attainment gap for disadvantaged pupils.
- In 2018 we have successfully narrowed the gap (-1%) in maths attainment between School Pupil Premium and National Non Pupil Premium and have also narrowed the in-school gap to -5% at the expected standard.
- In 2018 we have successfully narrowed the gap (-10%) of PP achieving expected in all three areas (MaRW) when compared to NPP Nationally.
- The attainment gap between School PP and National NPP is narrower than the in-school gap in all subjects. The challenge is now to narrow the in-school gap.

Progress at the end of Key Stage Two

- Progress data shows that pupils in receipt of pupil premium funding make similar progress to non PP at Sacred Heart in writing, better progress in maths and less progress in reading.
- In 2018 we successfully accelerated the rates of pupil progress for PP. Pupils at Sacred Heart made better progress than NPP Nationally in writing and maths. The challenge is now to accelerate the progress of PP in reading. See the data below.

Progress 2017 - 2018	Sacred Heart School PP	Sacred Heart School NPP	National NPP
Reading	-1.36	0.8	0.31
Writing	0.84	1.10	0.24
Maths	0.41	-0.53	0.31

8. Disability equality will be respected.

- School has provided equal opportunities for all disabled pupils and made reasonable adjustments where necessary.
- School has continued to provide a differentiated approach to teaching and learning, so that all pupils, no matter their ability make appropriate progress.